

Year 7 SPEAKING - Unit 1: Self, Family + Relationships

8/9

HA+

INNOVATIVE (Higher Tier)

- Speaker responds naturally to the questions asked with an air of spontaneity.
- Responds promptly and speaks with fluency.
- Very coherent and fluent.
- Communicates information clearly at all times.
- Consistently develops responses (gives extra details spontaneously)
- Uses a wide range of vocabulary used very accurately and may use some more complex structures
- Creative use of language and manipulation of taught structures.
- Uses a variety of adjectives very accurately to justify opinions of family members, including those that are irregular (i.e. beau/belle)
- Few minor errors (i.e. adjectival agreements, when using PVS rule for mon/ma/mes).
- Some serious errors occur only when using complex structures but the meaning is always clear.
- Accurate use of key verbs (être, avoir, s'appeler) in present tense in different persons (i.e. je, il/elle, ils/elles, ma mère, mes parents).
- Consistently good pronunciation and intonation throughout.

6/7

HA

SECURE (Intermediate tier)

- Speaker usually responds naturally to the questions asked and is often spontaneous.
- Responds promptly and speaks with some fluency.
- Usually coherent and fluent.
- Almost always communicates information clearly.
- Regularly develops responses (gives extra details with little prompting)
- Uses a range of vocabulary used accurately and may attempt to use some more complex structures
- Uses adjectives accurately to justify opinions of family members, may include some that are irregular (i.e. beau/belle).
- There may be some minor errors (i.e. adjectival agreements, when using PVS rule for mon/ma/mes).
- Some serious errors may occur but generally they do not impede communication.
- Generally successful use of key verbs (être, avoir, s'appeler) in present tense in a range of different persons (i.e. je, il/elle, ils/elles)
- Good pronunciation and intonation with only occasional lapses.

<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may be an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • Uses <u>some basic</u> adjectives to describe family members. • There <u>may be attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of family members, <u>sometimes with reasons</u>. • There <u>may be frequent</u> minor errors (i.e. adjectival agreements, when using PVS rule for mon/ma/mes). • There <u>may be serious errors</u> which <u>sometimes impede communication</u>. • <u>Some</u> successful use of key verbs (être, avoir, s'appeler) in present tense in the 'je' form. <u>Attempts</u> to use 3rd person (il/elle). • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow delivery</u>. There <u>may be occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • <u>May use adjectives</u> to describe family members. • Give <u>opinions</u> of family members. • <u>Frequent</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • There are <u>likely to be serious errors</u> which <u>regularly impede communication</u>. • <u>Limited</u> success when using key verbs (être, avoir, s'appeler) in present tense. • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

1

ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of a family member.
- Very little or no success when using key verbs (être, avoir, s'appeler) in present tense.
- Shows very little understanding of how the language works.

Year 7 SPEAKING - Unit 3: Sport + Leisure

8/9

HA+

INNOVATIVE (Higher Tier)

- Speaker responds naturally to the questions asked with an air of spontaneity.
- Responds promptly and speaks with fluency.
- Very coherent and fluent.
- May ask a question which can be clearly understood
- Communicates information clearly at all times.
- Consistently develops responses (gives extra details spontaneously)
- Uses a wide range of vocabulary used very accurately and may use some more complex structures
- Creative use of language and manipulation of taught structures.
- Uses a variety of adjectives very accurately to justify opinions of leisure activities.
- Few minor errors (i.e. when using PVS rule for à/de/le with sports and activities).
- Some serious errors occur only when using complex structures but the meaning is always clear.
- Accurate use of key verbs (jouer, aller, faire) in present tense in different persons (i.e. je, il/elle, on, nous, ils/elles, mon frère)
- Can connect verbs very accurately, e.g. j'aime jouer (i.e. second verb is an infinitive).
- Some accurate use of future tense, may attempt to use in different persons (i.e. je voudrais/je vais/on va jouer...).
- Consistently good pronunciation and intonation throughout.

