



SOUTH WILTS GRAMMAR SCHOOL

Year 8 Standards – French

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
Listening and Reading	Students understand up to 50% of spoken and written texts based on the vocabulary of the Year 7 and 8 topics and some new language in end of unit assessments	Students understand up to 90% of spoken and written texts based on the vocabulary of the Year 7 and 8 topics and some new language, in end of unit assessments	Students understand more than 90% of spoken and written texts based on the vocabulary of the Year 7 and 8 topics and some new language in end of unit assessments
Grammar Knowledge and Use, including Translation into French	Students can use their Sentence Builders to use adjective agreements, regular -er verbs and the irregular verbs <i>être, avoir, faire and aller</i> with some accuracy	Students can manipulate constructions using adjective agreements, regular -er verbs and the irregular verbs <i>être, avoir, faire and aller</i> with a reasonable level of accuracy	Students can manipulate constructions using adjective agreements, regular -er verbs and the irregular verbs <i>être, avoir, faire and aller</i> with a high level of accuracy and increasing ambition and creativity
Speaking	Students can interact within the familiar context of the some of the year's 3 topics covered; this includes asking a range of questions, Students can make themselves understood in	Students can interact confidently within the familiar context of the year's 3 topics covered; this includes asking a range of questions. Students can make themselves understood in straightforward,	Students can interact extremely confidently within the familiar context of the year's 3 topics covered; this includes asking a range of questions independently, Students can make





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	straightforward, concrete interactions, although pauses, false starts and reformulations are evident. Students can read aloud with mostly understandable pronunciation when reading text that includes some unfamiliar language and use their knowledge of French phonics to speak with developing pronunciation. Students can sometimes use the FL to interact with teacher and peers in predictable situations.	concrete interactions, with occasional false starts and reformulations. Students can read aloud with understandable pronunciation when reading text that includes some unfamiliar language and use their knowledge of French phonics to speak with good pronunciation across a range of vocabulary and structures. Students can use the FL to interact routinely with teacher and peers in predictable situations.	themselves understood in more spontaneous interactions and begin to show creativity with their French. Students can read aloud with understandable pronunciation when reading text that includes lots of unfamiliar language and use their knowledge of French phonics to speak with excellent pronunciation across a range of vocabulary and structures. Students can use the FL to interact routinely with teacher and peers in increasingly unpredictable situations
Writing	Students can write up to 90 words from memory on one topic. Students can attempt to use adjective agreements, regular -	Students can write 90 words from memory on one topic. Students can effectively use adjective agreements, regular -er verbs and the irregular verbs	Students can write 90 words from memory on one topic. Students can effectively use adjective agreements, regular -er verbs and the irregular verbs





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	er verbs and the irregular verbs <i>être, avoir, faire and aller</i> with a limited level of accuracy. Students can express simple ideas and opinions.	<i>être, avoir, faire and aller</i> Students can produce extended sentences that follow on from each other logically. Students can express their own ideas and opinions, and these are justified.	<i>être, avoir, faire and aller</i> Manipulation of language is frequent. Students can produce extended sentences that follow on from each other logically. Students can express their own ideas and opinions, and these are increasingly justified with creativity

