



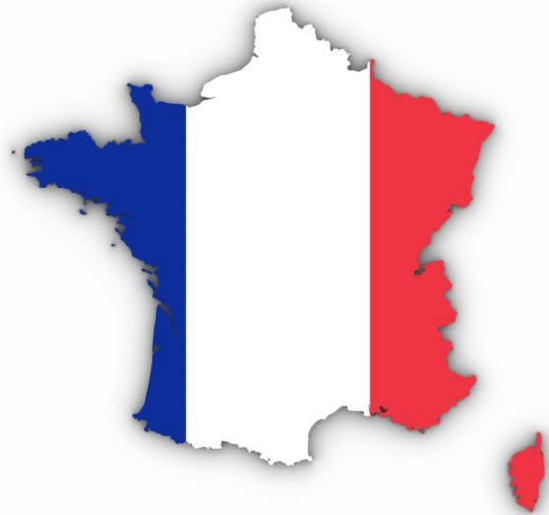
Milby Primary School



Modern Foreign Languages Assessment Guidance

Year 3 – Year 6

Academic Year of 2025 – 2026





Assessment Guidance

Year 3 – Autumn One

I am learning French – J'apprends le français

Working towards the expected standard

- I can find France on a map of the world if an adult directs me to some of the surrounding countries.
- I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.
- I can recognise some numbers from 1-10 in French.
- I can recognise some of the key ten colours in French.

Working at the expected standard

- I can find France on a map of the world if I am shown Europe first.
- I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class.
- I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly.
- I can say some of the ten colours in French without any help and can attempt to spell some of these correctly.

Working at greater depth within the expected standard

- I can find France on a map of the world.
- I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form.
- I can say numbers 1-10 clearly in French and I can now spell some of these numbers.
- I can say ten key colours in French, and I can now spell some of these colours.



Assessment Guidance

Year 3 – Autumn Two

Animals – *Les animaux*

Working towards the expected standard

- *I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings.*
- *I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.*
- *I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings.*

Working at the expected standard

- *I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings.*
- *I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.*
- *I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French.*

Working at greater depth within the expected standard

- *I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy.*
- *I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun.*
- *I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.*



Assessment Guidance

Year 3 – Spring One

Instruments – *Les instruments*

Working towards the expected standard

- *I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first.*
- *I am beginning to understand that the instruments do not all have the same definite article/determiner in French.*
- *I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings.*

Working at the expected standard

- *I can attempt to name/spell at least 5 different instruments in French with the correct definite article/determiner.*
- *I understand that the instruments do not all have the same definite article/determiner.*
- *I can say/write at least 5 short phrases on 5 different instruments in French but may need to look at the vocabulary sheet to support me with the spellings.*

Working at greater depth within the expected standard

- *I can name/spell all 10 instruments in French with the correct definite article/determiner.*
- *I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory.*
- *I can say/write 10 short phrases on the 10 different instruments in French from memory.*



Assessment Guidance

Year 3 – Spring Two

I am able... – Je peux...

Working towards the expected standard

- I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings.
- I can match these verbs to their picture easily if I have a word and picture bank to help me.
- I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings.

Working at the expected standard

- I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings.
- I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.
- I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.

Working at greater depth within the expected standard

- I can name and spell all 10 action verbs in French from memory and with high accuracy.
- I can match these verbs to their picture easily.
- I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.



Assessment Guidance

Year 3 – Summer One

Ice creams – *Les glaces*

Working towards the expected standard

- I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit.
- I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model.
- I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first.
- I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first.

Working at the expected standard

- I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit.
- I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy.
- I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first.
- I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.
- I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first.

Working at greater depth within the expected standard

- I can name and recognise all 10 ice-cream flavours as presented in this unit.
- I can attempt to spell more than 5 of these flavours in French with high accuracy.
- I can say in French that I would like an ice-cream using 'je voudrais'.
- I can specify in French what flavour ice-cream I would like.
- I can specify in French whether I would like my ice-cream in a cone or a small pot/tub.



