

French KS3 Learning Journal Year 7 2023 2024			
AUTUMN	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I demonstrate fluency when discussing different localities and houses	<input type="checkbox"/> I employ a range of structures to comment upon contrasting areas and properties	<input type="checkbox"/> I examine and retrieve relevant information from texts which describe a variety of areas and properties
Secure	<input type="checkbox"/> I participate in dialogue where I communicate descriptions of localities and houses	<input type="checkbox"/> I construct extended sentences about my house, the locality and that of another country	<input type="checkbox"/> I respond to the content of sources stating facts describing localities and houses
Developing	<input type="checkbox"/> I utilise support stems to enable me to speak coherently about localities and houses	<input type="checkbox"/> I extend sentences by using conjunctions when I write about my home and locality	<input type="checkbox"/> I extract key information from a range of sources relating to houses and the locality
Emerging	<input type="checkbox"/> I follow a model to communicate information about localities and homes	<input type="checkbox"/> I write simple sentences about my house and locality	<input type="checkbox"/> I locate key information from spoken and written sources which comment upon houses and the locality
SPRING	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I adeptly vary my speech to engage in discussions about free time activities	<input type="checkbox"/> I demonstrate a range of structures whilst writing about free time activities	<input type="checkbox"/> I pinpoint relevant details about free time activities from authentic sources
Secure	<input type="checkbox"/> I give a detailed account of free time activities	<input type="checkbox"/> I compose extended sentences about free time activities and where you can undertake them	<input type="checkbox"/> I elicit the details of free time activities from a range of sources
Developing	<input type="checkbox"/> I engage in dialogue about free time activities	<input type="checkbox"/> I follow examples to create sentences which describe free time activities	<input type="checkbox"/> I select important details from sources which comment upon free time activities
Emerging	<input type="checkbox"/> I state what I do in my free time	<input type="checkbox"/> I create sentences which describe free time activities	<input type="checkbox"/> I identify familiar free time activities
SUMMER	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I adeptly adjust my speech to clarify routines and the sequencing of events	<input type="checkbox"/> I demonstrate a breadth of grammatical structures when sequencing events throughout the day	<input type="checkbox"/> I glean relevant information about routines from multiple sources
Secure	<input type="checkbox"/> I elaborate upon my daily routine	<input type="checkbox"/> I create paragraphs regarding daily routine and sequencing events	<input type="checkbox"/> I comprehend information about routines and extract key information
Developing	<input type="checkbox"/> I utilise support stimuli to engage in conversations about daily routine	<input type="checkbox"/> I compose sentences which describe free time activities	<input type="checkbox"/> I locate and demonstrate understanding of information about daily routine
Emerging	<input type="checkbox"/> I communicate information about daily routine	<input type="checkbox"/> I write sentences about daily routine	<input type="checkbox"/> I identify and retrieve a focussed list of information of texts about daily routine

French		KS3 Learning Journal		Year 7	2023 2024
National Curriculum Aim	<b>Speaking:</b> <ul style="list-style-type: none"><li>• 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</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li></ul>	<b>Reading and Listening:</b> <ul style="list-style-type: none"><li>• understand and respond to spoken and written language from a variety of authentic sources</li><li>• discover and develop an appreciation of a range of writing in the language studied.</li></ul>		
My personal progress: Year 7					
Baseline score (EOY 6)	Autumn	Spring	Summer	Target	