

Strand	Progress Descriptor	Step
Listening	Demonstrate understanding of words and short phrases, spoken clearly and repeated if necessary. The short phrases may include simple opinions with <i>c'est ...</i>	1st
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
Listening	Transcribe familiar words.	2nd
Listening	<p>Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. These may include:</p> <ul style="list-style-type: none"> – simple reasons for opinions – occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>) – occasional instances of <i>aimer</i> + infinitive – several short sentences using <i>aimer</i> + infinitive (with no other structures in the mix). 	3rd
Listening	Transcribe short phrases.	3rd

Listening	<p>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:</p> <ul style="list-style-type: none"> – 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
Listening	Transcribe familiar short phrases.	4th
Listening	<p>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:</p> <ul style="list-style-type: none"> – 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
Listening	Transcribe short phrases.	5th

Listening	<p>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:</p> <ul style="list-style-type: none"> – 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). <p>May also need to infer overall meaning.</p>	6th
Listening	Transcribe longer phrases.	6th
Listening	<p>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:</p> <ul style="list-style-type: none"> – 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). <p>May also need to infer overall meaning.</p>	7th
Listening	Transcribe sentences.	7th

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 tenses, 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
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
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

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
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
Speaking	Say single words and short phrases with support. (Lexical repetition - no manipulation of grammar).	1st
Speaking	Imitate a model of correct pronunciation and intonation.	1st
Speaking	Answer a range of simple questions. May ask occasional simple questions that have been learnt lexically.	2nd
Speaking	Give basic information using short sentences. May give simple opinions with <i>c'est ...</i> (Lexical repetition - no manipulation of grammar.)	2nd
Speaking	Begin to show awareness of sound patterns.	2nd

Speaking	<p>Ask a few simple questions with support and answer a few different simple questions in the present tense. This may include:</p> <ul style="list-style-type: none"> – taking part in brief dialogues involving 2–3 exchanges – giving simple opinions – using occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>) – using occasional instances of <i>aimer</i> + infinitive – making simple statements about a picture. <p>At times show an ability to manipulate language to be grammatically correct (e.g. using the correct verb or adjectival endings).</p>	3rd
Speaking	<p>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:</p> <ul style="list-style-type: none"> – 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 – giving brief statements in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix). 	4th

Speaking	<p>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:</p> <ul style="list-style-type: none"> – 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
Speaking	Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	5th
Speaking	<p>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:</p> <ul style="list-style-type: none"> – 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). 	6th

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
Speaking	Demonstrate spontaneity by asking unsolicited questions, and expand answers.	7th
Speaking	Initiate and develop conversations on a variety of topics.	8th
Speaking	Use and adapt language for new purposes and narrate events.	8th
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
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
Speaking	Use pronunciation and intonation which are mostly accurate.	8th
Speaking	Initiate and develop discussions on a wide variety of topics, using appropriate register.	9th
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

Speaking	Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate.	9th
Speaking	Use coping strategies to deal with unknown words and phrases.	9th
Speaking	Use pronunciation and intonation which are mostly accurate.	9th
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
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
Speaking	Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	10th
Speaking	Use language creatively to exchange and justify a range of thoughts and opinions.	11th
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

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
Speaking	Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions.	12th
Speaking	Consistently use appropriate register.	12th
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
Speaking	Use pronunciation and intonation which would be understood by a native speaker.	12th
Reading	Demonstrate understanding of and read aloud words and short phrases. The short phrases may include simple opinions with <i>c'est ...</i>	1st
Reading	Translate words or very short phrases into English.	1st
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
Reading	Translate very short phrases into English.	2nd