Assessment Guidance

Year 3 – Summer Two

Fruits – *Les fruits*

Working towards the expected standard

- *I can repeat and recognise a few of the 10 fruits in French with their correct article.*
- *I can attempt to possibly spell one of these words unaided from memory with relative accuracy.*
- *I can ask somebody in French if they like a particular fruit if I hear the question being asked first.*
- *I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately.*

Working at the expected standard

- *I can repeat and recognise most of the 10 fruits in French with their correct article.*
- *I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.*
- *I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.*
- *I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first.*

Working at greater depth within the expected standard

- *I can name and recognise all 10 fruits presented in this unit with the correct article.*
- *I can attempt to spell more than 5 of these fruits in French with relative accuracy.*
- *I can ask somebody in French if they like a particular fruit with no reminder first.*
- *I can say in French which of the 10 fruits I like and dislike, without the need for a model answer.*



Assessment Guidance

Year 4 – Autumn One

Presenting myself – *Je me présente*

Working towards the expected standard

- *I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher.*
- *I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help.*
- *I can repeat correctly how to say my nationality.*

Working at the expected standard

- *I can understand and use set phrases to talk about myself and ask others for simple information in return.*
- *I can understand numbers 1-20, count and also use the numbers out of sequence.*
- *I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy.*

Working at greater depth within the expected standard

- *I can repeat all my personal details in French, and ask for the information back, without help.*
- *I can say numbers 1-20 clearly in French and I can now spell some of these numbers.*
- *I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.*



Assessment Guidance

Year 4 – Autumn Two

My family – *Ma famille*

Working towards the expected standard

- I can understand some of the basic language covered in ‘Presenting Myself’ and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.
- I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.
- I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.
- I can tell you with support, how old a family member is.

Working at the expected standard

- I can remember most of the language covered in the ‘Presenting Myself’ unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.
- I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.
- I may need help with changing the verb from ‘I am called’ to ‘he/she is called’.
- I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from ‘I am ...years old’ to ‘he/she... is years old’.

Working at greater depth within the expected standard

- I can remember all the language covered in the ‘Presenting Myself’ unit, without help.
- I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.
- I am able to manipulate the verb ‘s’appeler’ (to be called) in order to talk about what other family members are called.
- I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.
- I understand how the verb ‘avoir’ (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.



Assessment Guidance

Year 4 – Spring One

The date – Le date

Working towards the expected standard

- I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the year to their English equivalent.
- I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer.
- I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder.

Working at the expected standard

- I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap-fill exercise.
- I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from.
- I can ask somebody when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer.

Working at greater depth within the expected standard

- I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help.
- I can ask the date in French and say the correct date in French.
- I can ask when somebody has their birthday in French and tell them when I have my birthday.



Assessment Guidance

Year 4 – Spring Two

Seasons – Les saisons

Working towards the expected standard

- I can attempt to name/spell all 4 seasons in French with the correct article/determiner but will need to look at the vocabulary sheet first.
- I can say/write a short phrase on at least one season in French but may need to look at the vocabulary sheet first to support me with the spellings.
- I can say/write which is my favourite season in French. I may need to look at the vocabulary sheet first to support me with the spellings. I may also need to hear and see a model answer first.

Working at the expected standard

- I can attempt to name all 4 seasons in French from memory with the correct article/determiner with some support.
- I can say/write a short phrase on at least one season in French from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings.
- I can say/write which is my favourite season in French. I find it more challenging when asked to provide a justification using the conjunctions 'et' and 'car'.

Working at greater depth within the expected standard

- I can name/spell all 4 seasons in French from memory, with high accuracy and with the correct article/determiner.
- I can say/write a short phrase on each season from memory in French with high accuracy.
- I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions 'et' and 'car'.



Assessment Guidance

Year 4 – Summer One

In the classroom – *En classe*

Working towards the expected standard

- *I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me.*
- *I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.*
- *I can recall in spoken and possibly written form what I have and do not have in my pencil case, if I can work with a word bank with pictures to support me.*

Working at the expected standard

- *I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners.*
- *I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.*
- *I can recall in spoken and written form what I have and do not have in my pencil case.*

Working at greater depth within the expected standard

- *I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy.*
- *I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence.*
- *I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.*



Assessment Guidance

Year 4 – Summer Two

At the tearoom – *Au salon de thé*

Working towards the expected standard

- *I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me.*
- *I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.*
- *I can ask for one item I would like to eat and one I would like to drink in a salon de thé.*

Working at the expected standard

- *I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me.*
- *I can attempt changing a singular noun to a plural noun in French.*
- *I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options.*

Working at greater depth within the expected standard

- *I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner.*
- *I can change a singular noun to a plural noun in French.*
- *I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.*



Assessment Guidance

Year 5 – Autumn One

My home – Chez moi

Working towards the expected standard

- I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first.
- I can say and write where my house or apartment is if I can hear the examples first and work from a model.
- I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me.
- I can ask somebody what rooms they have or do not have in their house and answer this question back if I hear an example first. I find formulating the negative option more tricky.
- I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first.

