Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Demonstrate understanding of words and short phrases, spoken clearly and repeated if necessary. The short phrases may include simple opinions with *c'est …*	1st	Listen to an audio recording about pets and match each one to the correct picture. E.g. *J'ai un chat; J'ai deux poissons; Je n'ai pas d'animal.*	Cannot remember the meaning of some items of vocabulary, or confuses similar-sounding words (e.g. *chat, chien*).	Ask the class to come up with ideas for remembering the meaning of words that are causing some students difficulty. E.g. *chien-chien-chien* sounds like a dog barking; *chat-chat-chat* sounds like a cat drinking milk.
Listening	Demonstrate understanding of a range of phrases and simple opinions, spoken clearly. The phrases generally include more than one key bit of information (e.g. a noun and an adjective). May include exchanges with a single question, repeated in each listening item.	2nd	Listen to speakers saying which school subjects they like or dislike and tick a grid. E. g. *J'adore l'anglais; Je n'aime pas les sciences.*	Finds it hard to cope with listening for more than one piece of information at once (e.g. opinion and subject).	Focus on pre-listening skills. E.g. which French words students may expect to hear, given the subject matter of the task.
Listening	Transcribe familiar words.	2nd	Listen and complete simple sentences in French. E.g. *Dans ma ville, il y a un (marché); Je vais à la (piscine).*	Cannot spell familiar words correctly when transcribing.	Focus on sound-spelling links and use spelling practice activities. E.g. 'Which of the following letters completes this word, to make a place where you can go shopping? *le march_ (e), (é)*or *(ee)*?'
Listening	Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. These may include: – simple reasons for opinions – occasional sentences with linked clauses or sub-clauses (e.g. with *mais* or *parce que*) – occasional instances of *aimer* + infinitive – several short sentences using *aimer* + infinitive (with no other structures in the mix).	3rd	Listen to people talking about school and note down the key information in English. E. g. *L'anglais, c'est difficile; Le prof de maths est sympa; On a beaucoup de devoirs.*	Tends to panic or struggles to pick out and note down all the relevant information quickly enough.	Ask the class to come up with bullet-point guidance for 'readiness to listen' (e.g. stop talking, focus your thoughts, predict which words you will hear, etc). Teach note-taking techniques (e.g. use as few words as possible, abbreviate, use symbols, etc).
Listening	Transcribe short phrases.	3rd	Listen and complete, in French, sentences with more than one word missing. E.g. *Je porte une [chemise blanche].*	Cannot tell where one word ends and another begins.	Work on word-for-word understanding. E.g. present the class with a number of short sentences where all the words are run together (such as *J'aimelethéâtre.*). Read aloud the sentences and ask pupils to separate out the words.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Demonstrate understanding of the main points and details of a passage, a few exchanges, or a description. These should include some sentences with linked clauses or sub-clauses and may also include: – opinions with reasons – opinions with infinitives – a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – more than one subject pronoun – short items in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix).	4th	Watch a short video clip about how people use their mobile phones and note down in English what each person says. E.g. *Je joue sur mon portable et je parle avec mes copains. Mais je ne télécharge pas de musique.*	Understands nouns when listening, but does not pick out verbs. E.g. recognises in the examples that the speaker is referring to doing something on a mobile and something with friends, but cannot identify the activities from the verbs.	Focus on the sound and meaning of key verbs by playing aural sentence-completion games. E.g. *Je joue …* ; *Je parle …* ; *Je regarde …* Ask students to complete the sentences using their own ideas, or support them where necessary by having multiple-choice options written up.
Listening	Transcribe familiar short phrases.	4th	Listen to people saying what activities they do and write down what they say, in French. E.g. *Je vais en ville; J'aime la musique.*	Misspells familiar words when transcribing them, misses out words or runs them together.	Reinforce sound-spelling links, e.g. the difference in sound between *en ville* and *une ville.* Encourage students to be aware of which words they tend to misspell (e.g. *musique*), why (e.g. interference from the English 'music') and how to remember the correct spelling (e.g. in the case of *musique,* learn how many letters there are, which letters differ from the English, etc).
Listening	Demonstrate understanding of the main points and details of short dialogues, passages and descriptions which focus on a single time frame (present, future **or** past). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – opinions with more detailed reasons – an even wider range of vocab and verbs (e.g. from more than one topic area).	5th	Listen to someone describing how they spend their holidays and fill in a grid. E.g. *Tous les ans, je vais en Espagne avec ma famille. Nous faisons du camping et le soir, nous allons au restaurant. J'adore ça parce que c'est génial!*	Finds it difficult to cope with hearing several different pieces of information in rapid succession.	Reinforce prediction strategies. E.g. 'If the topic is holidays, what kinds of information is the speaker likely to give?' (Where they go, who with, what they do there, etc.) 'Which key French words are likely to crop up?' 'Also look at the task (questions, grid headings, etc) – what does this tell you about what to expect?'
Listening	Transcribe short phrases.	5th	Transcribe short phrases. E.g. *Je vais en Italie avec ma famille ; En juillet, nous allons à la mer.*	Transcribes certain sounds literally or does not associate the sound they hear with the correct letters, e.g. writes *nouz allon* or *je vez a …*	Focus on sound-spelling links. E.g. 'When is the final 's' on a word silent and when is it pronounced? What sound does it make when followed by a vowel?'

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Demonstrate understanding of the main points and details of passages or dialogues covering two time frames (present–future **or** present–past **or** past–future). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas). May also need to infer overall meaning.	6th	Listen to someone talking about holidays and note down the details. E.g. *Cette année, en août, je vais partir en colo. C'est génial parce qu'on va faire du VTT. J'adore faire ça!*	Identifies main points correctly, but fails to spot details such as time expressions.	Narrow the focus, by asking students to fill in a grid with headings, e.g. 'When?', 'Go where?', 'Opinion?', 'Reason?' If necessary, break down the task, asking students to listen once for the main points (e.g. the activities mentioned) and then listen a second time and spot the details.
Listening	Transcribe longer phrases.	6th	Transcribe longer phrases in the present or near future tense. E.g. *Tous les ans, je vais en France avec ma famille; Samedi, je vais sortir avec mes copains.*	Fails to recognise some familiar words or confuses them with other words (e.g. hears and transcribes *tous* in *tous les ans* as *tu*).	Provide quick-fire aural discrimination work on the problem sound(s). E.g. 'Put your hand up when you hear the word change: *tous, tous, tu, tous'.*
Listening	Demonstrate understanding of the main points and details of passages or dialogues covering three time frames (present, past and future). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas). May also need to infer overall meaning.	7th	Listen and note down what the speakers normally do at weekends, what they did last weekend and what they are going to do next weekend. E.g. *Souvent, le samedi soir, je vais au cinéma avec mon frère parce que je suis fan des films d'action. Mais le weekend dernier, je suis allé(e) à Paris avec mes copains pour un concert de mon chanteur préféré. C'était super! Le weekend prochain, je vais faire les magasins.*	Cannot always distinguish between references to the present, past and future.	Discuss strategies for spotting timeframes, e.g. listening for time expressions (*normalement, le weekend dernier, le weekend prochain* etc). However, emphasise the importance of learning to recognise the tenses of verbs, as time expressions may not always be used and some (e.g. *aujourd'hui, samedi*) can refer to the present, past or future. Discuss the difference in sound between verbs in the present tense, the perfect tense and the near future tense. 'Which "extra" words or sounds do you hear in the perfect or the near future?'
Listening	Transcribe sentences.	7th	Transcribe sentences in the present, perfect or near future tense. E.g. *Hier soir, j'ai regardé la télé avec ma sœur; Cette année, en août, je vais aller au Portugal.*	Misspells some familiar but trickier words (e.g. *année, août*) or misses off the accent or uses the wrong accent.	Present students with a list of correctly and incorrectly spelled/accented words. Ask them to spot the mistakes. Focus on the nature of the problem, e.g. vowels in the wrong order in *août*, grave instead of acute accent on *année*, and ask students to spend five minutes learning the correct spellings, then ask them to write the words from memory.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different time frames, justified opinions and some less familiar, as well as familiar, language and grammatical structures (covering some grammar up to and including the 8th Step), spoken clearly.	8th	Listen to someone describing a festival and answer true / false questions. E.g. *Tous les ans, ici, il y a un grand carnaval. Je trouve ça génial, parce que d'habitude, je regarde les feux d'artifice avec ma famille, puis on va au restaurant. L'année dernière, on a mangé des crêpes délicieuses. Mais cette année, ce sera un peu différent, parce que je vais participer à un concours, alors je vais porter un costume de vampire! Ce sera drôle!*	Struggles to cope with longer passages, especially when a variety of tenses and/or unfamiliar words are used.	Focus on prediction skills, e.g. using the pictures to predict what the speaker will mention, what words he/she will use, etc. Also discuss what verb forms students may hear and how they will know which timeframe he/she is referring to.
Listening	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some more complex grammatical structures (covering some grammar up to and including the 9th Step) and less familiar vocabulary, spoken clearly.	9th	Listen to someone talking about a birthday celebration and answer multiple-choice questions in English. E.g. *Je suis né en été, donc on fête toujours mon anniversaire en plein air … Il y a deux ans, mes parents m'ont acheté une belle montre ... Comme dessert, il y avait un gâteau énorme et j'en ai mangé trois morceaux ... L'année prochaine, j'aurai ..., alors s'il ne fait pas trop chaud, on ira/nous ferons ..., puisque ... J'aimerais ... car je pense que ce serait ...*	Finds longer passages overwhelming and tends to panic, especially when more complex language is used.	Encourage students to use the questions as a means of preparing themselves for the kind of things they will hear and what language to expect. E.g. if the task is multiple-choice, what differences in vocabulary or verb forms/tenses will they need to listen out for in order to choose the correct answer?