6/7

HA

SECURE (Intermediate tier)

- Speaker usually responds naturally to the questions asked and is often spontaneous.
- Responds promptly and speaks with some fluency.
- Usually coherent and fluent.
- May attempt to ask a question but the meaning may be unclear.
- Almost always communicates information clearly.
- Regularly develops responses (gives extra details with little prompting)
- Uses a range of vocabulary used accurately and may attempt to use some more complex structures
- Uses adjectives accurately to justify opinions of leisure activities.
- There may be some minor errors, (i.e. when using PVS rule for à/de/le with sports and activities).
- Some serious errors may occur but generally they do not impede communication.
- Generally successful use of key verbs (jouer, aller, faire) in present tense. May use key verbs different persons (i.e. je, il/elle, on, nous).
- Can connect verbs accurately, e.g. j'aime jouer (i.e. second verb is an infinitive).

	<ul style="list-style-type: none"> • <u>Attempts</u> to use future tense with <u>some</u> success (i.e. je voudrais/je vais jouer...). • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>.
<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may be an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • Uses <u>some basic</u> adjectives to describe leisure activities. • There <u>may be attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of leisure activities, <u>sometimes with reasons</u>. • There <u>may be frequent</u> minor errors, (i.e. when using PVS rule for à/de/le with sports and activities). • There <u>may be</u> serious errors which <u>sometimes impede communication</u>. • <u>Some</u> successful use of key verbs (jouer, aller, faire) in present tense in the 'je' form. • <u>Some</u> evidence of using connecting verbs taught as a set phrase, e.g. j'aime jouer. • <u>May attempt</u> to use future tense, (i.e. je voudrais jouer). • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow</u> delivery. There <u>may be occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • <u>May use adjectives</u> to describe leisure activities. • Give <u>opinions</u> of leisure activities. • <u>Frequent</u> minor errors, (i.e. when using PVS rule for à/de/le with sports and activities). • There are <u>likely to be</u> serious errors which <u>regularly impede communication</u>. • <u>Limited</u> success when using key verbs (jouer, aller, faire) in present tense. • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

1

ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of a leisure activity.
- Very little or no success when using key verbs (jouer, aller, faire) in present tense.
- Shows very little understanding of how the language works.

Year 8 SPEAKING - Unit 4: School, Work + Future Plans	
8/9 HA+	<p>INNOVATIVE (Higher Tier)</p> <ul style="list-style-type: none"> • Speaker <u>responds naturally</u> to the questions asked with an <u>air of spontaneity</u>. • Responds <u>promptly</u> and speaks with <u>fluency</u>. • <u>Very</u> coherent and fluent. • <u>Asks</u> a question which <u>can be clearly understood</u> • Communicates information <u>clearly at all times</u>. • <u>Consistently</u> develops responses (gives extra details <u>spontaneously</u>) • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary used <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of subjects and teachers <u>convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule for le/mon, etc, adjectival agreements). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the <u>meaning is always clear</u>. • <u>Accurate</u> use of key verbs in present tense in <u>different persons</u> (i.e. je, il/elle, on, nous, ils/elles, mon prof...) • Can connect verbs <u>very accurately</u>, e.g. j'aime aller, (i.e. second verb is an infinitive). • <u>Accurate</u> use of future tense to describe future plans, <u>may attempt</u> to use in <u>different persons</u>. • <u>Consistently good</u> pronunciation and intonation <u>throughout</u>.
6/7 HA	<p>SECURE (Intermediate tier)</p> <ul style="list-style-type: none"> • Speaker <u>usually responds naturally</u> to the questions asked and is <u>often spontaneous</u>. • Responds <u>promptly</u> and speaks with <u>some fluency</u>. • <u>Usually</u> coherent and fluent. • <u>Asks</u> a question which <u>can be understood</u> • <u>Almost always</u> communicates information clearly. • <u>Regularly</u> develops responses (gives extra details <u>with little prompting</u>) • <u>Some variety</u> of <u>complex structures</u> and vocabulary used <u>accurately</u>. • <u>Often</u> gives <u>reasons</u> to <u>justify opinions</u> of subjects and teachers. • There <u>may be some</u> minor errors (i.e. when using PVS rule for le/mon, etc, adjectival agreements). • <u>Some</u> serious errors may occur but <u>generally</u> they <u>do not impede communication</u>. • <u>Generally successful</u> use of key verbs in present tense. <u>Attempts</u> to use different persons (i.e. je, il/elle, on, mon prof..) with <u>success</u>. • Can connect verbs <u>accurately</u>, i.e. second verb is an infinitive (e.g. j'aime aller), • <u>Some accurate</u> use of future tense to describe future plans. • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>

