

Progression Pathway	Content and Concepts (depth of understanding and application)	Skills Development
7 – 9	<p><b>LISTENING</b> Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information.</p> <p><b>SPEAKING</b> Can interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address.</p> <p><b>READING</b> Can understand texts of approx. 80 words, containing predictable information. Texts may include a range of structures including a range of time frames, and vocabulary from four-five familiar topics.</p> <p><b>WRITING</b> Can write from memory at greater length (e.g. 60-75 words) on one topic. Can produce complex sentences that follow on from each other logically.</p> <p><b>GRAMMAR</b> Can use nouns and adjectives accurately in most situations. Can form the present tense. There will still be errors in verb formation when writing freely. Can use reflexive verbs in a limited context, e.g. daily routine. Can form questions relating to familiar contexts. Can create complex sentences accurately, using connectives. Can use possessive adjectives confidently.</p>	<p>Can translate short sentences into the FL, drawing on known language from recent topics. Can recall and use at least 15 verbs. Can hear or read and identify the meaning of at least 50 non-cognate words, covering mainly concrete ideas. Can recall promptly and say accurately at least 50 non-cognate words and 70 cognate words. Can use a dictionary with success to add new language. Can use a verb conjugator or verb table in the present tense.</p>
6 – 8	<p><b>LISTENING</b> Can understand passages or dialogues of approx. 60 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information.</p> <p><b>SPEAKING</b> Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address.</p> <p><b>READING</b> Can understand texts of approx. 60 words containing predictable information. Sentences may have more than one clause (including reasons for opinions), and texts draw on a range of vocabulary and structures from 3-4 familiar topics.</p> <p><b>WRITING</b> Can write short paragraphs from memory on two-three topics with good accuracy. Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions.</p> <p><b>GRAMMAR</b> Can use nouns and adjectives correctly. Can form the present tense. Can use question words with more confidence to frame questions spontaneously. Can create complex sentences using connectives with some success. Can use mon/ma/mes and ton/ta/tes confidently. Can use son/sa/ses with some success.</p>	<p>Can recall and use at least 15 verbs. Can hear or read and identify the meaning of at least 40 non-cognate words. Can recall promptly and say comprehensibly at least 40 non-cognate words and 60 cognate words. Can translate short sentences into the FL, containing language drawn from two-three topics. Can use a dictionary with some success to add new language. Can use a verb conjugator or verb table in the present tense.</p>
5 – 7	<p><b>LISTENING</b> Can understand the details in a short passage or dialogue (approx. 40 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly.</p> <p><b>SPEAKING</b> Can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address. Can adapt familiar question forms to vary questions, with some hesitation.</p> <p><b>READING</b> Can understand the main details in a short factual text or texts (approx. 40 words each) on a few familiar topics with predictable information contained in simple sentences with mostly familiar language.</p> <p><b>WRITING</b> Can write a paragraph from memory made up of short sentences using taught language on a few topics. Spelling from memory may have some inaccuracy. May not yet understand fully how sentences are formed grammatically.</p> <p><b>GRAMMAR</b> Can use subject pronouns and present tense verbs, regular and key irregular (e.g. être/faire) to generate sentences independently. Can use simple negatives. Can use known question forms confidently, and is beginning to substitute to vary questions. Can create more extended sentences using simple connectives, qualifiers, adverbs of frequency, numbers and time expressions. Can use possessive adjectives (mon,ma,mes,) mostly successfully.</p>	<p>Can recall and use at least 10 verbs. Can hear or read and identify the meaning of at least 30 non-cognate words. Can promptly recall and say comprehensibly the correct form of at least 40 cognate words and at least 25 non-cognate words. Can appreciate the need to change the infinitive verb to create the desired meaning. Is starting to be able to use verb tables or conjugators with success. Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words</p>
4 – 6	<p><b>LISTENING</b> Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p><b>SPEAKING</b> Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p><b>READING</b> Can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p><b>WRITING</b> Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p><b>GRAMMAR</b> Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Can use gender and articles (singular and plural), showing knowledge of the patterns learnt. Can use the verbs 'être' and 'avoir' in several different contexts. Can use the subordinating connectives (parce que) and some may be able to use 'qui'.</p>	<p>Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
3 – 5	<p><b>LISTENING</b> Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p><b>SPEAKING</b> Can ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p> <p><b>READING</b> Can understand familiar words and very simple sentences, for example on notices and posters.</p> <p><b>WRITING</b> Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p><b>GRAMMAR</b> Can use 1<sup>st</sup> and 2<sup>nd</sup> person singular forms of a few regular -er verbs in the present tense (with the support of a frame).</p>	<p>Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier). Can recognise and use the main dictionary codes for nouns. Can find the meanings of new nouns.</p>

<p><b>2 – 4</b></p>	<p><b>LISTENING</b> Can understand and respond to a range of familiar spoken words and short phrases.</p> <p><b>SPEAKING</b> Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p><b>READING</b> Can read and understand a range of familiar written phrases.</p> <p><b>WRITING</b> Can write simple words and several short phrases from memory with understandable spelling.</p> <p><b>GRAMMAR</b> Can use sequencers e.g. puis, après, ensuite and prepositions of place eg dans, sur, sous.</p>	<p>Can substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun.</p> <p>Can create greater variety of sentences using key verbs.</p>
<p><b>1 – 3</b></p>	<p><b>LISTENING</b> Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p><b>SPEAKING</b> Can ask and answer simple pre-learned questions from memory.</p> <p><b>READING</b> Can understand some familiar written words and short phrases.</p> <p><b>WRITING</b> Can write some single words from memory, with plausible spelling.</p> <p><b>GRAMMAR</b> Can use the high-frequency verb forms (j'ai, je suis,) confidently.</p>	<p>Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. Produce single words from memory. Can identify adjective and noun position. Can use the high-frequency verb forms confidently.</p>