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (covering some grammar up to and including the 10th Step) and some less common vocabulary, spoken clearly.	10th	Listen to a discussion about school rules and identify each speaker's point of view. E.g. - *Il est interdit de porter des signes religieux et je trouve ça injuste, parce que j'ai des copines musulmanes qui voudraient porter le foulard et elles n'ont pas le droit.* - *Oui, mais il y a d'autres règles qui sont tout à fait raisonnables, comme le fait qu'il ne faut pas utiliser son portable en classe, parce qu'on pourrait tricher.*	Finds it difficult to identify points of view when more complex language is used.	Before listening, ask students to draw up a checklist of 'clue-words' for identifying ideas and points of view about the topic in question, e.g. *juste/injuste, (pas) raisonnable, avoir le droit de ..., il (ne) faut (pas) ...*, etc.
Listening	Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (covering some grammar up to and including the 11th Step) and some uncommon vocabulary, spoken clearly.	11th	Listen to a report about the pros and cons of hosting the Olympic Games and note the arguments for and against. E.g. *D'un côté, la construction des stades et des maisons pour les athlètes crée du travail. En plus, les J.O. apportent une activité économique importante en attirant des visiteurs. D'un autre côté, créer toute cette infrastructure coûte très cher et les pays sont souvent endettés. D'ailleurs, dans certains pays, les ouvriers sont exploités et maltraités, ce que je trouve scandaleux.*	Finds more abstract passages difficult to deal with.	To help students to focus on the more recognisable language and ignore the 'padding', provide them with a list of key phrases, or part-phrases. Play the recording and ask them to put up their hand when they hear the phrases and to try and complete them. E.g. *la construction des ... crée du ... ; dans certains pays, les ouvriers sont ...'.*

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Listening	Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures (covering some grammar up to and including the 12th Step) and a range of uncommon vocabulary, spoken clearly.	12th	Watch or listen to a news report about an environmental issue and identify the four correct statements from a list in English or French. E.g. *On est en train de détruire des forêts partout dans le monde. Des millions d'hectares disparaissent chaque année. Certains hommes profitent de cette destruction en vendant le bois pour la construction, ou en utilisant le terrain pour des activités agricoles. Il faut que ce déboisement s'arrête; sinon, les conséquences seront graves: on avait déjà vu la disparition de plusieurs espèces d'animaux. D'ailleurs, ...*	Finds the style and range of language in complex, factual/information-giving passages difficult to cope with.	Emphasise the importance of using pre-listening techniques. E.g. 'What do you already know about this subject? What type of information is likely to be given? Which words or phrases might you expect to hear?' Brainstorm for not only key nouns, but also key verbs and the form in which they are most likely to occur in this type of passage (i.e. the third person singular or plural).
Speaking	Say single words and short phrases with support. (Lexical repetition - no manipulation of grammar.)	1st	Say words and simple phrases. E.g. *Salut; Ça va?; Je m'appelle …* when prompted by pictures, gestures or part-words (e.g. *Sal--*).	Finds it difficult to produce some words or phrases orally.	Reinforce meaning by using pictures or by getting students to mime or gesture to accompany each word/phrase to make it more memorable.
Speaking	Imitate a model of correct pronunciation and intonation.	1st	Repeat key words and phrases correctly after the teacher or an audio recording. E.g. *janvier, février, mars, …; J'ai un frère et une sœur.*	Mispronounces some sounds, e.g. anglicises vowels (e.g. pronounces 'é' as 'ay').	Provide fun contexts for practising the key sounds of French, such as simple rhymes or songs. Students may also benefit from associating each key sound with a specific word/image, e.g. *é* as in *éléphant*.
Speaking	Answer a range of simple questions. May ask occasional simple questions that have been learnt lexically.	2nd	Respond to simple questions. E.g. *Tu as un animal?; Tu aimes le foot?; Quel âge as-tu?*	Fails to recognise the need to change the pronoun and verb form when answering, e.g. responds to *Tu as un animal?* with *Oui, tu as un chien.*	Use activities which require students to look closely at, or listen carefully for, verb forms. E.g. 'Listen: is she asking whether you like football, or saying she likes football? What are the differences you hear?'
Speaking	Give basic information using short sentences. May give simple opinions with *c'est ...* (Lexical repetition - no manipulation of grammar.)	2nd	Give simple opinions and information about self or others. E.g. *Il a les yeux marron; Je n'aime pas les maths.*	Finds it difficult to produce whole sentences orally.	Work on sentence-building skills, by asking students to complete simple sentences orally and gradually reducing the number of words you give them as support. E.g. *Il a les yeux … → Il a les …, → Il a …* (etc.) Encourage students to count the number of words needed in each sentence.
Speaking	Begin to show awareness of sound patterns.	2nd	Work out the pronunciation of new words from knowledge of sound-spelling links. E.g. predict the soft 'c' and silent 's' in *le français* from knowing *ça va* and the fact that the final *'s'* on French words is not usually pronounced.	Finds it difficult to work out how to say new words without hearing them first.	Reinforce sound-spelling links, e.g. by asking students to work in groups and list familiar words which all contain the same key sound. E.g. *j'ai, mais, anglais, maison.*

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Ask a few simple questions with support and answer a few different simple questions in the present tense. This may include: – taking part in brief dialogues involving 2–3 exchanges – giving simple opinions – using occasional sentences with linked clauses or sub-clauses (e.g. with *mais* or *parce que*) – using occasional instances of *aimer* + infinitive – making simple statements about a picture	3rd	Invent an interview with a celebrity, asking about familiar topics, e.g. age, family, pets, sport.	Can answer simple questions, but has difficulty forming them.	Play 'What was the question?', focusing intensively on a single question type. E.g. teacher or student says: *J'ai douze ans; Oui, j'ai un chien; Non, je déteste le tennis*, etc. Other students have to form the question which would lead to each answer, e.g. *Tu as quel âge?; Tu as un animal?; Tu aimes le tennis?,* etc. If the question is formed correctly, the teacher or first student responds by giving the answer again.
		3rd	Interview one another about school subjects. E.g. ask and answer: - *Tu aimes le français?* - *Oui, j'adore le français. Et toi?* - *Non, je n'aime pas le français.*	Finds it difficult to sustain multiple exchanges, e.g. ask a question – listen to answer – respond to return question – ask another question, etc.	(i) Support students by using a written model dialogue, with the variables underlined or in a different colour. Gradually reduce the support, by removing or hiding one word at a time. (ii) Build confidence by asking pairs of students to play 'verbal tennis', in which the students stand up and mime 'batting' questions between them. E.g. *J'aime l'anglais. Et toi?* → *Oui, j'aime l'anglais. Tu aimes les maths?* → *Non, je n'aime pas les maths. Tu aimes ...?*
		3rd	Take part in a class survey about sport, noting the results. E.g. - *Tu es sportif/sportive?* - *Oui, je joue au basket et je fais de la natation. Et toi, tu es sportif/sportive?*	Has problems using multiple present tense verbs in the same exchange, e.g. *je suis, je joue (à), je fais (de)*.	Use activities in which students choose the correct sentence endings to follow specific verbs. E.g. (1) *Je suis ...* (2) *Je joue …* (3) *Je fais …* / (a) *du judo.* (b) *au tennis de table.* (c) *assez sportif/sportive.* (d) *de la natation.* (e) *au foot.* Gradually withdraw support, by removing one verb at a time.
Speaking	Ask and answer a range of simple questions, sometimes in one conversation; answer a few questions (in the present tense) based on a picture; and take part in a simple transactional role-play. This should include using some complex sentences with linked clauses or sub-clauses and may also include: – giving opinions with reasons – giving opinions with infinitives	4th	Discuss in pairs how they use their mobile phone. E.g. - *Qu'est-ce que tu fais avec ton portable?* - *Je télécharge de la musique.* - *Tu fais souvent ça?* - *Une fois par semaine. Et toi, tu fais ça aussi?*	Finds it difficult to switch between different question types. E.g. *Est-ce que …?*, *Qu'est-ce que …?*, or using rising intonation to change statements into questions.	Establish clearly the difference between *Est-ce que ...?* and *Qu'est-ce que …?* Then present a series of statements/phrases and ask students which can be turned into questions by using rising intonation or adding *Est-ce que …?* and which require *Qu'est-ce que …?* to make sense as questions. E.g. *Tu regardes des clips vidéo; Tu fais sur ton portable.* It may help students to think of *Est-ce que ...?* as the French equivalent of 'Do ...?' or 'Does ...?'

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		4th	Role play a two-way interview with a French teenager about leisure activities (or interview a student in France by video link). E.g. - *Qu'est-ce que tu aimes faire le weekend?* - *J'aime regarder la télé et jouer sur ma PlayStation. Et toi?* - *J'aime ... Qu'est-ce que tu n'aimes pas faire?* - *Je n'aime pas ...*	Makes some errors with verbs which may slow down or impede communication with a native speaker (e.g. *J'aimer joue sur ma Playstation; Je n'aime fais les magasins*).	Work intensively on verb construction, in particular the difference between a simple verb (e.g. *je joue*) and a verb + infinitive (e.g. *j'aime jouer*). Give students a series of sentences of this kind and ask them which tell them what someone <u>does</u> and which tell them what the person <u>likes doing</u>. Then ask students to change (e.g.) *je regarde* into 'I like watching' and vice-versa.
		4th	Share opinions with a partner about their town or village. E.g. - *Tu aimes ta ville/ton village?* - *Non, à mon avis, c'est un peu ennuyeux. Tu es d'accord?* - *Oui, je suis d'accord.*	Tends to give short answers, e.g. *Non, c'est ennuyeux.*	Encourage students to use qualifiers and connectives to extend what they say, e.g. *C'est assez joli, mais c'est trop petit.* Encourage them to preface simple opinions with *Je pense que … ; À mon avis …* , etc, to raise their level of performance.
		4th	Ask for and give simple directions. E.g. - *Où est le café, s'il vous plaît?* - *Tu vas tout droit, puis tu tournes à gauche.* - *Merci, monsieur/ madame/ mademoiselle.*	Uses the wrong mode of address, or the wrong form of the verb with the pronoun (e.g. *tu allez*).	Reinforce when to use *tu* and when to use *vous*. Present a series of situations, e.g. (a) 'A French teenager asks you the way'; (b) 'You ask a French shopkeeper for directions'. Ask students which question/sentence they would use in each situation and why, e.g. (a) *Va tout droit.* (b) *Pour aller au centre sportif, s'il vous plaît?*

