



## Year 8 French

### Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

At Ferndown Middle School, children will have fun learning about a wide range of topics from animals, to French speaking countries (especially Mauritius), to school, to family, to sport, leisure and holidays. Learning a foreign language can help children understand their own language and make it easier to learn others. They develop 4 skills: listening, reading, speaking and writing. Speaking more than one language increases their brain capacity and they have a better memory too. It's an impressive achievement to speak a foreign language and they will have better options for their future!

	Key Performance Indicators	Age Related Expectations
<b>Listening</b>	<ul style="list-style-type: none"> <li>- Understand phrases from longer dialogues / extracts including opinions, justifications and extra details; increasingly able to distinguish between two tenses.</li> <li>- Transcribe simple words and longer phrases with accuracy including opinions, justifications and extra details; increasingly able to distinguish between two or more tenses.</li> </ul>	By the end of Y8, a child should be able to understand familiar vocabulary in listening exercises – they are able to pick out key vocabulary such as nouns, opinions, verbs and time. They will be able to understand modal verbs with an infinitive and the near future tense.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Say a variety of phrases, manipulating language with accuracy, increasingly from memory. Start to use more than one tense.</li> </ul>	A child should be able to say a variety of phrases using familiar language such as talking about self and family, sports and leisure activities and holidays using connectives, and increasingly complex opinions and justifications. They will be able to use modal verbs with an infinitive and the near future tense.
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Read a longer passage, sometimes containing unfamiliar language and more than one tense, and pick out key details.</li> <li>- Provide a largely accurate English translation of a short paragraph,</li> </ul>	A child should be able to read increasingly longer passages, picking out key vocabulary and using a variety of skills to understand unfamiliar vocabulary eg using previous knowledge, cognates and a bilingual dictionary. They are increasingly able to distinguish between the present and the near future tenses.
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Write a short paragraph with a variety of language and structures including justified opinions and a variety of verbs, using resources with increasing accuracy. Use more than one tense with increasing accuracy and success.</li> <li>- Translate a variety of sentences into the foreign language with accuracy, increasingly from memory.</li> </ul>	By the end of year 8, a child should be able to conjugate -er verbs fully with increasing confidence and conjugate some irregular verbs. They will be able to use modal verbs with an infinitive and the near future tense. They use this knowledge to write their own sentences and translate sentences into French with increasing accuracy, using resources or increasingly from memory.
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>- Identify and use two tenses with increasing success and accuracy, still using resources but increasingly from memory.</li> <li>- Use and manipulate a variety of structures and patterns, with accuracy, using resources but increasingly from memory.</li> <li>- Use accurate grammar, spelling and punctuation, with accuracy, using resources but increasingly from memory.</li> </ul>	A child should be able to recognise and identify the differences between the present and the near future tenses; they are able to use both with increasing accuracy. They can write sentences using grammatical knowledge (eg verbs in present and future tenses, adverbs of place, intensifiers, connectives, correct word order and adjective agreement).