Working at the expected standard

- I can say and write whether I live in a house or an apartment with high accuracy.
- I can say and write where my house or apartment is after I have heard the options.
- I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

Working at greater depth within the expected standard

- I can say and write whether I live in a house or an apartment.
- I can say and write where my house or apartment is based using the choices given.
- I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply.
- I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.



Assessment Guidance

Year 5 – Autumn Two

Do you have a pet? – *As-tu un animal?*

Working towards the expected standard

- I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them.
- I can match words to pictures but I am unable to spell the words from memory.
- I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge.
- I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”) if I hear an example first.

Working at the expected standard

- I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.
- I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.
- I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.
- I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”).

Working at greater depth within the expected standard

- I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy.
- I can ask somebody if they have or do not have a particular pet and give this information back from memory.
- I can also tell you the name of my pet from memory using a full sentence in French.
- I can improve my spoken and written French by using the connectives et (“and”) or mais (“but”).



Assessment Guidance

Year 5 – Spring One

What is the weather? – *Quel temps fait-il?*

Working towards the expected standard

- I can use picture cards to help me remember some of the weather vocabulary in French and I can attempt to spell some of them with help from an adult. I can match the French phrases to their matching pictures if an adult reads the phrases to me first. I can repeat these phrases back with good pronunciation.
- I am able to reply to the question asked but will need to hear the correct reply first.
- I can read a French weather map if the symbols are matched to the phrases but may need help reading the French phrases.

Working at the expected standard

- I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and I can attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.
- I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.
- I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.

Working at greater depth within the expected standard

- I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help.
- I can ask what the weather is in French and reply to this question without hesitation.
- I can read a simple French weather map. I am able to work on my own.



Assessment Guidance

Year 5 – Spring Two

Clothes – *Les vêtements*

Working towards the expected standard

- I can use picture cards to help me remember some of the clothes vocabulary in French and can attempt to spell some of the clothes that are similar to the English. I can match the French words to their matching pictures if an adult reads the words to me first.
- I am able to tell you what I am wearing when I have time to prepare and all the language is in front of me, but I can only remember the *je* part of the verb *porter*.
- I can tell you what I wear in different weather/scenarios if I hear/see a model answer first.
- I can attempt to describe clothing by colour and understand that the spelling and pronunciation of the colour may change depending on what the item of clothing is.
- I am becoming more confident using *mon*, *ma* and *mes*. I understand that there are different words for 'my' in French. I often need support knowing which one to use.

Working at the expected standard

- I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using *un/une/des* with improving accuracy.
- I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of *porter* in front of me.
- I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.
- I can describe clothing by colour and I am beginning to understand adjectival agreement.
- I am becoming increasingly confident using the possessive adjectives *mon*, *ma* and *mes*.

Working at greater depth within the expected standard

- I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is *un*, *une* or *des* with high accuracy.
- I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb *porter*.
- I can tell you what I wear, possibly what my friend wears in different weather/situations.
- I can describe clothing by colour and understand the concept of adjectival agreement.
- I am confident using the possessive adjectives *mon*, *ma* and *mes* with high accuracy.



