



KS3 ASSESSMENT

French

BRAMHALL HIGH SCHOOL

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a School: My opinions about what I like	<u>Recognise</u> I am beginning to recognise and use, with support, key language associated with the topic of school, including when I hear and read opinions of school subjects.	<u>Understand</u> I can understand and use, sometimes requiring support, the language associated with the topic of school, including when I hear and read opinions of school subjects.	<u>Produce</u> I can understand and produce, with minimal support, language associated with the topic of school, including giving my opinions of school subjects.	<u>Manipulate</u> I can independently understand and produce detailed language associated with the topic of school, including giving options of school subjects. I can manipulate language and use the rules of French from throughout the topic to create language of my own.
Term 1b School: Describing my uniform and activities at school	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of school, including when I hear and read descriptions of school uniform and activities at school.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of school, including when I hear and read descriptions of school uniform and activities at school.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of school, including describing my school uniform and my activities at school.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of school, including describing my school uniform and my activities at school. I can manipulate language and use the rules of French from throughout the topic to create language of my own.

<p>Term 2a Sports and hobbies</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of free time, including when I hear and read descriptions of sports and hobbies.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of free time, including when I hear and read descriptions of sports and hobbies.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of free time, including describing my sports and hobbies.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of free time, including describing my sports and hobbies. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 2b Family</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of family, including when I hear and read descriptions of family members.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of family, including when I hear and read descriptions of family members.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of family, including describing my family members.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of family, including describing my family members. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 3a My Home: My house and my bedroom</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of home, including when I hear and read descriptions of houses.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of home, including when I hear and read descriptions of houses.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of home, including describing my house and my bedroom.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of home, including describing my house and my bedroom family. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>

<p>Term 3b My Home: What I do at home</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of home, including when I hear and read descriptions of activities at home.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of home, including when I hear and read descriptions of activities at home.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of home, including describing what I do at home.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of home, including describing what I do at home. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
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	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a Holidays: Where I normally go and what I normally do	<u>Recognise</u> Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of holidays, including when I hear and read descriptions of holidays in the present tense.	<u>Understand</u> Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of holidays, including when I hear and read descriptions of holidays in the present tense.	<u>Produce</u> Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of holidays, including describing my holidays in the present tense.	<u>Manipulate</u> Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of holidays, including describing my holidays in the present tense. I can manipulate language and use the rules of French from throughout the topic to create language of my own.
Term 1b Holidays: My last holiday and my ideal holiday	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of holidays, including when I hear and read descriptions of holidays in the past tense.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of holidays, including when I hear and read descriptions of holidays in the past tense.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of holidays, including describing my holidays in the past tense.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of holidays, including describing my holidays in the past tense. I can manipulate language and use the rules of French from throughout the topic to create language of my own.

<p>Term 2a Town: Where I live, what there is and what you can do</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of town, including when I hear and read descriptions of where people live.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of town, including when I hear and read descriptions of where people live.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of town, including describing where I live.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of town, including describing where I live. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 2b Town: Where I used to live and where I'd like to live in the future</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of town, including when I hear and read descriptions of where people might want to live in the future.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of town, including when I hear and read descriptions of where people might want to live in the future.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of town, including describing where I might want to live in the future.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of town, including describing where I might want to live in the future. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 3a Culture: La Francophonie (the French speaking world)</p>	<p>I am beginning to recognise and use, with support, key themes on the topic of La Francophonie, including where French is spoken in the world and the difference between these countries and France.</p>	<p>I can understand the key themes on the topic of La Francophonie, including where French is spoken in the world and the difference between these countries and France.</p>	<p>I can discuss and recount the key themes on the topic of La Francophonie, including where French is spoken in the world and the difference between these countries and France.</p>	<p>I can demonstrate a deeper and wider knowledge surrounding the themes on the topic of La Francophonie, including where French is spoken in the world and the difference between these countries and France.</p>

<p>Term 3b Fashion: What I like to wear</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language required when talking about clothes and fashions.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the key language required when talking about clothes and fashions.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, key language required when talking about clothes and fashions.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language required when talking about clothes and fashions.</p>
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Term 1a The virtual world: Mobile technology and social media	<u>Recognise</u> Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of the virtual world, including when I hear and read descriptions of people talking about social media.	<u>Understand</u> Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of the virtual world, including when I hear and read descriptions of people talking about social media.	<u>Produce</u> Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of the virtual world, including describing how I use social media.	<u>Manipulate</u> Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of the virtual world, including describing how I use social media. I can manipulate language and use the rules of French from throughout the topic to create language of my own.
Term 1b The media and in my life: TV, cinema and music	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of the media, including when I hear and read descriptions of people talking about their music preferences.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of the media, including when I hear and read descriptions of people talking about their music preferences.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of the media, including describing my music preferences.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of the media, including describing my music preferences. I can manipulate language and use the rules of French from throughout the topic to create language of my own.

<p>Term 2a Food and restaurants</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of food and restaurants, including when I hear and read descriptions of people talking about positive and negative restaurant experiences.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of food and restaurants, including when I hear and read descriptions of people talking about positive and negative restaurant experiences.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of food and restaurants, including describing my positive and negative restaurant experiences.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of food and restaurants, including describing my positive and negative restaurant experiences. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 2b My free time</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of my free time, including when I hear and read descriptions of people talking about their sporting activities.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of my free time, including when I hear and read descriptions of people talking about their sporting activities.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of my free time, including describing my sporting activities.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of my free time, including describing my sporting activities. I can manipulate language and use the rules of French from throughout the topic to create language of my own.</p>
<p>Term 3a My Family</p>	<p>Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of my family, including when I hear and read detailed descriptions of people talking about their family members.</p>	<p>Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of my family, including when I hear and read detailed descriptions of people talking about their family members.</p>	<p>Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of my family, including describing my family members in detail.</p>	<p>Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of my family, including describing my family members in detail. I can manipulate language and use the rules of French from</p>

				throughout the topic to create language of my own.
Term 3b Relationships with others	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of relationships with others, including when I hear and read descriptions of people talking about the advantages and disadvantages of marriage.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of relationships with others, including when I hear and read descriptions of people talking about the advantages and disadvantages of marriage.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of relationships with others, including describing the advantages and disadvantages of marriage.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of relationships with others, including describing the advantages and disadvantages of marriage. I can manipulate language and use the rules of French from throughout the topic to create language of my own.