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Ask and answer a range of simple questions, sometimes in one conversation; answer a few questions in the present tense based on a picture; take part in a more in-depth transactional roleplay. Speak or respond to questions referring to a single time frame (past, present **or** future). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions with more detailed reasons. This may also include: – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using an even wider range of vocab (e.g. from different topic areas) – using more than one subject pronoun.	5th	Take part in a dialogue, making arrangements to go out with a friend. E.g. - *Tu veux faire les magasins samedi matin?* - *Non, merci, je n'aime pas ça, c'est ennuyeux.* - *Alors, tu veux aller au cinéma?* - *Oui, je veux bien, c'est super top!*	Gives short responses. Does not justify opinions or give unsolicited opinions.	Present a basic dialogue without justified opinions, etc. Ask a pair of students to read it aloud and ask the class how the person responding to the invitation sounds and why. How could students develop what the person says? Then ask students to work in pairs, adding at least one reason and one unsolicited opinion to the responses in the dialogue.
Speaking	Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	5th			
Speaking	Take part in a conversation, picture-based task or role-play or give a presentation which requires reference to two time frames, using some sentences with linked clauses or sub-clauses. This may also include:	6th	Take part in a conversation with their partner about holiday plans. E.g. - *Qu'est-ce que tu vas faire pendant les vacances?* - *D'habitude, je vais en Écosse, mais cette année, je vais aller en Espagne avec ma*	Tends to offer limited information. Does not use extended sentences.	Play a class game in two teams. Give students a very limited sentence, e.g. *Je vais aller en Espagne.* One student from each team has to add something to the sentence, in turns. E.g. *En juillet, je vais aller en Espagne; En juillet, je vais aller en Espagne avec ma famille; En juillet, je vais aller en Espagne avec ma famille et je vais nager dans la mer*(etc.). Afterwards, discuss the
		6th			