Reading	<p>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:</p> <ul style="list-style-type: none"> – occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>) – occasional instances of <i>aimer</i> + infinitive – several short sentences using <i>aimer</i> + infinitive (with no other structures in the mix). <p>May also need to deduce the occasional word using contextual clues and cognates.</p>	3rd
Reading	<p>Translate into English sentences with the following characteristics:</p> <ul style="list-style-type: none"> – limited topic range – basic sequencers or time expressions or connectives – limited range of pronouns (e.g. <i>je/il/elle</i> forms) – limited range of verbs – occasional instances of <i>aimer</i> + infinitive 	3rd

Reading	<p>Demonstrate understanding of main points and details of short texts, dialogues or descriptions.</p> <p>These should include some sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – 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). <p>May also need to work out the meaning of occasional words using contextual clues and cognates.</p>	4th
Reading	<p>Translate into English sentences with the following characteristics:</p> <ul style="list-style-type: none"> – 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

Reading	<p>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:</p> <ul style="list-style-type: none"> – 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). <p>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.</p>	5th
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
Reading	<p>Translate into English sentences with the following characteristics:</p> <ul style="list-style-type: none"> – 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

Reading	<p>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:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>	6th
Reading	<p>Translate into English sentences containing some of the following characteristics:</p> <ul style="list-style-type: none"> – 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

Reading	<p>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:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>	7th
Reading	<p>Translate into English sentences or a short paragraph containing some of the following characteristics:</p> <ul style="list-style-type: none"> – 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
Reading	<p>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).</p>	8th
Reading	<p>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).</p>	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
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
Reading	Understand longer authentic texts (e.g. news stories, magazine articles, email exchanges and extracts from plays).	9th
Reading	Translate into English longer passages containing a range of tenses and grammatical structures, including grammar up to and including the 9th Step.	9th
Reading	Draw inferences from longer texts, including extracts from literary texts.	10th
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
Reading	Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts.	11th

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
Reading	Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style.	12th
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
Reading	Translate into English longer passages containing a wide range of less common vocabulary and complex grammatical structures.	12th
Writing	Copy simple words correctly. Although supported, students demonstrate that they understand the meaning of what they are writing.	1st
Writing	Translate single words into the target language, with support.	1st
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

Writing	Translate short phrases into the target language. (Reproduced lexically – no manipulation of grammar.)	2nd
Writing	Spelling and accents may not be accurate, but the meaning is clear.	2nd
Writing	<p>Write a few sentences relating to a topic or a picture. This may include:</p> <ul style="list-style-type: none"> – writing simple questions and short answers – giving simple opinions – using occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>) – writing short sentences using <i>aimer</i> + infinitive. <p>At times show an ability to manipulate language to be grammatically correct (e.g. using the correct verb or adjectival endings).</p>	3rd
Writing	<p>Translate short sentences into French, at times showing some ability to manipulate grammar. May include occasional sentences using <i>mais</i> or <i>parce que</i>.</p> <p>May include a set of sentences using <i>aimer</i> + infinitive.</p>	3rd
Writing	Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors.	3rd

Writing	<p>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:</p> <ul style="list-style-type: none"> – 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. <p>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).</p>	4th
Writing	<p>Translate sentences into French. These may include:</p> <ul style="list-style-type: none"> – 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
Writing	<p>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.</p>	4th

Writing	<p>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:</p> <ul style="list-style-type: none"> – 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
Writing	<p>Translate sentences in one time frame (past, present or future) into French. These may include:</p> <ul style="list-style-type: none"> – 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
Writing	<p>Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p>	5th
Writing	<p>Write short texts, referring to two time frames and using some sentences with linked clauses or sub-clauses. This may also include:</p> <ul style="list-style-type: none"> – 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). 	6th

Writing	<p>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:</p> <ul style="list-style-type: none"> – 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
Writing	<p>Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.</p>	6th
Writing	<p>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:</p> <ul style="list-style-type: none"> – 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
Writing	<p>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:</p> <ul style="list-style-type: none"> – 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

