

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

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>