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Speaking	Take part in a conversation, picture-based task or role-play or give a presentation which requires reference to three time frames, using some sentences with linked clauses or sub-clauses. This may also include: – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs (e.g. from different topic areas).	7th	Take part in a conversation with their partner about a trip to Paris (or another city) last weekend. E.g. - *Qu'est-ce que tu as fait le weekend dernier?* - *Normalement, je regarde la télé ou je vais au cinéma mais le weekend dernier, je suis allé(e) à Paris.* - *Tu as visité des monuments?* - *Oui, d'abord, j'ai visité la tour Eiffel, puis j'ai fait une balade en bateau-mouche sur la Seine parce que j'adore voyager en bateau. C'était super et j'ai pris beaucoup de belles photos. Je vais partager les photos sur ma page perso.* - *Tu as acheté des souvenirs?*	Gives limited responses and/or does not ask unsolicited questions.	Before students begin the dialogue, give them a short sentence such as *J'ai visité la tour Eiffel* and ask them to work in groups to come up with a more extended version of the sentence, e.g. by using a sequencer or time expression, by adding an opinion with a reason, etc. To encourage the use of unsolicited questions, also ask them to think of three questions they could ask, but only if their partner does not volunteer the information first. Discuss how spontaneity makes for a more interesting and natural-sounding conversation.
Speaking	Demonstrate spontaneity by asking unsolicited questions, and expand answers.	7th			
Speaking	Use increasingly accurate pronunciation and intonation.	7th		Tends to pronounce some cognates (e.g. *monuments*, *souvenirs*) in an anglicised way and/or does not use raised intonation for questions.	(i) Ask students to say a French sentence, e.g. *J'ai visité les monuments*, with a strong English accent. Then ask them to say it again, sounding as French as possible. Discuss why the pronunciation of cognates needs particular care. (ii) To improve intonation with questions, write up a series of sentences (e.g. *Tu as pris des photos*) and ask individual students to say them as either statements or questions. Then ask the rest of the class which one they think it was. Discuss the importance of making questions sound like questions.
Speaking	Initiate and develop conversations on a variety of topics.	8th	Take part in a conversation discussing social occasions and plans. E.g. - *Qu'est-ce que tu as fait hier soir?* - *Je suis allé(e) à une fête chez ...* - *C'était comment?* - *C'était super parce qu'il y avait beaucoup*	Does not develop his/her answers beyond short responses and finds it difficult to narrate events.	Use brainstorming or mind-mapping techniques to encourage students to say more. Write up *une fête* and ask for ideas in English about what they could say to describe a party, e.g. whose party it was/the location/how many people were there/what you ate and drank/what the music was like, etc. Then ask students how many of these things they can say, using
Speaking	Use and adapt language for new purposes and narrate events.	8th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Occasionally use some less common vocabulary and some more complex grammatical structures (covering some grammar up to and including the 8th Step) and using at least three tenses.	8th		Finds it difficult to ask unsolicited questions or respond to unexpected questions.	Ask students to work in pairs to come up with as many questions as possible related to the topic and decide how they might answer them. They then sit back-to-back and ask one another the questions, in random order. Encourage them to memorise two or three of the questions and use them in a full dialogue, but without telling their partner which ones they are going to ask or in which order.
Speaking	Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate.	8th			
Speaking	Begin to use coping strategies to deal with unknown words and phrases.	8th	Spontaneously use phrases such as: *Je ne comprends pas. Peux-tu/Pouvez-vous répéter, s'il te/vous plaît?*	Tends to 'freeze' when he/she does not understand what someone says/asks.	Post useful 'coping' phrases on the classroom wall and encourage students to use these when they get 'stuck', leaving the phrases on display until students start using them spontaneously.
Speaking	Use pronunciation and intonation which are mostly accurate.	8th	Pronounce more complex combinations of sounds correctly. E.g. *Ça t'intéresse?; On y va à quelle heure?; jusqu'à minuit.*	Makes some errors in pronunciation or intonation which may hinder communication.	Use whole-class repetition to build confidence with 'difficult' words and phrases, e.g. repeat fast, slowly, loudly, quietly, happily, angrily, etc.
Speaking	Initiate and develop discussions on a wide variety of topics, using appropriate register.	9th	Interview their partner about someone they admire and why. E.g. - *Qui est-ce que tu admires?* - *Une personne que j'admire beaucoup est Malala Yousafzai.* - *Quelle est son histoire?*	Tends to 'play it safe' rather than use more complex language and keeps questions and/or answers short. E.g. replies: *J'admire Malala Yousafzai; Pourquoi?; Parce qu'elle a du courage.*	Give students a 'shopping list' of language to try to include in their conversation, e.g. one relative pronoun; a longer question with *est-ce que* or inversion; a less common past participle (e.g. *obtenu, lutté*). Award points for the inclusion and correct use of each 'shopping' item. Encourage students to keep a note of and regularly add to this list, so they can reapply it each time they
Speaking	Narrate events coherently.	9th			
Speaking	Use some less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 9th Step) and at least three tenses.	9th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate.	9th	React appropriately to what their partner says in the above interview.	Sticks to pre-prepared questions and tends not to react to the answers they receive.	Demonstrate how a conversation or discussion ends up sounding like an interrogation if the interviewer simply asks questions, but does not respond to the answers they receive. Brainstorm suitable responses that students could give to answers to questions they have asked. E.g. agreement/disagreement: *je suis/ne suis pas d'accord*; *vous avez raison/tort*; surprise: a*h, bon?*; *vraiment?*; exclamations: *oui, c'est vrai!*; *ah, c'est bien, ça!*, etc. Then ask students to use some of these techniques to convert your example 'interrogation' into a genuinely two-way conversation/discussion.
Speaking	Use coping strategies to deal with unknown words and phrases.	9th	If they do not know how to say something, they ask *Comment dit-on … en français?* and use non-verbal techniques, e.g. mime, pointing or gesturing, to convey meaning.	Tends to panic when he/she does not know how to say something.	Give pairs or groups of students a series of words - some concrete, some abstract - which they do not know in French (e.g. 'a prize', 'brave', 'to inspire') and ask them to come up with the best way of making their meaning clear. Afterwards, draw up a list of the various techniques used and post them on the classroom wall, for future reference.
Speaking	Use pronunciation and intonation which are mostly accurate.	9th	Automatically pronounce new words correctly before hearing them (e.g. *lutté, obtenu, prix Nobel*).	Mispronounces some words before hearing them, e.g. does not pronounce the 'e' acute on *lutté* or pronounces the 'x' in *prix*.	Reinforce sound-spelling links, by pairing each new word with a familiar one (e.g. *elle a lutté/elle a joué; prix/riz*) and asking students to predict the pronunciation of the new word.
Speaking	Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop and sustain conversations and discussions with some expansion.	10th	Take part in a discussion (in pairs or in groups) about school uniform. E.g. - *Je pense que l'uniforme scolaire est une bonne chose parce que c'est pratique et quand on porte l'uniforme, tout le monde est égal.* - *Je ne suis pas du tout d'accord. En France, les élèves ont le droit de porter ce qu'ils*	Finds it hard to sustain a conversation or discussion beyond a couple of lines.	Before beginning the discussion, ask students to decide whether they want to argue for or against school uniform, then note down (a) as many arguments as possible that they could use and (b) as many phrases as possible for agreeing with, disagreeing with, acknowledging or countering someone's argument. Encourage them to think of the discussion as a game of tennis, with each person 'batting' opinions and ideas to and fro, but
Speaking	Narrate events and express own opinions and thoughts on a wide range of topics.	10th			
Speaking	Use a range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 10th Step) and a range of tenses including less common tenses such as the conditional.	10th			
Speaking	Interact naturally, with little hesitation and little rephrasing.	10th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	10th	Pronounce more complex sequences of sounds correctly. E.g. *ils ont le droit de porter ce qu'ils veulent; … serait mieux sans uniforme.*	Tends to anglicise certain sounds, so that some words may not be immediately clear to a native speaker.	Tell students to imagine they are British Resistance fighters during WW2, who need to pass themselves off as French in Nazi-occupied France. Ask them to help their partner improve his/her French accent to avoid detection!
Speaking	Use language creatively to exchange and justify a range of thoughts and opinions.	11th	Discuss in pairs or groups their future plans. E.g. - *J'aimerais avoir un métier qui me plaise et qui soit bien payé. Ma passion, c'est*	Finds it hard to initiate conversations, tends to offer limited information or 'dries up' easily.	Brainstorm the different aspects of talking about your future (e. g. further and higher education, gap year, travel, voluntary work, career, family life) and ask students to come up with one or two sentences about themselves, in French, for each aspect.
Speaking	Initiate, develop, sustain and expand longer conversations and discussions independently.	11th			
Speaking	Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	11th			
Speaking	Use appropriate register.	11th	Role play a formal telephone conversation	Tends to use an informal register in formal	Present a 'formal' conversation in the wrong register. E.g. *Salut!*
Speaking	Use a wide range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 11th Step) and a range of tenses including less common tenses such as the conditional and pluperfect.	11th			
Speaking	Consistently initiate, develop, sustain and expand long conversations and discussions independently.	12th	Take part in a group discussion about ethical shopping. E.g. - *Dans certains pays, les ouvriers qui travaillent dans la fabrication des vêtements de marque sont exploités et mal payés et je*	Tends to state own opinion, without acknowledging or reacting to what others say.	Present students with a series of separate statements about ethical shopping and ask them to turn each statement into a response to the previous one, using phrases such as *Tu as raison/tort; Oui, mais n'oublie pas que … ; Il faut ajouter que …* (etc)
Speaking	Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions.	12th			
Speaking	Consistently use appropriate register.	12th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Speaking	Use a very wide range of uncommon vocabulary, complex grammatical structures (covering some grammar up to and including the 12th Step) and a range of tenses including less common tenses such as the conditional and pluperfect.	12th			
Speaking	Interact naturally, with minimal hesitation.	12th	Keep going without hesitation during the above discussion.	Tends to hesitate or go quiet while thinking of what to say.	Encourage students to develop and use a range of 'filler' phrases, e.g. *Alors, si tu veux savoir ce que j'en pense, je voudrais dire que … ; Pour bien expliquer ce que je veux dire, ...* For fun, challenge students to come up with the longest filler phrase they can!
Speaking	Use pronunciation and intonation which would be understood by a native speaker.	12th	Pronounce words like *inacceptable, équitable* and *empreinte* correctly. Sustain correct intonation when using longer, more complex sentences, such as those in the discussion above.	Intonation sometimes sounds anglicised.	Encourage students to 'go over the top', by saying sentences in an exaggeratedly French way, then tone things down, but maintain the French-sounding pronunciation and intonation.
Reading	Demonstrate understanding of and read aloud words and short phrases. The short phrases may include simple opinions with *c'est …*	1st	Match pictures to labels in French, using words or simple phrases. E.g. *un thé, une glace, une limonade; il fait froid, il pleut, il y a du soleil.*	Finds it difficult to recognise familiar words and phrases in written form.	Reinforce meaning using labelled pictures in French. Separate the labels from the pictures one or two at a time and ask students to match them up. Gradually build up the number of labels students have to match to pictures.
		1st	Students read aloud the labels from a series of pictures (e.g. *la chaise, le tableau, les livres*), or read out simple exchanges using short phrases (e.g. *Bonjour. Ça va?*).	Tends to mispronounce words when reading aloud, even though the words are familiar.	Teach or reinforce sound-spelling links, including different spellings with the same sound (e.g. *-é, -ai, -ez, -et*) and the difference in pronunciation between the same spelling in English and in French (e.g. *table*).
Reading	Translate words or very short phrases into English.	1st	Students translate a list of school subjects. E.g. *l'anglais, l'informatique, les sciences, l'histoire, la musique…*	Cannot recognise some familiar words when in printed form.	Reinforce meaning of words using matching exercises: match labels to pictures, or labels in French to labels in English. Ask students to come up with ideas for remembering the meaning of words they find difficult.
Reading	Demonstrate understanding of and read aloud a range of phrases and simple opinions, as well as simple (single) questions with short answers. The phrases generally include more than one key bit of information (e.g. a noun and an adjective).	2nd	Read a series of simple sentences about a picture and decide whether each one is true or false. E.g. *Il aime le rugby; Il n'aime pas la musique; Il a trois poissons.*	Fails to spot specific key elements in sentences which determine meaning, e.g. numbers/plural nouns, or *n'/ne … pas …* to denote a negative opinion.	Present students with a series of contrasting sentences which highlight the point causing difficulties. E.g. *Il aime le rugby; Il aime les chiens; Il n'aime pas la musique; Il aime la pizza.* 'Which one tells you what he doesn't like? Which word(s) tell you this?'
		2nd	Read aloud simple sentences, rhymes or tongue-twisters. E.g. *Dans ma trousse, j'ai dix souris rouges.*	Mispronounces some familiar words when reading aloud, e.g. tends to pronounce 'silent' letters such as the final 's' in *dans, souris* or *rouges*.	Provide intensive practice of the sound or letter(s) presenting difficulty. Encourage students to draw up their own French pronunciation 'rules' and post these on the classroom wall.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Translate very short phrases into English.	2nd	Translate, e.g. *J'aime la musique*; *J'adore mon chien*; *Je joue au foot*.	Tends to focus on nouns and translates the verb wrongly. E.g. translates *Je joue au foot* as 'I like football'.	To encourage students to look closely at verbs, present them with pairs of contrasting sentences. E.g. *J'aime le foot/Je joue au foot* and ask them how they would translate each one. Then provide the same or similar sentences with gaps where the verbs should be. Give the English translation for each sentence and ask students to fill in the missing verb.
Reading	Demonstrate understanding of main points and simple opinions in a short sequence of related sentences or a short dialogue. The sentences or dialogue may include: – occasional sentences with linked clauses or sub-clauses (e.g. with *mais* or *parce que*) – occasional instances of *aimer* + infinitive – several short sentences using *aimer* + infinitive (with no other structures in the mix). May also need to deduce the occasional word using contextual clues and cognates.	3rd	Read two or three simple sentences and fill in a grid in English. E.g. *Je m'appelle Chloé. J'ai 13 ans. J'aime les animaux et la musique, mais je n'aime pas les maths.*	Can work out more obvious details, such as name and age, but cannot pick out likes and dislikes.	Present the text on a whiteboard and ask students to highlight the key words which tell them about likes and dislikes (*j'aime ...* and *je n'aime pas …*). Then present similar texts and ask students to highlight the likes and dislikes. Vary the order of the information, so students have to look closely at the structures used. E.g. *Je n'aime pas la télé, mais j'aime les livres.*
Reading	Translate into English sentences with the following characteristics: – limited topic range – basic sequencers or time expressions or connectives – limited range of pronouns (e.g. *je/il/elle* forms) – limited range of verbs – occasional instances of *aimer*+ infinitive.	3rd	Translate short messages from French teenagers. E.g. *Je fais de la natation; J'aime les chats noirs; Elle est assez petite.*	Can identify key vocabulary, but fails to translate verb forms or other grammar points correctly. E.g. translates *J'aime les chats* as 'I have a cat', or *Elle est petite* as 'I am small'.	To encourage students to look closely at verbs, present pairs of contrasting sentences, e.g. *J'ai deux chats / J'aime les chats*. Ask them which one tells them whether someone has cats and which tells them whether the person likes cats. Erase the nouns and ask students to work in groups to come up with alternative endings to each sentence. Work similarly on other grammar points which students need to identify more accurately, e.g. *Je suis petite / Elle est petite*.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Demonstrate understanding of main points and details of short texts, dialogues or descriptions. These should include some sentences with linked clauses or sub-clauses and may also include: – opinions with reasons – opinions with infinitives – a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – more than one subject pronoun – short items in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix). May also need to work out the meaning of occasional words using contextual clues and cognates.	4th	Read and answer true/false questions about a short series of sentences. E.g. *J'habite dans une petite ville. Il y a des magasins, mais il n'y a pas de cinéma. Je pense que c'est ennuyeux.*	Fails to spot some key elements in a sentence which determine meaning. E.g. Does not spot the negative in *il n'y a pas de…*	Discuss how small words like negatives can completely change meaning. Provide practice of spotting negatives in a range of sentences.
Reading	Translate into English sentences with the following characteristics: – a slightly wider topic range – sequencers, time expressions and connectives – opinions with reasons – a variety of verbs – opinions with infinitives – occasional sentences with linked clauses and sub-clauses – short items in a single complex tense or using a single verb structure (e.g. near future tense, perfect tense, conditional, imperfect, modal verbs with infinitives).	4th	Translate sentences E.g. *J'habite dans une petite maison à la campagne; Elle mange du poulet avec des frites; Ils jouent souvent au tennis.*	Does not recognise some verb forms (e.g. translates *ils jouent* as 'he plays').	Discuss the importance of paying attention to personal pronouns and to the ends of verbs. Display a variety of familiar verbs in, for example, 3rd person singular and 3rd person plural. Ask students to identify which are singular and which are plural.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Demonstrate understanding of main points and details of short texts, dialogues or descriptions which focus on a single time frame (present, future **or** past). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – opinions with more detailed reasons – an even wider range of vocab and verbs (e.g. from more than one topic area). Students may also need to work out the meaning of occasional words using contextual clues, cognates and knowledge of grammar. Students may also need to infer overall meaning.	5th	Read and answer questions about a short text in which someone describes their town. E.g. *Ma ville est assez petite. Il y a des magasins et une église, mais il n'y a pas de cinéma. On peut faire une promenade sur la rivière. J'aime bien habiter ici parce que c'est un endroit intéressant.* The text may include some unfamiliar vocabulary (e.g. *église, endroit)*, which students have to look up.	Does not know the basics of how to use a bilingual glossary or dictionary, or lacks more refined dictionary skills, such as how to choose the correct meaning from those given.	Ask students to pool their knowledge of how two-way dictionaries or glossaries work (e.g. French to English at one end, English to French at the other, words arranged alphabetically, etc) and how to choose the correct word (e.g. decide what makes sense in the context; is the translated word a noun, verb, adjective, etc).
Reading	Use a bilingual dictionary or glossary to look up unfamiliar words.	5th			
Reading	Understand short texts written for target-language learners (e.g. songs, simple poems).	5th	Read a simple, specially written poem or song, with key words blanked out, and guess the missing words.	Cannot work out some or all of the missing words.	As well as encouraging students to use context to work out the missing words, ask them to consider how some of the unique features of a poem or a song, e.g. repetition and rhyme pattern, could help them to identify what each word might be.
Reading	Translate into English sentences with the following characteristics: – a slightly wider topic range – sequencers, time expressions and connectives – opinions with detailed reasons – a variety of verbs – occasional opinions with infinitives – occasional modals with infinitives – all sentences in a single time frame – past, present or future – some sentences with linked clauses and sub-clauses.	5th	Translate longer phrases. E.g. *J'aime faire les magasins le weekend; Le samedi, on va aller à la piscine.*	Does not translate verb forms accurately. E.g. translates *j'aime faire les magasins* as 'I go shopping', or *on va* as 'I go'.	Encourage attention to detail by asking students to spot the mistakes in wrongly translated sentences, such as those given in the example.