<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may be an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Attempts to ask</u> a question but the <u>meaning may be unclear</u>. • <u>Usually</u> gives quite short responses but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • There <u>may be attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of subjects and teachers, <u>sometimes with reasons</u>. • There <u>may be frequent</u> minor errors (i.e. when using PVS rule for le/mon, etc, adjectival agreements). • There <u>may be serious errors</u> which <u>sometimes impede communication</u>. • <u>Some</u> successful use of key verbs in present tense in 'je' form. <u>May attempt</u> to use 3rd person (i.e. il/elle est) with <u>some</u> success. • <u>Some</u> evidence of using connecting verbs taught <u>as a set phrase</u>, (i.e. j'aime aller). • <u>May attempt</u> to use future tense to describe future plans (i.e. je voudrais aller). • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow delivery</u>. There <u>may be occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • <u>May attempt to ask</u> a question but the <u>meaning is unclear</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • Give <u>opinions</u> of subjects and teachers. • <u>Frequent</u> minor errors (i.e. when using PVS rule for le/mon, etc, adjectival agreements). • There are <u>likely to be serious errors</u> which <u>regularly impede communication</u>. • <u>Limited</u> success when using key verbs in present tense. • Limited evidence of using connecting verbs taught as a set phrase, (i.e. j'aime aller) • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

1

ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of a subject and/or a teacher
- Little or no success when using key verbs in present tense
- Shows very little understanding of how the language works.

Year 8 SPEAKING - Unit 5: Town	
8/9 HA+	<p>INNOVATIVE (Higher Tier)</p> <ul style="list-style-type: none"> • Speaker <u>responds naturally</u> to the questions asked with an <u>air of spontaneity</u>. • Responds <u>promptly</u> and speaks with <u>fluency</u>. • <u>Very</u> coherent and fluent. • <u>Asks</u> a question which <u>can be clearly understood</u> • Communicates information <u>clearly at all times</u>. • <u>Consistently</u> develops responses (gives extra details <u>spontaneously</u>) • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary used <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of town and places in town <u>convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule for un/une, le/la/les adjectival agreements and positions). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the <u>meaning is always clear</u>. • <u>Accurate</u> use of key verbs in present tense in <u>different persons</u> to describe town and activities in town (i.e. j'habite, où on peut, quand je vais en ville, je joue..., si vous aimez, pour ceux qui aiment...) • Can connect verbs <u>very accurately</u>, e.g. j'aime bien habiter, si vous voulez manger (i.e. second verb is an infinitive). • <u>Accurate</u> use of future tense to describe ideal place to live, <u>may attempt</u> to use in <u>different persons</u>. • <u>Consistently good</u> pronunciation and intonation <u>throughout</u>.
6/7 HA	<p>SECURE (Intermediate tier)</p> <ul style="list-style-type: none"> • Speaker <u>usually responds naturally</u> to the questions asked and is <u>often spontaneous</u>. • Responds <u>promptly</u> and speaks with <u>some fluency</u>. • <u>Usually</u> coherent and fluent. • <u>Asks</u> a question which <u>can be understood</u> • <u>Almost always</u> communicates information clearly. • <u>Regularly</u> develops responses (gives extra details <u>with little prompting</u>) • <u>Some variety</u> of <u>complex structures</u> and vocabulary used <u>accurately</u>. • <u>Often</u> gives <u>reasons</u> to <u>justify opinions</u> of town and places in town. • There <u>may be some</u> minor errors (i.e. when using PVS rule for un/une, le/la/les adjectival agreements and positions). • <u>Some</u> serious errors may occur but <u>generally</u> they <u>do not impede communication</u>. • <u>Generally successful</u> use of key verbs in present tense to describe town and activities in town. <u>Attempts</u> to use <u>different persons</u> (i.e. j'habite, où on peut, si vous aimez, pour ceux qui aiment) with <u>success</u>. • Can connect verbs <u>accurately</u>, i.e. second verb is an infinitive (e.g. j'aime habiter, où on peut manger), • <u>Some accurate</u> use of future tense to describe ideal place to live.

