

Strand A	1st Step	2nd Step	3rd Step
L i s t e n i n g	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>	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. Transcribe familiar words.	Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. These may include: <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). Transcribe short phrases.
Strand B	1st Step	2nd Step	3rd Step

<p>S p e a k i n g</p>	<p>Say single words and short phrases with support. (Lexical repetition - no manipulation of grammar.) Imitate a model of correct pronunciation and intonation.</p>	<p>Answer a range of simple questions. May ask occasional simple questions that have been learnt lexically. Give basic information using short sentences. May give simple opinions with <i>c'est ...</i> (Lexical repetition - no manipulation of grammar.) Begin to show awareness of sound patterns.</p>	<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>
<p>Strand C</p>	<p>1st Step</p>	<p>2nd Step</p>	<p>3rd Step</p>

<p>R e a d i n g</p>	<p>Demonstrate understanding of and read aloud words and short phrases. The short phrases may include simple opinions with <i>c'est ...</i>. Translate words or very short phrases into English.</p>	<p>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). Translate very short phrases into English.</p>	<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> <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.
<p>Strand D</p>	<p>1st Step</p>	<p>2nd Step</p>	<p>3rd Step</p>

<p style="text-align: center;">W r i t i n g</p>	<p>Copy simple words correctly. Although supported, students demonstrate that they understand the meaning of what they are writing. Translate single words into the target language, with support.</p>	<p>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. Translate short phrases into the target language. (Reproduced lexically – no manipulation of grammar.) Spelling and accents may not be accurate, but the meaning is clear.</p>	<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). 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>. May include a set of sentences using <i>aimer</i> + infinitive. Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors.</p>
<p>Grammar</p>	<p>1st Step</p>	<p>2nd Step</p>	<p>3rd Step</p>
	<p>Understand the following grammatical terms in English:</p> <p>noun, article, adjective, pronoun, verb, tense</p>	<p>Understand and use:</p> <p>regular adjectives (masculine and feminine singular forms only)</p>	<p>Understand and use:</p> <p>regular adjectives: agreement and position (including plurals)</p>

Understand and use: nouns (singular and plural)	subject pronouns: <i>je, tu, il, elle, on</i>	possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>)
gender and articles: definite and indefinite articles (masculine, feminine and plural)	verbs of opinion in first person singular, followed by a noun (<i>j'aime, j'adore, je n'aime pas, je déteste</i>)	interrogatives (e.g. <i>comment, quand, où, qui</i>)
key high-frequency verb forms: <i>c'est, j'ai, je suis</i>	the present tense of regular <i>-er</i> verbs (singular forms only)	the present tense of key irregular verbs: <i>aller, avoir, être, faire</i> (singular forms only)
numbers	simple questions: using intonation to change a statement into a question	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>)

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	the simple negative: <i>ne ... pas</i> with present tense verbs	simple questions using <i>est-ce que</i> and <i>qu'est-ce que</i>
	simple connectives (<i>et, mais, aussi, puis</i>)	
	intensifiers/qualifiers/quantifiers (<i>très, assez, un peu, trop, beaucoup</i>)	
	dates	
	time (12-hour clock)	

4th Step

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). Transcribe familiar short phrases.

4th Step

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
- 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 Step

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.

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 Step

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).

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).

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 Step

Understand and use:

the partitive article (*du, de la, de l’, des*)

adverbs of frequency (e.g. *quelquefois*, *tous les jours*)

the present tense of regular verbs (full paradigm)

modes of address (*tu* and *vous*)

adverbs of place (*ici*, *là-bas*); adverbs of time in the present (*aujourd'hui*)

common simple prepositions (e.g. *dans, derrière, sur, sous*)

the infinitive following verbs of liking (e.g. *j'aime* + infinitive)

5th Step

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). Transcribe short phrases.

5th Step

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. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).

5th Step

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. Use a bilingual dictionary or glossary to look up unfamiliar words. Understand short texts written for target-language learners (e.g. songs, simple poems).

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 Step

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.

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.

Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.

5th Step

Understand and use:

the modal verbs *pouvoir* and *vouloir* (present tense, singular forms only)

use of negative after *de* (e.g. *il n'y a pas de...*)

other connectives (e.g. *parce que, ou, alors, donc*)

the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns)

the near future tense (*aller* + infinitive)

6th Step

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. Transcribe longer phrases.

6th Step

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:

- 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 Step

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.

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 Step

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 (e.g. from different topic areas).

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).

Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.

6th Step

Understand and use:

the present tense of common reflexive verbs

je voudrais + infinitive

time expressions for use with the near future tense (e.g. *demain, ce week-end, ce soir, l'année prochaine*)

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.)

7th Step	8th Step
<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. Transcribe sentences.</p>	<p>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.</p>
7th Step	8th Step

<p>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:</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). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<p>Initiate and develop conversations on a variety of topics. Use and adapt language for new purposes and narrate events. 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. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.</p>
7th Step	8th Step

<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> <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. 	<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). 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). Translate into English short passages containing a range of tenses and grammatical structures, including grammar up to and including the 8th Step.</p>
7th Step	8th Step