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Reading	Demonstrate understanding of main points and details in texts and dialogues covering two time frames (present–future **or** present–past **or** past–future). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – some authentic or semi-authentic texts. May also need to work out the meaning of occasional words using contextual clues, cognates and knowledge of grammar. May also need to infer overall meaning.	6th	Read and understand short texts about holiday plans. E.g. *Pendant les vacances, j'aime rester au lit jusqu'à midi! Demain s'il fait beau, on va faire un barbecue dans le jardin. Après ça, je vais sortir avec mes copains. On va danser et on va faire du karaoké parce que c'est marrant.*	Identifies the main points correctly, but fails to spot details, such as time expressions or verb forms (e.g. does not spot the switch from *je* to *on*).	Give students 10–15 seconds to 'speed read' the text and then write down the main points (e.g. stay in bed, barbecue, dancing, karaoke) from memory. Then give them a longer amount of time to re-read the text and pick out the details, such as when? and who? Discuss the difference between reading for main points/gist and reading for detail.
		6th	Read a school canteen menu in French and pick out two things they would like to eat and two they would not.	Tends to panic when faced with texts which include some unfamiliar vocabulary.	Discuss how to deal with unfamiliar vocabulary, e.g. looking words up in a dictionary or glossary, and when it is appropriate to do so. Ask: 'Can you still do the task without needing to understand every word?'
Reading	Translate into English sentences containing some of the following characteristics: – sentences covering two time frames (over a range of sentences rather than necessarily just within one sentence) – longer sentences with linked clauses and sub-clauses – opinions with detailed reasons and some discursive language to justify reasons – a variety of opinions and/or modals with infinitives.	6th	Translate longer sentences. E.g. *Tous les ans, nous faisons de la voile pendant les vacances, mais cette année on va aller à la pêche.*	Does not recognise some pronouns and/or verb forms, e.g. translates *nous faisons* as 'they do'.	Work intensively on subject pronouns and verb forms. E.g. matching French to English: *tu vas, nous allons, ils vont* / 'you go', 'we go', 'they go'.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Demonstrate understanding of main points and details in texts and dialogues covering three time frames (present, past and future). These should include some sentences with linked clauses or sub-clauses and may also include: – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – some authentic or semi-authentic texts. May also need to work out the meaning of occasional words using contextual clues, cognates and knowledge of grammar. May also need to infer overall meaning.	7th	Read a short text about clothes and note down what the writer normally wears / wore recently / is going to wear and why. E.g. *Je n'aime pas porter des vêtements formels parce que ce n'est pas confortable. Mon style, c'est plutôt décontracté. Par exemple, hier j'ai porté un sweat à capuche avec un jean noir et des baskets. Mais samedi, on va aller à un mariage alors je vais porter ...*	Fails to distinguish between different time frames.	Discuss strategies for becoming a 'time-frame detective', especially when time expressions are absent or ambiguous (e.g. *samedi*). Discuss how to spot tenses by looking at verb formation, e.g. *je porte* or *j'aime porter* contrasted with *j'ai porté*, or *je vais porter.* Which are the words or verb endings to look out for, to work out the tense used?
Reading	Translate into English sentences or a short paragraph containing some of the following characteristics: – sentences covering three time frames (over a range of sentences rather than necessarily just within one sentence) – longer sentences with linked clauses and sub-clauses – opinions with detailed reasons and some discursive language to justify reasons – a variety of opinions and/or modals with infinitives.	7th	Translate short passage with three timeframes. E.g. *Hier soir, j'ai regardé une émission de sport mais je ne regarde jamais les jeux télévisés. Ce soir je vais aller chez mon copain et nous allons regarder un film.*	Does not always always spot or translate tenses correctly, e.g. translates *je ne regarde jamais* as 'I didn't watch', or *nous allons regarder* as 'we watch'.	To encourage students to look more closely at verb formation and tenses, display a series of verbs, in two contrasting tenses and in jumbled order. E.g. *je joue*; *j'ai fait*; *je regarde*; *je fais*; *j'ai regardé*; *j'ai joué*; etc. Then ask students to find the correct equivalent in French of 'I watched', 'I play', etc. Discuss which parts of the verb we need to look at closely in order to translate it correctly.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, justified opinions, some unfamiliar, as well as familiar, language and some more complex structures (covering some grammar up to and including the 8th Step).	8th	Read and understand an article (containing a range of tenses and some more complex language) about a young person with an interesting or unusual job. E.g. *Lorsqu'il avait 18 ans, Declan a décidé de devenir moniteur de ski … En tant que moniteur, il doit enseigner le ski à ses élèves ... Dans deux ans, il ira faire un stage au Canada ... Son ambition, c'est de voir ‹‹Directeur de ski›› inscrit sur sa porte.*	Panics when confronted with a more complex text containing unfamiliar language.	Work as a class on a challenging text. Discuss and write up various techniques for dealing with unfamiliar language, such as: - using context to work out meaning (e.g. deduce the meaning of *enseigner* in *il doit enseigner le ski à ses élèves* from knowing the other words in the sentence) - using the questions to help with understanding (e.g. work out the meaning of *un stage* from the question 'Where will he go to do a course in two years' time?'). Also discuss the importance of not trying to understand every word, if they do not need to in order to complete the task, e.g. they may not need to understand *inscrit* to work out what Declan's ambition is.
Reading	Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails, short magazine extracts and adapted or abridged short stories).	8th			
Reading	Translate into English short passages containing a range of tenses and grammatical structures, including grammar up to and including the 8th Step.	8th	Translate a short passage about sport. E.g. *Je joue au tennis depuis deux ans. Il faut être très motivé: je me lève chaque jour à six heures pour m'entraîner et je mange toujours sain. Avant-hier, j'étais vraiment content, car j'ai gagné un concours régional. Un jour, je serai joueur professionnel.*	Does not always translate more complex structures accurately, e.g. translates *il faut être très motivé* as 'I am very motivated', or *pour m'entraîner* as 'I train'.	Present an almost accurate translation of the passage and ask students to spot (three) small errors in it. Discuss the importance of paying close attention to detail and showing they know the meaning of more complex structures, such as *il faut* and *pour* + infinitive.
Reading	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (covering some grammar up to and including the 9th Step) and some less common vocabulary.	9th	Read and extract key information from a short extract from a work of fiction aimed at young people, such as *Kiffe kiffe demain* by Faïza Guène or *Le Grand Meaulnes* by Alain-Fournier, or from a longer factual text, such as a magazine article about a famous singer.	Tends to panic if he/she does not understand every word of a text.	Encourage students to scan for specific information in a text, by looking for key words associated with the kind of information they have been asked to find, e.g. a name, a date, a place, an item of clothing, etc. Work through the task together and ask students to highlight (e.g. on the whiteboard) key 'clue' words or phrases in the text which provide the answers to the questions. Afterwards, point out how much of the text – or how many of the unfamiliar words – students did not need to understand in order to do the task.
Reading	Understand longer authentic texts (e.g. news stories, magazine articles, email exchanges and extracts from plays).	9th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Translate into English longer passages containing a range of tenses and grammatical structures, including grammar up to and including the 9th Step.	9th	Translate a passage about reading. E.g. *Quand il était jeune mon grand-père lisait beaucoup de romans et de journaux. Maintenant, on dit que les enfants ne lisent plus à cause d'Internet mais à mon avis, ce n'est pas vrai. Bien sûr, les jeunes sont tout le temps connectés, mais ils lisent sur leur écran. Il y a aussi quelques jeunes qui préfèrent lire des romans ....*	Tends to rush and so occasionally misses detail when translating, e.g. translates *ne lisent plus* as 'don't read' or 'never read'.	Present a translation of the example text with two or three small errors of this kind and ask students to spot them. Discuss the importance of translating small words accurately in order to avoid altering the meaning.
Reading	Draw inferences from longer texts, including extracts from literary texts.	10th	Read a series of texts by French teenagers and explain (a) what aspect of school life each writer is referring to and (b) his/her attitude towards it. E.g. *Je trouve que deux*	Finds it difficult to infer meaning.	Explain what inferring is and why it is an important skill (in life, as well as in MFL exams!). As an example, present students with a series of phrases. E.g. *Je dois me lever à 6h15 et je ne rentre pas avant 18h30; Le soir, on n'a pas de temps pour se détendre;*
Reading	Respond to information in texts, including authentic sources containing occasional unfamiliar material (e.g. international news articles, factual websites), which include a combination of complex tenses, complex grammatical structures (covering some grammar up to and including the 10th Step) and less common vocabulary.	10th			
Reading	Translate into English longer passages containing some less common vocabulary and more complex grammatical structures.	10th	Translate a longer passage about the French school system. E.g. *À la fin de chaque année scolaire, les élèves français doivent passer un examen. Ceux qui ne font pas assez de progrès seront obligés de redoubler. En quittant le collège, ils peuvent continuer leurs études au lycée … (etc)*	Mistranslates certain words (e.g. translates *passer un examen* as 'pass an exam') or translates too loosely (e.g. translates *ceux qui ne font pas ...* as 'if they do not make...'.	Encourage students to keep and learn a list of 'false friends' such as *passer*. Explain that translation exercises are often designed to test knowledge of specific words (e.g. *ceux*) or verb forms/tenses (e.g. *seront*) and that it is important not to gloss over these.
Reading	Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts.	11th	Read about global warming in an authentic magazine article, a letter to a newspaper or an extract from a work of literature and list the points or ideas they find most striking.	Tends to get 'bogged down' in longer texts, tries to understand every word and spends too much time looking words up.	To encourage scanning techniques, show students the questions before they see the text. Ask them what kind of information each question requires them to find, e.g. a place, a date or time, a name, an event, etc. Then ask students to 'speed-read' the text and underline the relevant pieces of information needed to answer the questions. Finally, allow them to look up a maximum

