

HIGH STORRS ASSESSMENT and PROGRESSION CRITERIA FRAMEWORK

New Number Grade	Old GCSE Grade	Old KS2/3 Level
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Assessment and Progression Criteria	
1	Listening
2	Reading
3	Speaking
4	Writing
5	Tenses

Level 2	+9	A*	10
	+8	A*	10
	+7	A	9
	+6	B	8a-8b
	+5	B/C	8c-7a
	+4	C	7b-7c
Level 1	+3	D	6a-6c
	+2	E	5a-5c
	+1	F/G	4a-3b
Foundation	F3	G/U	3c-2c
	F2	U	1a-1c

Can understand all the details in extended passages, including unpredictable facts.	Can deduce meanings from contexts, tone of voice and surrounding phrases.	Can understand extended texts, including literary extracts.	Confidently reads and comprehends an extensive range of texts.	Prepares for and participates in a 6+ minute conversation.	Uses idiom and metaphor appropriately to make the unrehearsed dialogue sound more natural.	Writes 300+ words from memory, with accurate usage of complex language.	Produces TL paragraphs that show a good awareness of TL syntax.	
Understands extended passages or dialogues spoken at normal speed.	Can cope with free text questions, inferring meaning and making judgements.	Can read long texts of multiple paragraphs, containing some complex language.	Can draw conclusions from more unfamiliar sentences.	Prepares for and participates in a 4 - 6 minute conversation, using complex language well.	Communicates clearly with accurate pronunciation and intonation. Deals well with unpredictable elements.	Writes 250 - 400 words from memory, using different tenses, structures and higher level vocab accurately.	Narrates events, writing in different registers and using a wide variety of appropriate language.	Subjunctive
Understands a wide variety of spoken language.	Can deal with a range of TL and English questions, of up to 3 parts.	Identifies details, points of view and draws simple conclusions.	Can differentiate between two possible meanings and select the most appropriate definition.	Prepares for and participates in a 5 - 6 minute conversation, using complex language.	Communicates a clear message with reasonably accurate pronunciation and intonation.	Writes 200 - 400 words from memory, using different tenses, structures and higher level vocab.	Expresses and explains opinions + narrate events, in extended sentences.	Pluperfect
Can understand longer passages which are delivered clearly, but slower than native speaker level.	Can answer TL questions in sentences with reasonable accuracy.	Can cope with extended sentences with multiple clauses.	Can work through passages with distractors and false friends to glean the real meaning.	Prepares for and participate in a 4 - 6 minute conversation, with extended language.	Pronunciation is generally secure and phrases are delivered with confidence.	Writes at least 200 - 350 words from memory, using a variety of verbs and grammatical devices.	Can use a list of essential complex structures to enhance the ir work.	Reflexive verbs - present, past, future Imperfect
Can focus on picking out details from longer spoken passages	Can fill in details about someone's experiences, without prompts.	Can spot a growing range of linguistic devices which add nuance to texts.	Is familiar with a range of vocab from a variety of contexts.	Prepares for and participates in a 4 - 5 minute conversation, with clear points.	Makes mistakes sometimes when using complex structures.	Writes 200 - 275 words from memory, using different verbs.	Uses a verb table to confirm spellings of verb forms.	Future tense pattern
Understands brief news items.	Can decide if someone is positive, negative or both.	Able to deal with factual and imaginative material.	Can read texts written in French cursive script.	Prepares for and participates in a 4 minute conversation, using simple language.	When speaking is able to deal with an unpredictable element. Can improvise and paraphrase.	Writes 200 words from memory, using different verbs.	Writes in a basic style with a clear message but some errors. Can edit and re-draft written work.	Passé composé irregular forms
Understands familiar language in unfamiliar contexts spoken at normal speed.	Can recognise the past, future and present tenses.	Uses context to understand new language.	Handles longer passages with confidence.	Prepares and delivers a monologue with 8+ different verbs (3 tenses).	Uses target language to meet routine needs	Writes at least 8 sentences, using different verbs from memory (3 tenses).	Can create new sentences by adapting previous material from other contexts.	Passé composé regular patterns je form
Can spot different time frames within a spoken passage.	Can deal with more complex structures in passages spoken at normal speed.	Understands material for native speakers with help from a dictionary.	Reads literary texts in the language to stimulate ideas + develop creative expression.	Prepares and deliver a monologue with 6+ different verbs (2 tenses).	Asks questions and give answers.	Writes at least 6 sentences from memory, using different verbs (2 tenses).	Translates sentences from English to French / French to English.	Near future: aller + infinitive faire
Can identify positive and negative reactions.	Can pick key details out from short passages.	Uses a dictionary to find new words.	Understands short stories and factual texts.	Can pronounce most words properly.	Uses connectives to link ideas and gives reasons for opinions.	Writes at least 4 sentences from memory, using different verbs.	Will make spelling and grammar mistakes.	Present Tense Regular -er / ir / re all forms avoir / être / aller
Picks out single details from sentences.	Understands classroom instructions.	Understands short sentences about familiar topics.	Finds new words in a glossary.	Can learn and say short phrases and can adapt sentences.	Prepares short dialogues with a partner, which express opinions or feelings.	Writes in simple sentences to give personal details.	Transcribes words / short sentences.	Present Tense Regular -er je form
Appreciates stories, songs, poems and rhymes in TL.	Listens attentively to spoken language, in order to understand very short phrases.	Explores patterns and sounds, making sound-spelling links.	Understands basic grammar ideas, e.g. gender.	Describes people, places, things and actions orally.	Says single words.	Remembers spellings for common words.	Copies words accurately.	