

Key Stage 3 Summary of Progress

Age Expected Indicators for French

Progress Code	Year 7	Year 8	Year 9
Significantly Below Age Expectation	<ul style="list-style-type: none"> • Demonstrate understanding of familiar words and short phrases. • Imitate a model of correct pronunciation and intonation. • Write or copy simple words correctly. 	<ul style="list-style-type: none"> • Demonstrate understanding of a range of phrases and simple opinions. • Give basic information and opinions, using familiar vocabulary. • Write a few short sentences with support. 	<ul style="list-style-type: none"> • Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. • Ask and answer a few different simple questions in the present tense. • Write several short sentences with support to give information and express simple opinions, using the present tense of frequently used verbs.
Below Age Expectation	<ul style="list-style-type: none"> • Demonstrate understanding of a range of phrases and simple opinions. • Give basic information and opinions, using familiar vocabulary. • Write a few short sentences with support. 	<ul style="list-style-type: none"> • Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. • Ask and answer a few different simple questions in the present tense. • Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs. 	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of vocabulary. • Ask and answer a range of questions. • Write several short, linked sentences to give information and express simple opinions, referring to the present, using a range of vocabulary.
Working At Age Expectation	<ul style="list-style-type: none"> • Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. • Ask and answer a few different simple questions in the present tense. • Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs. 	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of vocabulary. • Ask and answer a range of questions. • Write several short, linked sentences to give information and express simple opinions, referring to the present, using a range of vocabulary. 	<ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions with reasons, justifications and details in a range of short passages which include two time frames. • Take part in dialogues, using short phrases, and sometimes more complex sentences.



			<ul style="list-style-type: none">• Write short texts for different purposes, referring to a single time frame (past, present, or future).
Above Age Expectation	<ul style="list-style-type: none">• Demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of vocabulary.• Ask and answer a range of questions.• Write several short, linked sentences to give information and express simple opinions, referring to the present, using a range of vocabulary.	<ul style="list-style-type: none">• Demonstrate understanding of main points, opinions with reasons, justifications and details in a range of short passages which include two time frames.• Take part in dialogues, using short phrases, and sometimes more complex sentences.• Write short texts for different purposes, referring to a single time frame (past, present or future).	<ul style="list-style-type: none">• Demonstrate understanding of a range of short and longer passages which include opinions with reasons, justifications, details and reference to three time frames.• Take part in conversations, using a range of common vocabulary and grammatical structures.• Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, past and future.
Significantly Above Age Expectation	<ul style="list-style-type: none">• Demonstrate understanding of main points, opinions with reasons, justifications and details in a range of short passages which include two time frames.• Take part in dialogues, using short phrases, and sometimes more complex sentences.• Write short texts for different purposes, referring to a single time frame (past, present or future).	<ul style="list-style-type: none">• Demonstrate understanding of a range of short and longer passages which include opinions with reasons, justifications, details and reference to three time frames.• Take part in conversations, using a range of common vocabulary and grammatical structures.• Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, past and future.	<ul style="list-style-type: none">• Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures.• Initiate and develop conversations on a variety of topics.• Use and adapt language for new purposes and narrate events.• Write coherent longer texts on a variety of topics, containing descriptions, narrations, and personal opinions with justification, using at least three tenses.



Learning Review Window 1

Tuesday 7th January 2025 until Friday 24th January 2025

Learning Review Window 2

Monday 16th June 2025 until Friday 4th July 2025

During these learning review windows students will be assessed in each of their subjects against the progress codes outlined. The actual date and nature of these assessments will be outlined by individual subject teachers ahead of the learning review window.

Assessment summary reports, including information about attendance and attitude to learning are issued following these learning review windows.