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (covering some grammar up to and including the 11th Step) and some unfamiliar material.	11th			
Reading	Translate into English longer passages containing a range of less common vocabulary and more complex grammatical structures.	11th	Translate a passage about voluntary work. E.g. *Avant d'aller à la fac, j'espère faire du travail bénévole. Au début mes parents n'étaient pas contents. Pourtant, j'ai réussi à les convaincre en disant que j'avais envie de faire quelque chose pour combattre la faim et la pauvreté. En fait mon père m'a dit qu'il avait fait du travail bénévole aussi quand il était jeune!*	Mistranslates or fails to recognise more complex structures or verb forms, such as the present participle.	Ask students to fill in a grid with 'difficult' key verbs, such as *aller*, *avoir*, *être* and *faire*, all in the same person (1st person singular, 3rd person plural, etc.), across different tenses and forms: present, perfect, imperfect, simple future, conditional, pluperfect, present participle, subjunctive. Then pick verbs at random and ask students to identify the verb, the tense or form and how they would translate it.
Reading	Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style.	12th	Read about an issue such as worker exploitation or homelessness in a factual text or extract from fiction and write about or discuss their reaction to the text.	Tends to be put off by longer, more complex texts and/or takes too long to read them.	Try group reading, with individual students each reading and making notes on one paragraph from a longer text and then sharing the information with the rest of their group.
Reading	Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple complex tenses, complex structures (covering some grammar up to and including the 12th Step) and unfamiliar material.	12th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Reading	Translate into English longer passages containing a wide range of less common vocabulary and complex grammatical structures.	12th	Translate a long passage about ethical shopping. E.g. *En ce qui concerne les achats, il faut que tout le monde prenne ses responsabilités. On devrait essayer de respecter les gens et l'environnement à la fois, en achetant des produits fabriqués dans son propre pays …* (etc).	The translation does not always sound natural, e.g. 'Concerning shopping, it is necessary that everyone takes responsibility'.	Present students with a slightly 'wooden'-sounding translation and ask them how well it reads and why. Ask them to work in pairs to make the translation sound more natural, without straying too far from the original meaning.
Writing	Copy simple words correctly. Although supported, students demonstrate that they understand the meaning of what they are writing.	1st	Copy the names of pets from labelled pictures. E.g. *un lapin, un cheval, une tortue.*	Copies some words incorrectly, e.g. misses out letters or puts some letters in the wrong order.	Encourage students to look at the 'shape' of words and to count the number of letters.
		1st	Label a series of items in a picture, by copying the correct words from a list. E.g. *la porte, la fenêtre, le professeur, les élèves.*	Misspells or misses out the accent(s) from some words.	Draw students' attention to the different accents in French and their importance as part of accuracy. Ask students to say which words tend to trip them up and why, e.g. words with double and single letters or words with combinations of vowels, like *professeur.*
Writing	Translate single words into the target langauge, with support.	1st	Translate their school timetable into French, for students at a partner school.	Tends to misspell words, especially those similar to English, e.g. *histoire, musique, technologie.*	Encourage students to copy the English and French words side-by-side, highlighting in two colours the letters which differ. E.g. 'histo**ry**' / *histo**ire**.*
Writing	Write individual short phrases, giving basic information and using the present tense of frequently-used verbs. Phrases are produced lexically and do not necessarily show grammatical understanding.	2nd	Write about themselves, by copying out simple sentences, changing the underlined words and using the relevant page of a textbook or other resource for support. E.g. *Je m'appelle Marie. J'ai dix ans. Mon anniversaire est le dix octobre.*	Misspells words when adapting sentences.	Discuss the importance of students checking what they have written against an accurate model (e.g. a textbook) and what to check for (e.g. spelling, accents, number of words, word order).
Writing	Translate short phrases into the target language. (Reproduced lexically – no manipulation of grammar.)	2nd	Translate short phrases. E.g. 'I have a brother'; 'I am 12 years old'.	Tends to translate word-for-word, e.g. *Je suis douze ans.*	Highlight the dangers of translating word-for-word, by presenting examples such as the one given. Remind students that sometimes a different verb may used in French and that they should learn the whole phrase.
Writing	Spelling and accents may not be accurate, but the meaning is clear.	2nd	Write a few short sentences to introduce themselves to a French teenager. E.g. name, age, family, pets, likes and dislikes.	Misspells words, omits accents or uses the wrong accent.	See the booster suggestions above for improving spelling and using accents correctly.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Write a few sentences relating to a topic or a picture. This may include: – writing simple questions and short answers – giving simple opinions – using occasional sentences with linked clauses or sub-clauses (e.g. with *mais* or *parce que*) – writing short sentences using *aimer* + infinitive. At times show an ability to manipulate language to be grammatically correct (e.g. using the correct verb or adjectival endings).	3rd	Write several sentences describing someone famous, using the textbook for support. Then ask their partner to read them and guess who is being described. E.g. *Il est très grand. Il a les cheveux bruns et frisés. Il adore le tennis.*(Andy Murray)	Has not grasped the use and meaning or pronouns and/or different parts of the verb, e. g. writes *Il j'aime le tennis; Il j'ai les cheveux bruns.*	Reinforce the meaning of singular subject pronouns. Ask students to match up sentence halves, linking pronouns to the correct verb forms.
Writing	Translate short sentences into French, at times showing some ability to manipulate grammar. May include occasional sentences using *mais* or *parce que*. May include a set of sentences using *aimer* + infinitive.	3rd	Translate sentences about what you like and dislike, e.g. 'I like sport but I don't like music.'	Tends to leave out words that are not there in the English, e.g. *J'aime sport mais je n'aime pas musique.*	Remind students of grammar rules, such as the use of the definite article before nouns with verbs of liking and disliking. Encourage students to count the number of words in correct versions of the sentences.
Writing	Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors.	3rd	Write a few sentences about their school subjects, giving opinions. E.g. *J'aime l'anglais; Je déteste les maths.*	Makes errors such as missing out articles (e.g. *j'aime anglais*) or using verbs incorrectly (e.g. *j'ai déteste les maths*).	Use sentence-building grids to reinforce sentence structure. Present incorrect sentences such as those given in the example and ask students to spot, then correct the mistakes.
Writing	Write a paragraph of linked sentences as part of a passage, dialogue or description. This should include using some complex sentences with linked clauses or sub-clauses and may also include: – giving opinions with reasons – giving opinions with infinitives – using a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – using more than one subject pronoun. Write a series of short items in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix).	4th	Write a few sentences about which sports they play, giving opinions. E.g. *Je joue au foot et je fais de la natation. Je joue aussi au volley-ball mais je n'aime pas le tennis.*	Tends to write a series of unlinked sentences, e.g. *Je joue au foot. Je fais de la natation. Je joue au volley-ball. Je n'aime pas le tennis.*	Present an example text without connectives (separate sentences). Then ask students to work in pairs to add three connectives '*et', 'mais'* and *'aussi'* to the example. Ask them to say how the use of connectives improves the example.

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Writing	Translate sentences into French. These may include: – some sentences with linked clauses or sub-clauses – a wider range of vocab (e.g. from different sub topics with a common theme like 'school') – a range of common verbs in present tense – more than one subject pronoun – a set of very simple, repetitive sentences in a complex new tense (e.g. the near future, perfect or conditional).	4th	Translate sentences about free-time activities. E.g. 'I like listening to music'; 'At the weekend I do sport'; 'We go to the swimming pool'. 'Tomorrow we are going to the shops.'	Makes some errors with verb formation, e.g. *J'aime écoute de la musique; On vais à la piscine.*	Use multiple-choice tasks to focus attention on verb forms. E.g. 'Which is correct and why?' (a) *J'aime écouter* … (b) *J'aime écoute* … (etc).
Writing	Shows awareness of how to manipulate grammatical structures. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	4th	Write a short paragraph about their own and their family's leisure activities. E.g. *Je fais de l'équitation et mon frère adore le basket. Ma mère …*	Uses the wrong verb or the wrong verb construction, e.g. *Je joue de l'équitation; Mon frère j'aime le basket.*	See the booster suggestions above for improving accuracy with verbs. Reinforce the meaning of key verbs, especially those which students tend to confuse, e.g. *jouer* and *faire*; *avoir* and *aimer.*
Writing	Write short texts, dialogues or descriptions, focussing on a single time frame (past, present **or** future). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions with more detailed reasons. This may also include: – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using an even wider range of vocab (e.g. from different topic areas) – using more than one subject pronoun.	5th	Write a short description of their town or village for visiting French students. E.g. *Il y a des magasins et un château mais il n'y a pas de patinoire. Le weekend, je vais au centre de loisirs. C'est super parce que j'aime jouer au basket.*	Tends to write in a series of short sentences, e.g. *Il y a des magasins. Il y a un château. Je vais au centre de loisirs. J'aime le basket.*	Present a basic example text and ask students how well it reads and why. Ask them to work in groups to come up with ways of improving it, e.g. by adding: connectives such as *et* and *mais*; time expressions such as *le weekend;* opinions such as *c'est super parce que j'aime ...* Then ask students to write themselves a checklist for making their own written work in French as interesting as possible.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Translate sentences in one time frame (past, present **or** future) into French. These may include: – some sentences with linked clauses or sub-clauses – a set of sentences showing an awareness of a mixture of structures, e.g. verbs in the present tense and opinions with infinitives together – opinions with more detailed reasons – an even wider range of vocab and verbs (e.g. from different topic areas) – more than one subject pronoun.	5th	Translate sentences containing both verbs in the present tense and opinions with infinitives together, e.g. 'I play football and I like going swimming.'	Confuses verb forms when having to manipulate different structures together, e.g. *Je jouer au foot et j'aimer faire de la natation.*	See the booster suggestion above. (Use multiple-choice tasks to focus attention on verb forms. E.g. 'Which is correct and why?' (a) *J'aime écouter …* (b) *J'aime écoute …* etc.)
Writing	Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	5th			
Writing	Write short texts, referring to two time frames and using some sentences with linked clauses or sub-clauses. This may also include: – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs	6th	Students imagine they have won a dream holiday and write a short text about what they are going to do. E.g. *Je vais aller en Italie avec mes amis. Tous les jours, je vais faire de la voile ou de la planche à voile. Le soir, on va manger au restaurant parce que j'adore la pizza. Miam-miam! Puis on va danser en boîte.*	Writes a solid text, but does not make full use of the vocabulary and grammar at their disposal, e.g. uses only a limited range of connectives and few expressions of time or frequency.	Present students with a 'model' text, with gaps for the connectives and time/frequency expressions. Ask them to work in pairs or groups to decide which words could be used in the gaps in order to enhance the text. Discuss how these features can help them to create extended sentences and add interest or variety to their writing.
Writing	Translate into the target language sentences that refer to two time frames (within a set of sentences). These should include some sentences with linked clauses or sub-clauses and may include: – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – using a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives).	6th	Translate sentences about what you usually do on holiday and what you are going to do this year. E.g. 'Usually we go to Greece and we stay in a hotel'; ' 'This year I am going to stay in England.'	Makes errors with verb endings which sound alike (e.g. *je vais*restez*) or forgets to add silent endings (e.g. *nous*allon*).	Look at paradigms of key verbs which are causing problems and ask students which parts of the verb sound the same but are spelled differently (e.g. *bois/boit, fais/fait, rester/restez*). Discuss how this might cause problems when writing and ask students to suggest strategies for avoiding writing the wrong form of the verb.

