

<div> <div>French</div> <div>KS3 Learning Journal</div> <div>Year 8</div> <div>2023 2024</div> </div>			
AUTUMN	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I adeptly utilise food-related vocabulary in a range of situations	<input type="checkbox"/> I employ a range of grammatical structures when writing about food	<input type="checkbox"/> I astutely unpick nuances in spoken and written texts which have food as a focal point
Secure	<input type="checkbox"/> I participate in dialogues which seek to discover food preferences and orders	<input type="checkbox"/> I create detailed sentences relating to food	<input type="checkbox"/> I respond to written and recorded stimuli which has food as a topic
Developing	<input type="checkbox"/> I follow a model to discuss food preferences	<input type="checkbox"/> I utilise conjunctions to write about foods	<input type="checkbox"/> I extract relevant information from a range of sources relating to food
Emerging	<input type="checkbox"/> I list foods and give simple responses about food preferences	<input type="checkbox"/> I write simple sentences which include lists of food	<input type="checkbox"/> I locate key information about food from spoken and written sources
SPRING	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I lead discussions and justify clothing choices for a variety of scenarios	<input type="checkbox"/> I draw upon a range of structures to provide a commentary on clothing and fashion	<input type="checkbox"/> I pinpoint relevant details about clothing and fashion from authentic sources
Secure	<input type="checkbox"/> I give and gain a detailed account of clothing items	<input type="checkbox"/> I compose extended sentences about a variety of clothing and the context in which they should be worn	<input type="checkbox"/> I identify and retrieve specific details about clothing and fashion
Developing	<input type="checkbox"/> I respond to questions relating to clothing	<input type="checkbox"/> I follow an example to construct my own sentences which describe clothing	<input type="checkbox"/> I select important details about clothing
Emerging	<input type="checkbox"/> I make simple comments about clothing	<input type="checkbox"/> I use the sentence builder to create sentences about clothing	<input type="checkbox"/> I identify familiar words relating to clothing
SUMMER	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I adapt language and register to clarify and describe holiday and travel plans	<input type="checkbox"/> I demonstrate a breadth of grammatical structures when writing about holiday and travel information	<input type="checkbox"/> I glean relevant information about holiday destinations and activities from a range of sources
Secure	<input type="checkbox"/> I discuss, clarify and elaborate upon holiday and travel plans	<input type="checkbox"/> I structure my writing to clearly present holiday and travel information	<input type="checkbox"/> I sift out relevant information pertaining to travel and holidays from a range of sources
Developing	<input type="checkbox"/> I utilise support stimuli to engage in conversations about holidays and travel	<input type="checkbox"/> I create sentences which describe holiday itineraries.	<input type="checkbox"/> I locate and demonstrate understanding familiar phrases relating to holidays
Emerging	<input type="checkbox"/> I communicate travel and holiday information	<input type="checkbox"/> I follow a model to write about holidays	<input type="checkbox"/> I identify and retrieve a focussed list of information from texts about holidays

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<i>National Curriculum Aim</i>	Speaking: <ul style="list-style-type: none"> • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 	Writing: <ul style="list-style-type: none"> • write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt 	Reading and Listening: <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • discover and develop an appreciation of a range of writing in the language studied. 	

My personal progress: Year 8

<i>Baseline score (EOY 7)</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Target</i>