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
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
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
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
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
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
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 (including 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
Writing	Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	10th
Writing	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences.	11th
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
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
Writing	Translate into the target language longer passages containing a wide range of less common vocabulary and complex grammatical structures.	12th
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: <i>c'est, j'ai, je suis</i>	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: <i>je, tu, il, elle, on</i>	2nd
Grammar	Understand and use: verbs of opinion in first person singular, followed by a noun (<i>j'aime, j'adore, je n'aime pas, je déteste</i>)	2nd
Grammar	Understand and use: the present tense of regular <i>-er</i> 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: <i>ne ... pas</i> with present tense verbs	2nd
Grammar	Understand and use: simple connectives (<i>et, mais, aussi, puis</i>)	2nd
Grammar	Understand and use: intensifiers/qualifiers/quantifiers (<i>très, assez, un peu, trop, beaucoup</i>)	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 (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>)	3rd
Grammar	Understand and use: interrogatives (e.g. <i>comment, quand, où, qui</i>)	3rd
Grammar	Understand and use: the present tense of key irregular verbs: <i>aller, avoir, être, faire</i> (singular forms only)	3rd
Grammar	Understand and use: verbs followed by <i>à</i> and <i>de</i> plus a noun (e.g. <i>jouer au foot, aller à la piscine, faire du sport</i>)	3rd
Grammar	Understand and use: simple questions using <i>est-ce que</i> and <i>qu'est-ce que</i>	3rd
Grammar	Understand and use: the partitive article (<i>du, de la, de l', des</i>)	4th
Grammar	Understand and use: adverbs of frequency (e.g. <i>quelquefois, tous les jours</i>)	4th
Grammar	Understand and use: the present tense of regular verbs (full paradigm)	4th
Grammar	Understand and use: modes of address (<i>tu</i> and <i>vous</i>)	4th
Grammar	Understand and use: adverbs of place (<i>ici, là-bas</i>); adverbs of time in the present (<i>aujourd'hui</i>)	4th
Grammar	Understand and use: common simple prepositions (e.g. <i>dans, derrière, sur, sous</i>)	4th

Grammar	Understand and use: the infinitive following verbs of liking (e.g. <i>j'aime</i> + infinitive)	4th
Grammar	Understand and use: the modal verbs <i>pouvoir</i> and <i>vouloir</i> (present tense, singular forms only)	5th
Grammar	Understand and use: use of negative after <i>de</i> (e.g. <i>il n'y a pas de...</i>)	5th
Grammar	Understand and use: other connectives (e.g. <i>parce que, ou, alors, donc</i>)	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 (<i>aller</i> + infinitive)	5th
Grammar	Understand and use: the present tense of common reflexive verbs	6th
Grammar	Understand and use: <i>je voudrais</i> + infinitive	6th
Grammar	Understand and use: time expressions for use with the near future tense (e.g. <i>demain, ce week-end, ce soir, l'année prochaine</i>)	6th
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 <i>-er</i> verbs, using <i>avoir</i>	7th
Grammar	Understand and use: the perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i>	7th
Grammar	Understand and use: the perfect tense with <i>être, aller</i> and other common verbs	7th

Grammar	Understand and use: time expressions for use with the perfect tense (e.g. <i>hier, le week-end dernier, l'année dernière</i>)	7th
Grammar	Understand and use: the imperfect tense of <i>avoir</i> and <i>être</i> in common expressions (e.g. <i>c'était..., il y avait...</i>)	7th
Grammar	Understand and use: comparative adjectives (<i>plus ... que, moins ... que</i>)	7th
Grammar	Understand and use: prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>)	7th
Grammar	Understand and use: <i>il faut</i> + infinitive	7th
Grammar	Understand and use: modal verbs: <i>devoir, pouvoir, vouloir</i> (full paradigm)	7th
Grammar	Understand and use: superlative adjectives (<i>le/la/les plus/moins ...</i>)	7th
Grammar	Understand and use: plural possessive adjectives (<i>notre/nos, votre/vos, leur/leurs</i>)	7th
Grammar	Understand and use: questions using question words and inversion	7th
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 (<i>me, te, le/la, les</i> , etc) in the present tense	8th
Grammar	Understand and use: <i>depuis</i> + 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. <i>Parlez-vous anglais?, Que fait-il?, Où es-tu allé?, Qu'est-ce que tu feras?</i>)	8th