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Writing	Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.	6th			
Writing	Write short texts, referring to three time frames (present, past and future) and using some sentences with linked clauses or sub-clauses. This may also include: – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs (e.g. from different topic areas).	7th	Students write an advert for a tourist attraction in their area, including comments from past visitors. E.g. *Vous aimez l'histoire? Visitez le château de Leeds. Ouvert tous les jours de 10h30 à 17h30. Prix d'entrée: adultes 17.50£, enfants … "J'ai beaucoup aimé ma visite du château. C'était très intéressant. Dans le futur, je vais visiter beaucoup de châteaux!" (Chloé, 13 ans).*	Finds it difficult to write in a suitable style and register.	Look at examples of authentic adverts for French tourist attractions and discuss the style, e.g. use of rhetorical questions, the imperative, abbreviated sentences or bullet points, visitor testimonials in full sentences with quotation marks, etc. Discuss with students how they could adapt the authentic advert. Provide students who need greater support with a writing frame.
Writing	Translate into the target language sentences that refer to three time frames (within a set of sentences). These should include some sentences with linked clauses or sub-clauses and may include: – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – using a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives).	7th	Translate a set of sentences. E.g. 'Normally at the weekends I go to the cinema, but yesterday I watched a film on TV. Tomorrow we are going to a restaurant with my cousins.	Tries to translate some things literally, e.g. writes: *Normalement, au weekend… or un film sur la télé.* Or makes some errors with tenses, e.g. *Hier soir, j'ai regarde…*	Discuss how some things are expressed differently in other languages and the importance of working from what they know when translating, e.g. 'You have learned that "at the weekend" is simply *le weekend* and "on TV" is *à la télé*.' To encourage greater accuracy with tenses, ask students to spot the five mistakes in a text, e.g. missing acute accents or *je* instead of *j'ai* in the perfect tense of regular *–er* verbs. Encourage students to understand what grammatical mistakes they tend to make and why.
Writing	Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	7th			
Writing	Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses.	8th	Write an account of a disastrous holiday. E.g. *Tous les ans, ma famille et moi faisons du camping en France. Normalement, j'aime bien ça parce qu'il fait beau. Mais l'année dernière, il a plu tout le temps. Quelle horreur! De plus, il a fait très froid donc on est partis après trois jours. La prochaine fois,*	Tends to write in short, unlinked sentences and/or does not structure his/her writing well.	(i) To encourage students to link sentences and paragraphs, present a basic version of a text, without connectives, adverbs of time, sequencers, etc., and ask a student to read it aloud. Ask how the text could be improved and ask the students to re-write it, adding connectives, adverbs, etc. (ii) To address the problem of poor structuring, ask students to write an 'essay' plan in English. If necessary, present them with a

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Link sentences and paragraphs, and structure ideas.	8th			
Writing	Translate into the target language short passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and including the 8th Step).	8th	Translate a short passage with more complex structures. E.g. 'I have been playing rugby for four years, but I never go jogging because I think it's boring. Next year I would like to ….'	Makes errors with more complex structures, e.g. *J'ai joué au rugby depuis …*	Ask students to work in pairs or a group to spot and correct the mistakes in a series of sentences containing common errors. Discuss how they think the writer came to make those mistakes and how to avoid them.
Writing	Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	8th			
Writing	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, using at least three tenses.	9th	Write a text about friendship. E.g. *Pour moi, un bon ami est quelqu'un qui est toujours fidèle et qui a le sens de l'humour. Par exemple, mon meilleur copain n'est jamais de mauvaise humeur et il me fait beaucoup rire. On s'entend bien car nous avons les mêmes centres d'intérêt. Comme nous aimons … samedi dernier, nous sommes*	Tends to stick to simple constructions and does not extend sentences or link ideas, e.g. writes: *Pour moi, un bon ami est fidèle. Mon meilleur copain me fait rire. Nous avons les mêmes centres d'intérêt …*	Present students with a strong model piece of writing and ask them to identify the ways in which the writer has extended sentences and linked ideas. Also ask them to look for structures which make the text feel more sophisticated, such as *quelqu'un qui ... et qui ...* Then present them with a more basic version of a similar text and ask them to use some of the same ideas to enhance it.
Writing	Link sentences and paragraphs, structure ideas and adapt previously-learned language.	9th			
Writing	Use a variety of grammatical structures accurately, including some more complex forms.	9th			
Writing	Use familiar language creatively.	9th	Use their knowledge of the perfect and imperfect tenses to write an amusing account of a first date, from the perspective of both parties. E.g. *D'abord, nous sommes allés au musée pour voir une exposition fascinante, puis nous avons mangé un repas délicieux dans ...; L'exposition était complètement nulle et au restaurant, je n'ai rien mangé parce qu'il n'y avait pas de plat végétarien ...*	Finds it difficult to think creatively or to see ways of using the language they know creatively.	Use brainstorming and/or mind-mapping to help pool ideas and useful language. Some students may benefit from writing with a partner, or in a group.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Translate into the target language longer passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and including the 9th Step).	9th	Translate a short passage about films. E.g. 'When I was little I used to like watching TV, but now I prefer watching films. One of my favourite films is … because I think … is the best-looking and the most interesting actor. I admire him because he is never arrogant. I also like actors who are intelligent. '	Does not always realise what constructions are required (e.g. the infinitive in 'used to like watching', or the superlative in 'the best-looking' or 'the most interesting') or makes mistakes in the formation of more complex structures.	Before students tackle the task, present the text for translation on the whiteboard and ask leading questions, such as 'Which tenses will you need to use and where?' 'What form of the verb/adjective will you need here?' 'What do you need to remember about superlative adjectives?' As students become used to this analytical approach, gradually transfer the process to them, by asking: 'What things will you need to think about in this translation?' or 'Are there any grammar points you have learned recently which might come up?'
Writing	Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	9th			
Writing	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince.	10th	Write a text about their school life, explaining its good and bad points and saying what they would change and why. E. g. *Je trouve que notre collège est assez bien aménagé car nous avons plusieurs terrains de sport ainsi qu'une bibliothèque immense. Malheureusement, il n'y a ni piscine ni salle*	Writes a solid text, but does not add 'colour' by using (e.g.) adverbs, less common negatives, less common connectives.	Present a more basic version of the example text given here and give students a list of words or expressions to add to it, at appropriate points (e.g. *plusieurs, ainsi que, immense, malheureusement, ni … ni …*). Afterwards, discuss what effect adding this language to the text has had and how using these or similar features could enhance the students' performance in a written exam.
Writing	Use language creatively to express individual thoughts, ideas and points of view.	10th			
Writing	Use a range of grammatical structures and a combination of tenses (incuding less common tenses such as the conditional).	10th			
Writing	Translate into the target language longer passages containing some less common vocabulary and more complex grammatical structures (covering some grammar up to and including the 10th Step).	10th	Translate a passage about school rules. E.g. 'I understand why it is necessary to have rules. But in my school, it is forbidden to go out at lunchtime. I find that ridiculous. Yesterday, I went into town instead of eating in the canteen and I got one hour of detention. If I were the headteacher, I would change that rule.'	Makes small errors, e.g. misspells *nécessaire*, uses the wrong accent on *règle* or makes *cantine* masculine.	Encourage students to give one another spelling tests, based on words in which they have previously made small mistakes (including gender).
Writing	Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	10th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences.	11th	Write an article about their own and their family's experiences of 'going green'. E.g. *Avant, chez nous, on ne faisait pas grand-chose pour protéger l'environnement. On avait déjà commencé à trier les déchets mais*	Needs to expand more on the points he/she makes and link sentences in a more varied way.	Challenge students to expand their writing by using tenses or verb forms such as the pluperfect (to refer to something which had previously happened), the conditional (to refer to something which could or should be done) and the subjunctive (to refer to something which it is necessary to do, or which they
Writing	Expand on the main points, using a wide variety of vocabulary and grammatical structures (covering some grammar up to and including the 11th Step), with frequent examples of complex structures and a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language.	11th			
Writing	Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.	11th	Translate a passage about career choices. E.g. 'I used to work as a sales assistant, but it was monotonous. I had done some voluntary work in a hospital, so I decided to become a nurse. After finishing my studies, I want to try to find a job abroad because I	When dealing with more complex tenses, does not always spot what tense is required or forms it incorrectly. E.g. translates 'I had done' as *j'ai fait*, or 'after finishing' as *après finir*.	Point out common mistakes in the formation of more complex tenses, such as the pluperfect and the perfect infinitive, and ask students to come up with their own ideas for remembering when to use each and how to form it.
Writing	Mostly accurate, with isolated minor errors.	11th			
Writing	Write coherent, fluent, extended texts, manipulating language and using a wide variety of tenses (including less common tenses such as the conditional and pluperfect) and complex grammatical structures (covering some grammar up to and including the 12th Step) with secure control.	12th	Write a text about an issue which concerns them, such as global warming or endangered species, describing the problem, explaining its causes and outlining what they think should be done to address the matter. E.g. *À mon avis, le plus grand problème pour la planète, c'est la disparition des espèces, comme le tigre et l'orang-outan. Les causes principales sont ... Ça devient urgent et il faut qu'on fasse quelque chose! Après avoir lu/vu ..., j'ai décidé de devenir bénévole pour ... On essayera de convaincre le gouvernement de ... On devrait ... Si tout le monde donnait/écrivait ..., on pourrait ... (etc).*	Does not use a sufficiently wide range of complex structures and tenses.	Challenge students to include at least three of the following structures and tenses in each piece of writing: a verb followed by *à* or *de* before the infinitive; the conditional of *pouvoir* or *devoir*; a verb in the subjunctive; a perfect infinitive; a verb in the pluperfect; a verb in the passive.

