

| Skill | Working Towards Expected Progress | Meeting Expectations | Exceeding Expectations |
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| Strand A | | | |
| L i s t e n i n g | Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammatical structures up to and including Grade 2). Transcribe short sentences. | Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammatical structures up to and including Grade 3). Transcribe sentences. | Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some grammatical structures up to and including Grade 4), spoken clearly. |
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| Strand B | | | |
| S p e a k i n g | Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammatical structures up to and including Grade 2). Use increasingly accurate pronunciation and intonation. | Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including some grammatical structures up to and including Grade 3). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. | Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some grammatical structures up to and including Grade 4), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation. |
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| Strand C | | | |

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| <p>R e a d i n g</p> | <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some grammatical structures up to and including Grade 2), especially tenses.</p> | <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammatical structures up to and including Grade 3) into English.</p> | <p>Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some grammatical structures up to and including Grade 4). Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.</p> |
| <p>Skill</p> | <p>Working Towards Expected Progress</p> | <p>Meeting Expectations</p> | <p>Exceeding Expectations</p> |
| <p>Strand D</p> | | | |
| <p>W r i t i n g</p> | <p>Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. Translate longer sentences (including some grammatical structures up to and including Grade 2) into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</p> | <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas (including some grammatical structures up to and including Grade 3) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p> | <p>Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some grammatical structures up to and including Grade 4) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.</p> |

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| Grammar | | | |
| G r a m m a r | Understand and use: The perfect tense of regular <i>-er</i> verbs, using <i>avoir</i> | Understand and use: The perfect tense with <i>être</i> | Understand and use: The imperfect tense of other common verbs |
| | The perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i> | The present tense of regular reflexive verbs (full paradigm) | The simple future tense |
| | The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) | Three tenses together (present, perfect and near future) | The present tense of irregular reflexive verbs (full paradigm) |
| | Two tenses together (present and perfect or present and near future) | <i>Je voudrais</i> + infinitive | The conditional of <i>vouloir</i> and <i>aimer</i> |
| | Prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>) | <i>Il faut</i> + infinitive | Questions using question words and inversion |
| | Time expressions for use with the perfect tense (e.g. <i>hier, le weekend</i>) | The imperative (<i>tu</i> and <i>vous</i> forms) | Other negatives: <i>ne ... rien, ne ... jamais, ne ... que</i> |
| | Irregular adjectives (e.g. <i>beau/belle, vieux/vieille</i>) | Superlative adjectives (<i>le/la/les plus/moins ... ; le/la meilleur(e)/les</i>) | Subordinating conjunctions: <i>comme, lorsque, parce que, puisque, si</i> |
| | Comparative adjectives (<i>plus ... que, moins ... que</i>) | Plural possessive adjectives: <i>notre/nos, votre/vos, leur/leurs</i> | Relative pronouns: <i>qui, que</i> Interrogative pronouns: <i>qui, que</i> Demonstrative pronouns: <i>ça, cela</i> |
| | Regular adverbs | Common adverbial phrases | <i>Avant de</i> + infinitive |
| | Indefinite pronouns (<i>quelqu'un</i>) Indefinite adjectives (<i>chaque, quelque</i>) | Interrogative verb forms (e.g. <i>parlez-vous anglais? vous parlez anglais? parle-t-il anglais?, est-ce que vous parlez anglais? vous parlez anglais, n'est-ce pas?</i>) | Understand only: Direct object pronouns (<i>le/la/les</i>) with non-compound tenses |
| Interrogative adjectives: (<i>quel, quelle</i>) | | | |

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| The imperfect tense of most common verbs (e.g. <i>j'étais, j'avais</i>) | | |
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