	<ul style="list-style-type: none"> • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>
<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may</u> be <u>an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Attempts to ask</u> a question but the <u>meaning may be unclear</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • There <u>may</u> be <u>attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of town and places in town, <u>sometimes with reasons</u>. • There <u>may</u> be <u>frequent</u> minor errors (i.e. when using PVS rule for un/une, le/la/les adjectival agreements and positions). • There <u>may</u> be serious errors which <u>sometimes impede communication</u>. • <u>Some</u> successful use of key verbs in present tense to describe town and activities in town in 'je' form. <u>May attempt</u> to use 3rd person (i.e. où on peut) with <u>some</u> success. • <u>Some</u> evidence of using connecting verbs taught <u>as a set phrase</u>, (i.e. j'aime habiter, où on peut manger). • <u>May attempt</u> to use future tense to describe where they would like to live (i.e. je voudrais habiter). • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow</u> delivery. There <u>may</u> be <u>occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>May attempt to ask</u> a question but the <u>meaning is unclear</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • Give <u>opinions</u> of town and places in town. • <u>Frequent</u> minor errors (i.e. when using PVS rule for un/une, le/la/les adjectival agreements and positions). • There are <u>likely to be</u> serious errors which <u>regularly impede communication</u>. • <u>Limited</u> success when using key verbs in present tense. • Limited evidence of using connecting verbs taught as a set phrase, (i.e. j'aime habiter) • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

1

ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of town and/or places in town
- Little or no success when using key verbs in present tense.
- Very limited or no evidence of using connecting verbs taught as a set phrase, (i.e. j'aime habiter)
- Shows very little understanding of how the language works.

Year 8 SPEAKING - Unit 6: Healthy + Unhealthy Lifestyle Choices	
8/9 HA+	<p>INNOVATIVE (Higher Tier)</p> <ul style="list-style-type: none"> • Speaker <u>responds naturally</u> to the questions asked with an <u>air of spontaneity</u>. • Responds <u>promptly</u> and speaks with <u>fluency</u>. • <u>Very</u> coherent and fluent. • Communicates information <u>clearly at all times</u>. • <u>Asks</u> a question which <u>can be clearly understood</u> • <u>Consistently</u> develops responses (gives extra details <u>spontaneously</u>) • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary used <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of food/drink/diet <u>convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the <u>meaning is always clear</u>. • <u>Accurate</u> use of key verbs (manger/boire/prendre) in present, future and conditional tenses to refer to present and future events. • Can connect verbs <u>very accurately</u>, e.g. je devrais/dois manger (i.e. second verb is an infinitive). • <u>Consistently good</u> pronunciation and intonation <u>throughout</u>.
6/7 HA	<p>SECURE (Intermediate tier)</p> <ul style="list-style-type: none"> • Speaker <u>usually responds naturally</u> to the questions asked and is <u>often spontaneous</u>. • Responds <u>promptly</u> and speaks with <u>some fluency</u>. • <u>Usually</u> coherent and fluent. • <u>Almost always</u> communicates information clearly. • <u>Asks</u> a question which <u>can be understood</u> • <u>Regularly</u> develops responses (gives extra details <u>with little prompting</u>) • <u>Some variety</u> of <u>complex structures</u> and vocabulary used <u>accurately</u>. • <u>Often</u> gives <u>reasons</u> to <u>justify opinions</u> of food/drink/diet. • There <u>may be some</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • <u>Some</u> serious errors may occur but <u>generally</u> they <u>do not impede communication</u>. • <u>Generally successful</u> use of key verbs (manger/boire/prendre) to refer to present and future events. • Can connect verbs <u>accurately</u>, e.g. je devrais/dois manger, i.e. second verb is an infinitive. • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>.