Grammar	Understand and use: the conditional of <i>vouloir, aimer</i> and <i>être</i>	8th
Grammar	Understand and use: emphatic pronouns (<i>moi, toi, lui,</i> etc)	8th
Grammar	Understand and use: interrogative adjectives (<i>quel, quelle, quels, quelles</i>)	8th
Grammar	Understand and use: common negatives in different tenses (<i>ne...pas, ne...rien, ne...jamais</i>)	8th
Grammar	Understand and use: relative pronouns: <i>qui, que</i> ; interrogative pronouns: <i>qui, que</i> ; demonstrative pronouns: <i>ça, cela</i>	9th
Grammar	Understand and use: use of <i>y</i> and <i>en</i>	9th
Grammar	Understand and use: combinations of different tenses (present, perfect, future, imperfect, conditional)	9th
Grammar	Understand and use: the imperative (<i>tu</i> and <i>vous</i> forms)	9th
Grammar	Understand and use: other negatives (<i>ne...personne, ne...plus, ne... que, ne...aucun(e), ne...ni...ni</i>)	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
Grammar	Understand and use: the present participle, including use after <i>en</i>	10th
Grammar	Understand and use: <i>avant de</i> + infinitive	10th
Grammar	Understand and use: combinations of tenses in <i>si</i> clauses (e.g. <i>s'il fait beau demain, j'irai... ; si j'avais le choix, je ferais...</i>)	10th
Grammar	Understand and use: demonstrative adjectives and pronouns (<i>ce, cet, cette, ces; celui-, celle-, ceux-, celles-ci/là</i>)	10th
Grammar	Understand and use: the pluperfect tense	11th

Grammar	Understand and use: the imperative of reflexive verbs (e.g. <i>Amuse-toi!, Levez-vous!</i>)	11th
Grammar	Understand and use: irregular comparative and superlative adjectives (<i>pire/le pire, meilleur/le meilleur</i>)	11th
Grammar	Understand and use: regular and irregular adverbs (e.g. <i>actuellement, seulement, bien, mal</i>)	11th
Grammar	Understand and use: irregular comparative and superlative adverbs (<i>mieux, le mieux</i>)	11th
Grammar	Understand and use: the perfect infinitive (e.g. <i>après avoir accepté, après être arrivé</i>)	11th
Grammar	Understand and use: indefinite pronouns (<i>quelqu'un</i>); indefinite adjectives (<i>chaque, quelque</i>)	11th
Grammar	Understand and use : direct object pronouns in compound tenses (e.g. the perfect tense)	11th
Grammar	Understand and use: the relative pronoun <i>dont</i>	12th
Grammar	Understand and use: subordinating conjunctions: <i>quand</i> and <i>lorsque</i> , in the future tense (e.g. <i>lorsque j'aurai.....j'irai...</i>)	12th
Grammar	Understand and use: verbs followed by <i>de</i> or <i>à</i> + the infinitive (e.g. <i>décider de, essayer de, commencer à, apprendre à</i>)	12th
Grammar	Understand and use: direct and indirect object pronouns in all tenses	12th
Grammar	Understand and use: the conditional of modal verbs (e.g. <i>je pourrais, on devrait</i>)	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. <i>il faut que, vouloir que</i>)	12th
Grammar	Understand only: use of <i>depuis</i> with imperfect tense	12th
Grammar	Understand only: possessive pronouns (e.g. <i>le mien</i>)	12th

Grammar	Understand only: the conditional perfect (e.g. <i>j'aurais acheté</i>)	12th
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