Assessment Guidance

Year 5 – Summer One

Habitats – *Les habitats*

Working towards the expected standard

- *I can name one essential element in French that plants and animals need to survive in their habitat, but I will need to be prompted or reminded first and have access to a word/picture bank.*
- *I can name one type of habitat in French but only with a picture and word bank to help me.*
- *I can name one animal or plant in French specific to a type of habitat.*

Working at the expected standard

- *I can name one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.*
- *I can name in French a couple of different types of habitats and give examples, but I can work faster and better with a word bank or a gap fill to help and remind me.*
- *I can tell you in French which animals and which plants live and grow in one type of habitat.*

Working at greater depth within the expected standard

- *I can name all of the five essential elements that animals and plants need to survive in their habitats, without help.*
- *I can name five types of habitats in French.*
- *I can say in French which animals and which plants live and grow in each habitat.*



Assessment Guidance

Year 5 – Summer Two

Traditions and celebrations – Traditions et célébrations

Working towards the expected standard

- I can understand some of the traditions and celebrations in French and recount all their titles with the help of the teacher but find it hard to remember the key vocabulary related to each tradition or celebration.
- I can match words to pictures, but I am unable to spell the words from memory.
- I can express my opinion if the teacher says the sentence structure first and helps me to repeat it back. I find using the correct adjectival agreement more of a challenge.
- I can attempt to improve my spoken and written French by using and responding to the question words if I hear an example first.

Working at the expected standard

- I can understand and recall all the traditions and celebrations with the help of the teacher, and I can recount some of the key vocabulary from each tradition or celebration.
- I can ask somebody questions about a tradition or celebration if I have the language required in front of me. I can then work out how to reply, including use of the negative opinion if I have time to work out what I want to say and see an example to remind me.
- I can tell you about a tradition or celebration using a full sentence in French if the teacher shows me an example first to remind me of the language.
- I can attempt to improve my spoken and written French by using and responding to the question words if I hear an example first.

Working at greater depth within the expected standard

- I can understand and recall all the traditions and celebrations in French. I can possibly even recount most, if not all, of the key words unaided with good accuracy.
- I can ask somebody questions about a tradition or celebration and answer the same questions when they are asked to me from memory.
- I can also tell you about a tradition or celebration using a full sentence in French.
- I can improve my spoken and written French by using and responding to the question words I have heard throughout the unit.



Assessment Guidance

Year 6 – Autumn One

At school – À l'école

Working towards the expected standard

- I can repeat some of the vocabulary presented to me in class from memory for school subjects with the help of picture cards. I can attempt to complete a gap-fill activity for this vocabulary with the help of a word bank. I find identifying the correct article a challenging concept.
- I can say what subject I like at school.
- I can tell you what time I have a particular subject at school.

Working at the expected standard

- I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article.
- I can say what subjects I like and dislike at school.
- I can tell you what time I have a particular subject at school.

Working at greater depth within the expected standard

- I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article.
- I can say which subjects I like and dislike at school.
- I can say why I like/dislike certain school subjects.
- I can tell you what time I have subjects at school.



Assessment Guidance

Year 6 – Autumn Two

Healthy lifestyles – *Manger et bouger*

Working towards the expected standard

- I can name and recognise a maximum of 5 foods and drinks that are considered good for a healthy diet. I can name and remember more with the help of a word bank.
- I can also name a maximum of 5 foods and drinks that are considered bad for a healthy diet if eaten in excess.
- I can tell you what I do during the week in terms of exercise if I am shown an example first.
- I can give you a simple account of what I do to lead a healthy lifestyle if I am shown an example.
- I can now follow a very simple French recipe if an adult or partner reminds me and explains the key language first.

Working at the expected standard

- I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me.
- I can also name at least another 5 foods and drinks that are considered bad for your health if eaten in excess.
- I can tell you at least one thing that I do during the week in terms of exercise.
- I can give you a general account of what I do to lead a healthy lifestyle if I can prepare first.
- I can now follow a simple French recipe if I have a few minutes to analyse the text first.

Working at greater depth within the expected standard

- I can name and recognise 10 foods and drinks that are considered good for a healthy diet.
- I also name another 10 foods and drinks that are considered bad for a healthy diet if eaten in excess.
- I can tell you a few things that I do/do not do during the week in terms of exercise.
- I can give you a general account of what I do to lead a healthy lifestyle unaided from memory.
- I can now follow a simple French recipe and research new words on my own.