<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may be an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Attempts to ask</u> a question but the <u>meaning may be unclear</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • There <u>may be attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of food/drink/diet, <u>sometimes with reasons</u>. • There <u>may be frequent</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • There <u>may be serious errors</u> which <u>sometimes impede communication</u>. • <u>Some</u> successful use of key verbs (manger/boire/prendre) to refer to present and future events. • <u>Some</u> evidence of using connecting verbs taught <u>as a set phrase</u>, e.g. je devrais/dois manger. • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow</u> delivery. There <u>may be occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • <u>May attempt to ask</u> a question but the <u>meaning is unclear</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • Give <u>opinions</u> of food/drink/diet. • <u>Frequent</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • There are <u>likely to be serious errors</u> which <u>regularly impede communication</u>. • <u>Limited</u> success when using key verbs (manger/boire/prendre) to refer to present and future events. • Limited evidence of using connecting verbs taught as a set phrase, e.g. je devrais/dois manger. • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

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ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of food/drink/diet.
- Shows very little understanding of how the language works.

Year 9 SPEAKING - Unit 7: Holidays	
8/9 HA+	<p>INNOVATIVE (Higher Tier)</p> <ul style="list-style-type: none"> • Speaker <u>responds naturally</u> to the questions asked with an <u>air of spontaneity</u>. • Responds <u>promptly</u> and speaks with <u>fluency</u>. • <u>Very</u> coherent and fluent. • Communicates information <u>clearly at all times</u>. • <u>Confidently asks</u> a question which <u>can be clearly understood</u> • <u>Consistently</u> develops responses (gives extra details <u>spontaneously</u>) • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary used <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of different aspects of a holiday <u>convincingly</u>. • <u>Few</u> minor errors, (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the <u>meaning is always clear</u>. • References to <u>past</u> and <u>future</u> events are made <u>confidently</u> as verb and tense formations are <u>nearly always correct</u>. • <u>May</u> attempt to use <u>present</u> tense <u>successfully</u>. • <u>Consistently good</u> pronunciation and intonation <u>throughout</u>.
6/7 HA	<p>SECURE (Intermediate tier)</p> <ul style="list-style-type: none"> • Speaker <u>usually responds naturally</u> to the questions asked and is <u>often spontaneous</u>. • Responds <u>promptly</u> and speaks with <u>some fluency</u>. • <u>Usually</u> coherent and fluent. • <u>Almost always</u> communicates information clearly. • <u>Asks</u> a question which <u>can be understood</u> • <u>Regularly</u> develops responses (gives extra details <u>with little prompting</u>) • <u>Some variety</u> of <u>complex structures</u> and vocabulary used <u>accurately</u>. • <u>Often</u> gives <u>reasons</u> to <u>justify opinions</u> of different aspects of a holiday. • There <u>may be some</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors may occur but <u>generally</u> they <u>do not impede communication</u>. • References to <u>past</u> and <u>future</u> events are <u>generally successful</u> as verb and tense formations are <u>usually correct</u>. • <u>May</u> attempt to use <u>present</u> tense with <u>some success</u>. • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>.

<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may</u> be <u>an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Attempts to ask</u> a question but the <u>meaning may be unclear</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • There <u>may</u> be <u>attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of a holiday, <u>sometimes with reasons</u>. • There <u>may</u> be <u>frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements). • There <u>may</u> be serious errors which <u>sometimes impede communication</u>. • There is <u>some success</u> in making reference to <u>past</u> events as verb and tense formations are <u>sometimes correct</u>. • <u>May</u> attempt to refer to future events with <u>some success</u>. • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow</u> delivery. There <u>may</u> be <u>occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • <u>May attempt to ask</u> a question but the <u>meaning is unclear</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • Give <u>opinions</u> of a holiday. • <u>Frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements). • There are <u>likely to be</u> serious errors which <u>regularly impede communication</u>. • Any attempts to make references to <u>past</u> events may only have <u>limited success</u> as verb and tense formations are <u>usually incorrect</u>. • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

1

ENTRY LEVEL

- Frequent hesitation and slow delivery. Speaker is likely to be unable to respond to most questions.
- Responses are unclear and very difficult to understand.
- Communicates very little information.
- Very poor use of language and structures.
- There are likely to be errors in the vast majority of sentences or so little said that it is difficult to make a judgment.
- May give an opinion of a holiday.
- There is little or no success in making reference to past events as verb and tense formations are mostly incorrect.
- Shows very little understanding of how the language works.