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Writing	Translate into the target language longer passages containing a wide range of less common vocabulary and complex grammatical structures.	12th	Translate a passage about ethical shopping. E.g. 'My brother always used to buy the cheapest products, but after reading an article, I told him that many workers are exploited. Therefore, we have decided that in the future we will only buy fairly-traded	Makes mistakes with more complex grammar points, such as the position of direct and indirect object pronouns with compound tenses, or the perfect infinitive.	Encourage students to keep a 'danger list' of the grammar points which tend to trip them up and to write their own rules for remembering how to avoid making the same mistakes in the future.
Writing	Linguistic structures are accurate throughout and inaccuracies are isolated.	12th			

Grammar	Grammar item	Step
Grammar	**Understand the following grammatical terms in English:** noun, article, adjective, pronoun, verb, tense	1st
Grammar	**Understand and use:** nouns (singular and plural)	1st
Grammar	**Understand and use:** gender and articles: definite and indefinite articles (masculine, feminine and plural)	1st
Grammar	**Understand and use:** key high-frequency verb forms: *c'est, j'ai, je suis*	1st
Grammar	**Understand and use:** numbers	1st
Grammar	**Understand and use:** regular adjectives (masculine and feminine singular forms only)	2nd
Grammar	**Understand and use:** subject pronouns: *je, tu, il, elle, on*	2nd
Grammar	**Understand and use:** verbs of opinion in first person singular, followed by a noun (*j' aime, j'adore, je n'aime pas, je déteste*)	2nd
Grammar	**Understand and use:** the present tense of regular –*er* verbs (singular forms only)	2nd
Grammar	**Understand and use:** simple questions: using intonation to change a statement into a question	2nd
Grammar	**Understand and use:** the simple negative: *ne … pas* with present tense verbs	2nd

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** simple connectives (*et, mais, aussi, puis*)	2nd			
Grammar	**Understand and use:** intensifiers/qualifiers/quantifiers (*très, assez, un peu, trop, beaucoup*)	2nd			
Grammar	**Understand and use:** dates	2nd			
Grammar	**Understand and use:** time (12-hour clock)	2nd			
Grammar	**Understand and use:** regular adjectives: agreement and position (including plurals)	3rd			
Grammar	**Understand and use:** possessive adjectives (*mon/ma/mes, ton/ta/tes, son/sa/ses*)	3rd			
Grammar	**Understand and use:** interrogatives (e.g. *comment, quand, où, qui*)	3rd			
Grammar	**Understand and use:** the present tense of key irregular verbs: *aller, avoir, être, faire* (singular forms only)	3rd			
Grammar	**Understand and use:** verbs followed by *à* and *de* plus a noun (e.g. *jouer au foot, aller à la piscine, faire du sport*)	3rd			
Grammar	**Understand and use:** simple questions using *est-ce que* and *qu'est-ce que*	3rd			
Grammar	**Understand and use:** the partitive article (*du, de la, de l', des*)	4th			
Grammar	**Understand and use:** adverbs of frequency (e.g. *quelquefois, tous les jours*)	4th			
Grammar	**Understand and use:** the present tense of regular verbs (full paradigm)	4th			
Grammar	**Understand and use:** modes of address (*tu* and *vous*)	4th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** adverbs of place (*ici, là-bas*); adverbs of time in the present (*aujourd'hui*)	4th			
Grammar	**Understand and use:** common simple prepositions (e.g. *dans, derrière, sur, sous*)	4th			
Grammar	**Understand and use:** the infinitive following verbs of liking (e.g. *j'aime* + infinitive)	4th			
Grammar	**Understand and use:** the modal verbs *pouvoir* and *vouloir* (present tense, singular forms only)	5th			
Grammar	**Understand and use:** use of negative after *de* (e.g. *il n'y a pas de…*)	5th			
Grammar	**Understand and use:** other connectives (e.g. *parce que, ou, alors, donc*)	5th			
Grammar	**Understand and use:** the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns)	5th			
Grammar	**Understand and use:** the near future tense (*aller* + infinitive)	5th			
Grammar	**Understand and use:** the present tense of common reflexive verbs	6th			
Grammar	**Understand and use:** *je voudrais* + infinitive	6th			
Grammar	**Understand and use:** time expressions for use with the near future tense (e.g. demain, ce weekend, ce soir, l'année prochaine)	6th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** two tenses together, the present and the near future (Note: once students have covered the perfect tense and associated grammar, such as past time expressions, the 6th Step may include reference to the present and the past.)	6th			
Grammar	**Understand and use:** the perfect tense of regular –er verbs, using *avoir*	7th			
Grammar	**Understand and use:** the perfect tense of common irregular verbs: *boire, faire, prendre, voir*	7th			
Grammar	**Understand and use:** the perfect tense with *être, aller* and other common verbs	7th			
Grammar	**Understand and use:** time expressions for use with the perfect tense (e.g. hier, le weekend dernier, l'année dernière)	7th			
Grammar	**Understand and use**: the imperfect tense of *avoir* and *être* in common expressions (e.g. *c'était…, il y avait…*)	7th			
Grammar	**Understand and use:** comparative adjectives (*plus … que, moins … que*)	7th			
Grammar	**Understand and use:** prepositions followed by *de* (e.g. *à côté de, à droite de, en face de*)	7th			
Grammar	**Understand and use:** *il faut* + infinitive	7th			
Grammar	**Understand and use:** modal verbs: *devoir, pouvoir, vouloir* (full paradigm)	7th			
Grammar	**Understand and use:** superlative adjectives (*le/la/les plus/moins …*)	7th			
Grammar	**Understand and use:** plural possessive adjectives (*notre/nos, votre/vos, leur/leurs*)	7th			
Grammar	**Understand and use:** questions using question words and inversion	7th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** three tenses together (the present, the perfect and the near future)	7th			
Grammar	**Understand and use:** the simple future tense	7th			
Grammar	**Understand and use:** direct object pronouns (*me, te, le/la, les,* etc) in the present tense	8th			
Grammar	**Understand and use:** *depuis* plus present tense	8th			
Grammar	**Understand and use:** the imperfect tense of other verbs (full paradigm)	8th			
Grammar	**Understand and use:** interrogative verb forms in different tenses (e.g. *Parlez-vous anglais?, Que fait-il?, Où es-tu allé?, Qu'est-ce que tu feras?*)	8th			
Grammar	**Understand and use:** the conditional of *vouloir, aimer* and *être*	8th			
Grammar	**Understand and use:** emphatic pronouns (*moi, toi, lui,*etc)	8th			
Grammar	**Understand and use:** interrogative adjectives (*quel, quelle, quels, quelles*)	8th			
Grammar	**Understand and use:** common negatives in different tenses *(ne…pas, ne…rien, ne…jamais)*	8th			
Grammar	**Understand and use:** relative pronouns: *qui, que*; interrogative pronouns: *qui, que*; demonstrative pronouns: *ça, cela*	9th			
Grammar	**Understand and use:** use of *y* and *en*	9th			
Grammar	**Understand and use:** combinations of different tenses (present, perfect, future, imperfect, conditional)	9th			
Grammar	**Understand and use:** the imperative (*tu* and *vous* forms)	9th			
Grammar	**Understand and use:** other negatives *(ne…personne, ne…plus, ne… que, ne…aucun(e), ne…ni…ni)*	9th			
Grammar	**Understand and use:** the conditional of other common verbs (full paradigm)	10th			
Grammar	**Understand and use:** the perfect tense of reflexive verbs	10th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** the present participle, including use after *en*	10th			
Grammar	**Understand and use:** *avant de* + infinitive	10th			
Grammar	**Understand and use:** combinations of tenses in *si* clauses (e.g. *s'il fait beau demain, j'irai… ; si j'avais le choix, je ferais...*)	10th			
Grammar	**Understand and use:** demonstrative adjectives and pronouns (*ce, cet, cette, ces; celui-, celle-, ceux-, celles-ci/là*)	10th			
Grammar	**Understand and use:** the pluperfect tense	11th			
Grammar	**Understand and use:** the imperative of reflexive verbs (e.g. *Amuse-toi!, Levez-vous!*)	11th			
Grammar	**Understand and use:** irregular comparative and superlative adjectives (*pire/le pire, meilleur/le meilleur*)	11th			
Grammar	**Understand and use:** regular and irregular adverbs (e.g. *actuellement, seulement, bien, mal*)	11th			
Grammar	**Understand and use:** irregular comparative and superlative adverbs (*mieux, le mieux*)	11th			
Grammar	**Understand and use:** the perfect infinitive (e.g. *après avoir accepté, après être arrivé*)	11th			
Grammar	**Understand and use:** indefinite pronouns (*quelqu'un*); indefinite adjectives (*chaque, quelque*)	11th			
Grammar	**Understand and use :** direct object pronouns in compound tenses (e.g. the perfect tense)	11th			
Grammar	**Understand and use:** the relative pronoun *dont*	12th			
Grammar	**Understand and use:** subordinating conjunctions: *quand* and *lorsque*, in the future tense (e.g. *lorsque j'aurai…..j'irai…*)	12th			
Grammar	**Understand and use:** verbs followed by *de* or *à* + the infinitive (e.g. *décider de, essayer de, commencer à, apprendre à*)	12th			
Grammar	**Understand and use:** direct and indirect object pronouns in all tenses	12th			

Strand	Progress Descriptor	Step	Example	Barrier	Booster
Grammar	**Understand and use:** the conditional of modal verbs (e.g. *je pourrais, on devrait*)	12th			
Grammar	**Understand only:** the passive voice: present, perfect, imperfect and future tense	12th			
Grammar	**Understand only:** the present subjunctive in commonly-used expressions (e.g. *il faut que, vouloir que*)	12th			
Grammar	**Understand only:** use of *depuis* with imperfect tense	12th			
Grammar	**Understand only:** possessive pronouns (e.g. *le mien*)	12th			
Grammar	**Understand only:** the conditional perfect (e.g. *j'aurais acheté*)	12th			