



# KS3 ASSESSMENT

FRENCH

BRAMHALL HIGH SCHOOL

	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	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.
<b>Term 1a</b> School: My opinions about what I like	<b><u>Recognise</u></b>  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.	<b><u>Understand</u></b>  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.	<b><u>Produce</u></b>  I can understand and produce, with minimal support, language associated with the topic of school, including giving my opinions of school subjects.	<b><u>Manipulate</u></b>  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.
<b>Term 1b</b> 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.

<b>Term 2a</b> Sports and hobbies	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.	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.	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.	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.
<b>Term 2b</b> Family: Talking about my family	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.	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.	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.	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.
<b>Term 3a</b> Family: What I do with my family	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 about activities that I do with my family.	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 about activities that I do with my family.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of family, including when I hear and read about activities that I do with my family.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of family, including when I hear and read about activities that I do with my family. I can manipulate language and use the rules of French from throughout the topic to create language of my own.

<p><b>Term 3b</b> My 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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<b>Term 1a</b> Holidays: Where I normally go and what I normally do	<b><u>Recognise</u></b>  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.	<b><u>Understand</u></b>  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.	<b><u>Produce</u></b>  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.	<b><u>Manipulate</u></b>  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.
<b>Term 1b</b> 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.

<b>Term 2a</b> Town: Where I live, what there is and what you can do	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.	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.	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.	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.
<b>Term 2b</b> Town: Where I used to live and where I'd like to live in the future	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.	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.	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.	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.
<b>Term 3a</b> Culture: La Francophonie (the French speaking world)	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.	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.	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.	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.

<b>Term 3b</b> Fashion: What I like to wear	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.	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.	Building on my learning from previous topics, I can understand and produce, with minimal support, key language required when talking about clothes and fashions.	Building on my learning from previous topics, I can independently understand and produce detailed language required when talking about clothes and fashions.
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<b>Term 1a</b> My free time: Sports and Hobbies	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.	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.	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.	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.
<b>Term 1b</b> My free time: Music, TV and Film	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, TV and film 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, TV and film 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, TV and film 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, TV and film preferences. I can manipulate language and use the rules of French from throughout the topic to create language of my own.



<b>Term 2a</b> Customs and Festivals	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic customs and festivals, including when I hear and read descriptions of people talking about what they do at certain times of the year.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic customs and festivals, including when I hear and read descriptions of people talking about what they do at certain times of the year.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic customs and festivals, including describing what I do at certain times of the year.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic customs and festivals, including describing what I do at certain times of the year. I can manipulate language and use the rules of French from throughout the topic to create language of my own.
<b>Term 2b</b> Celebrations: Birthdays	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic celebrations and birthdays, including when I hear and read descriptions of people talking about their past birthdays and future birthday plans.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic celebrations and birthdays, including when I hear and read descriptions of people talking about their past birthdays and future birthday plans.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic celebrations and birthdays, including describing my past birthdays and future birthday plans.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic celebrations and birthdays, including describing my past birthdays and future birthday plans. I can manipulate language and use the rules of French from throughout the topic to create language of my own.
<b>Term 3a</b> Celebrity Culture	Building on my learning from previous topics, I am beginning to recognise and use, with support, key language associated with the topic of celebrity culture, including when I hear and read descriptions of people talking about celebrities.	Building on my learning from previous topics, I can understand and use, sometimes requiring support, the language associated with the topic of celebrity culture, including when I hear and read descriptions of people talking about celebrities.	Building on my learning from previous topics, I can understand and produce, with minimal support, language associated with the topic of celebrity culture, including describing my favourite celebrities.	Building on my learning from previous topics, I can independently understand and produce detailed language associated with the topic of celebrity culture, including describing my favourite celebrities. I can manipulate language and use the rules of

				French from throughout the topic to create language of my own.
<b>Term 3b</b> The virtual world: Mobile technology and social media	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.	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.	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.	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.