<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). <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). <p>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).</p>	<p>Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses. Link sentences and paragraphs, and structure ideas. 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). Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.</p>
7th Step	8th Step
<p>Understand and use:</p> <p>the perfect tense of regular <i>-er</i> verbs, using <i>avoir</i></p>	<p>Understand and use:</p> <p>direct object pronouns (<i>me, te, le/la, les, etc</i>) in the present tense</p>

the perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i>	<i>depuis</i> + present tense
the perfect tense with <i>être, aller</i> and other common verbs	the imperfect tense of other verbs (full paradigm)
time expressions for use with the perfect tense (e.g. <i>hier, le week-end dernier, l'année dernière</i>)	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>)
the imperfect tense of <i>avoir</i> and <i>être</i> in common expressions (e.g. <i>c'était..., il y avait...</i>)	the conditional of <i>vouloir, aimer</i> and <i>être</i>

comparative adjectives (<i>plus ... que, moins ... que</i>)	emphatic pronouns (<i>moi, toi, lui, etc</i>)
prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>)	interrogative adjectives (<i>quel, quelle, quels, quelles</i>)
<i>il faut</i> + infinitive	common negatives in different tenses (<i>ne...pas, ne...rien, ne...jamais</i>)
modal verbs: <i>devoir, pouvoir, vouloir</i> (full paradigm)	
superlative adjectives (<i>le/la/les plus/moins ...</i>)	
plural possessive adjectives: <i>notre/nos, votre/vos, leur/leurs</i>	

questions using question words and inversion	
three tenses together (the present, the perfect and the near future)	
the simple future tense	

9th Step	10th Step	11th Step
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.	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.	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.
9th Step	10th Step	11th Step

<p>Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 9th Step) and at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.</p>	<p>Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. 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. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.</p>	<p>Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop, sustain and expand longer conversations and discussions independently. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. Use appropriate register. 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.</p>
9th Step	10th Step	11th Step

<p>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. Understand longer authentic texts (e.g. news stories, magazine articles, email exchanges and extracts from plays). Translate into English longer passages containing a range of tenses and grammatical structures, including grammar up to and including the 9th Step.</p>	<p>Draw inferences from longer texts, including extracts from literary texts. 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. Translate into English longer passages containing some less common vocabulary and more complex grammatical structures.</p>	<p>Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts. 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. Translate into English longer passages containing a range of less common vocabulary and more complex grammatical structures.</p>
9th Step	10th Step	11th Step

<p>Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, using at least three tenses. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate into the target language longer passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and inc. the 9th Step). Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.</p>	<p>Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures and a combination of tenses (including less common tenses such as the conditional). 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). Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.</p>	<p>Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. 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. Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures. Mostly accurate, with isolated minor errors.</p>
9th Step	10th Step	11th Step
<p>Understand and use:</p> <p>relative pronouns: <i>qui, que</i>; interrogative pronouns: <i>qui, que</i>; demonstrative pronouns: <i>ça, cela</i></p>	<p>Understand and use:</p> <p>the conditional of other common verbs (full paradigm)</p>	<p>Understand and use:</p> <p>the pluperfect tense</p>

use of <i>y</i> and <i>en</i>	the perfect tense of reflexive verbs	the imperative of reflexive verbs (e.g. <i>Amuse-toi!</i> , <i>Levez-vous!</i>)
combinations of different tenses (present, perfect, future, imperfect, conditional)	the present participle, including use after <i>en</i>	irregular comparative and superlative adjectives (<i>pire/le pire</i> , <i>meilleur/le meilleur</i>)
the imperative (<i>tu</i> and <i>vous</i> forms)	<i>avant de</i> + infinitive	regular and irregular adverbs (e.g. <i>actuellement</i> , <i>seulement</i> , <i>bien</i> , <i>mal</i>)
other negatives (<i>ne...personne</i> , <i>ne...plus</i> , <i>ne...que</i> , <i>ne...aucun(e)</i> , <i>ne...ni...ni</i>)	combinations of tenses in <i>si</i> clauses (e.g. <i>s'il fait beau demain, j'irai...</i> ; <i>si j'avais le choix, je ferais...</i>)	irregular comparative and superlative adverbs (<i>mieux</i> , <i>le mieux</i>)

	demonstrative adjectives and pronouns (<i>ce, cet, cette, ces; celui-, celle-, ceux-, celles-ci/là</i>)	the perfect infinitive (e.g. <i>après avoir accepté, après être arrivé</i>)
		indefinite pronouns (<i>quelqu'un</i>); indefinite adjectives (<i>chaque, quelque</i>)
		direct object pronouns in compound tenses (e.g. the perfect tense)

12th Step

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 Step

Consistently initiate, develop, sustain and expand long conversations and discussions independently.

Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions.

Consistently use appropriate register.

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. Interact naturally, with minimal hesitation. Use pronunciation and intonation which would be understood by a native speaker.

12th Step

Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. 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. Translate into English longer passages containing a wide range of less common vocabulary and complex grammatical structures.

12th Step

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. Translate into the target language longer passages containing a wide range of less common vocabulary and complex grammatical structures. Linguistic structures are accurate throughout and inaccuracies are isolated.

12th Step

Understand and use:

the relative pronoun *dont*

subordinating conjunctions: *quand* and *lorsque*, in the future tense (e.g. *lorsque j'aurai...j'irai...*)

verbs followed by *de* or *à* + the infinitive (e.g. *décider de*, *essayer de*, *commencer à*, *apprendre à*)

direct and indirect object pronouns in all tenses

the conditional of modal verbs (e.g. *je pourrais*, *on devrait*)

<p>Understand only:</p> <p>the passive voice: present, perfect, imperfect and future tense</p>
<p>Understand only:</p> <p>the present subjunctive in commonly-used expressions (e.g. <i>il faut que, vouloir que</i>)</p>
<p>Understand only:</p> <p>use of <i>depuis</i> with imperfect tense</p>
<p>Understand only:</p> <p>possessive pronouns (e.g. <i>le mien</i>)</p>
<p>Understand only:</p> <p>the conditional perfect (e.g. <i>j'aurais acheté</i>)</p>

