

### French Learning Journal Year 7

Baseline score (EOY 6)	Autumn stage	Spring stage	Summer stage	End of year target (circle)
				7E 7D 7S 7M

Skills Overview				
	Speaking:	Writing:	Reading and Listening:	
<b>Mastery</b>	<ul style="list-style-type: none"> <li>○ I demonstrate fluency when discussing different localities and homes.</li> <li>○ I adeptly vary my speech to engage in discussions about free time activities.</li> <li>○ I confidently adjust my speech to clarify routines and the sequencing of events.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can use a range of structures to comment upon contrasting areas and properties.</li> <li>○ I demonstrate a range of structures whilst writing about free time activities and sequencing events within a day.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can examine and retrieve relevant information from texts, which describe a variety of areas and properties.</li> <li>○ I can pinpoint relevant details about a given topic, from authentic and multiple sources.</li> </ul>	
<b>Secure</b>	<ul style="list-style-type: none"> <li>○ I can participate in dialogue where I communicate descriptions of localities and houses.</li> <li>○ I can give a detailed account of free time activities.</li> <li>○ I can elaborate upon my daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can construct extended sentences about topics such as my house, the locality and that of another country.</li> <li>○ I can write paragraphs regarding daily routine and sequencing events.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can respond to sources stating facts and descriptions.</li> <li>○ I can identify the details of free time activities from a range of sources.</li> <li>○ I can comprehend information about routines and extract key information</li> </ul>	
<b>Developing</b>	<ul style="list-style-type: none"> <li>○ I can utilise support stems to enable me to speak coherently about localities and houses.</li> <li>○ I can engage in dialogue about free time activities.</li> <li>○ I can utilise resources to engage in conversations about daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can extend sentences by using conjunctions when I write about topics such as my home and locality.</li> <li>○ I can follow examples to create sentences which describe free time activities and daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can extract key information from a range of sources relating to houses and the locality.</li> <li>○ I can select important details from sources which comment upon free time activities.</li> <li>○ I locate and demonstrate understanding of information about daily routine.</li> </ul>	
<b>Emerging</b>	<ul style="list-style-type: none"> <li>○ I follow a model to communicate information about topics such as localities and homes.</li> <li>○ I can state what I do in my free time.</li> <li>○ I communicate information about daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can write simple sentences about topics such as my home and locality, as well as free time activities..</li> </ul>	<ul style="list-style-type: none"> <li>○ I can locate key information from spoken and written sources which comment upon topics such as houses and the locality.</li> <li>○ I can identify familiar free time activities.</li> <li>○ I identify and retrieve a focussed list of information of texts about daily routine.</li> </ul>	

## How am I progressing towards my End of Year Target?

Use the Skills Overview to fill in these boxes, each term.

	During this term, I have become better at...	Next, I need to work on developing...
Autumn term	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
Spring term	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
Summer term	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>