Assessment Guidance

Year 6 – Spring One

World War Two – *La Seconde Guerre mondiale*

Working towards the expected standard

- *I can now order a few unknown words and decode most of the meaning in French if I have a word bank and headings.*
- *I have learnt to use cognates as a strategy to improve my reading and listening skills in French.*
- *I can name a couple of the countries and languages involved in WW2 and read a map labelled in French with the help of a word bank.*
- *I can give you a few adjectives to describe city life as compared to country life during the war.*
- *I can write a few lines in French using the knowledge I have learnt in this unit, with the help of a word bank.*

Working at the expected standard

- *I can now order a group of unknown words when I am given the appropriate headings and can decode most of the meaning in a short piece of French text.*
- *I have learnt some simple strategies to improve my reading and listening skills in French.*
- *I can name some of the countries and languages involved in WW2 and label a map in French if I have a word bank in French.*
- *I can give you a simple account of what city life was like compared to country life during the war.*
- *I can write a few lines in French using all the knowledge I have learnt in this unit.*

Working at greater depth within the expected standard

- *I can now order a group of unknown words and decode most of the meaning in a piece of French text.*
- *I have learnt a range of strategies to improve my reading and listening skills in French.*
- *I can name most of the countries and languages involved in WW2 and label a map in French.*
- *I can give you an account of what city life was like compared to country life during the war.*
- *I can write a simple letter in French using all the knowledge I have learnt in this unit.*



Assessment Guidance

Year 6 – Spring Two

Around town – *En ville*

Working towards the expected standard

- I can attempt to name up to 5 places around town in French with the correct article / determiner and label them on a map, but I will need support from a teacher and / or scaffold sheet.
- I am beginning to understand and attempt to give some key directional instructions in French with support.
- I am beginning to learn about prepositions in French in order to say where one place is located in relation to another place, but I need support with the grammatical changes that are needed.
- I can say some short phrases in French which make up an authentic dialogue about directions.

Working at the expected standard

- I can name at least 5 places around town with their correct articles / determiners and label them on a map.
- I can follow and give some key directional instructions in French but may need support.
- I can give the location of some places in the town in relation to others but may need some support with prepositions and the grammar rules regarding changes needed.
- I can take part in an authentic dialogue, asking and giving directions in French with the support of a teacher and / or scaffold sheet.

Working at greater depth within the expected standard

- I can name all 10 places around the town in French with the correct article / determiner from memory and with high accuracy.
- I can follow and give 5 directional instructions in French and understand and use phrases of relative distance (nearby / far away).
- I understand that when using some prepositions in French, grammatical changes are needed depending on the gender of the noun that follows.
- I can take part in a complete, authentic dialogue, asking and giving directions in French.



Assessment Guidance

Year 6 – Summer One

At the weekend – *Le week-end*

Working towards the expected standard

- *I can ask what the time is in French and attempt to tell the time when I have a choice of possible answers in front of me.*
- *I have been introduced to a range of phrases in French to talk about the activities that I do at the weekend and can remember a couple of them by heart.*
- *I can highlight the verb in these sentences when an adult says the verb to me orally first.*
- *I can give you a short account of what I do at the weekend and at what time, integrating perhaps a connective into my work when I have a phrase bank in front of me.*

Working at the expected standard

- *I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language.*
- *I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart.*
- *I can highlight the verb in these sentences if I have a choice of the verbs in front of me first.*
- *I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have time to prepare first.*

Working at greater depth within the expected standard

- *I can ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to.*
- *I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend.*
- *I can highlight the verb in these sentences.*
- *I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work.*



Assessment Guidance

Year 6 – Summer Two

Me in the world – *Moi dans le monde*

Working towards the expected standard

- I know that there are many countries that have French as their official language and can name another one (apart from France).
- I can try to locate this country on a map of the world.
- I can name and mention a few key facts in French about a celebration in a French speaking country.
- I can tell you one thing that I am going to do help protect our planet but may need to hear it in French first as a reminder, before repeating it myself.

Working at the expected standard

- I know that there are many countries that have French as their official language and can name two of them in French (apart from France).
- I can locate some of these on a map of the world.
- I can name and mention a few key facts in French about two celebrations in French speaking countries.
- I can tell you at least one thing that I am going to do help protect our planet.

Working at greater depth within the expected standard

- I know that there are many countries that have French as their official language and can name at least four of them in French (apart from France).
- I can locate some of these on a map of the world.
- I can name and mention a few key facts in French on at least two celebrations in French speaking countries.
- I can tell you at least two things that I am going to do to help protect our planet.