Year 9 SPEAKING - Unit 8: Past and Future Events	
8/9 HA+	<p>INNOVATIVE (Higher Tier)</p> <ul style="list-style-type: none"> • Speaker <u>responds naturally</u> to the questions asked with an <u>air of spontaneity</u>. • Responds <u>promptly</u> and speaks with <u>fluency</u>. • <u>Very</u> coherent and fluent. • Communicates information <u>clearly at all times</u>. • <u>Confidently asks</u> a question which <u>can be clearly understood</u> • <u>Consistently</u> develops responses (gives extra details <u>spontaneously</u>) • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary used <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of events <u>convincingly</u>. • <u>Few</u> minor errors, (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the <u>meaning is always clear</u>. • References to <u>past</u> and <u>future</u> events are made <u>confidently</u> as verb and tense formations are <u>nearly always correct</u>. • <u>May</u> attempt to use <u>present</u> tense <u>successfully</u>. • <u>Consistently good</u> pronunciation and intonation <u>throughout</u>.
6/7 HA	<p>SECURE (Intermediate tier)</p> <ul style="list-style-type: none"> • Speaker <u>usually responds naturally</u> to the questions asked and is <u>often spontaneous</u>. • Responds <u>promptly</u> and speaks with <u>some fluency</u>. • <u>Usually</u> coherent and fluent. • <u>Almost always</u> communicates information clearly. • <u>Asks</u> a question which <u>can be understood</u> • <u>Regularly</u> develops responses (gives extra details <u>with little prompting</u>) • <u>Some variety</u> of <u>complex structures</u> and vocabulary used <u>accurately</u>. • <u>Often</u> gives <u>reasons</u> to <u>justify opinions</u> of events. • There <u>may be some</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors may occur but <u>generally</u> they <u>do not impede communication</u>. • References to <u>past</u> and <u>future</u> events are generally successful as verb and tense formations are <u>usually correct</u>. • <u>May</u> attempt to use <u>present</u> tense with <u>some success</u>. • <u>Good</u> pronunciation and intonation with <u>only occasional lapses</u>.

<p>4/5</p> <p>MA</p>	<p>DEVELOPING (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>some spontaneity</u> but <u>may rely on pre-learnt responses</u>. • <u>Sometimes</u> hesitates, there <u>may be an occasion</u> where the speaker is <u>unable to answer a question</u>. • <u>Usually</u> gives clear information but <u>lacks clarity from time to time</u>. • <u>Attempts to ask</u> a question but the <u>meaning may be unclear</u>. • <u>Usually</u> gives <u>quite short responses</u> but <u>may occasionally</u> give extended responses (gives some extra details <u>with prompting</u>). • Uses <u>mainly simple structures</u> and vocabulary with <u>some repetition</u>. • There <u>may be attempts</u> at more <u>complex structures</u>. • Give <u>opinions</u> of an event, <u>sometimes with reasons</u>. • There <u>may be frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements). • There <u>may be</u> serious errors which <u>sometimes impede communication</u>. • There is <u>some success</u> in making reference to <u>past</u> or <u>future</u> events as verb and tense formations are <u>sometimes correct</u>. • Pronunciation and intonation is <u>generally good</u> but with <u>some inconsistency at times</u>.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION (Foundation tier)</p> <ul style="list-style-type: none"> • Speaker shows <u>little or no spontaneity</u>. <u>May rely heavily on pre-learnt responses</u>. • <u>Frequent</u> hesitation and <u>slow</u> delivery. There <u>may be occasions</u> where speaker is <u>unable to respond to questions</u>. • <u>Some</u> responses <u>may be unclear</u> or <u>require effort to be understood</u>. • <u>May attempt to ask</u> a question but the <u>meaning is unclear</u>. • Gives <u>quite short</u> responses. Any <u>attempts at developing answers</u> <u>may be difficult to understand</u> or <u>require a lot of prompting</u>. • Uses <u>only simple structures</u> and vocabulary. <u>Likely to be repetitive</u>. • Give <u>opinions</u> of an event. • <u>Frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements). • There are <u>likely to be</u> serious errors which <u>regularly impede communication</u>. • Any attempts to make references to <u>past</u> or <u>future</u> events may only have <u>limited success</u> as verb and tense formations are <u>usually incorrect</u>. • Pronunciation is <u>understandable</u>, with <u>a little</u> intonation, but comprehension is <u>sometimes delayed</u>.

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