

| Listening Progress Descriptor | 100 | Reading Progress Descriptor | 100 | Speaking Progress Descriptor | 100 | Writing Progress Descriptor | 100 | Grammar Progress Descriptor | 100 |
|---|-----|--|-----|--|-----|--|-----|---|-----|
| Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary | 0-1 | Demonstrate understanding of familiar written words and phrases | 0-1 | Say single words and short phrases with support. | 0-1 | Write or copy simple words correctly. | 0-1 | Understand the following grammatical terms in English: noun, verb, adjective, pronoun, verb form | 0-1 |
| Demonstrate understanding of a range of familiar phrases, and identify, understand and use them | 1 | Read familiar words and phrases aloud. | 0-1 | Imitate a model of correct pronunciation and intonation. | 0-1 | Label items. | 0-1 | Understand and use: noun (singular and plural) | 0-1 |
| Demonstrate understanding of main points and opinions from authentic video, audio, written texts, spoken clearly | 1-2 | Demonstrate understanding of a range of familiar written words and phrases | 1 | Answer simple questions. | 1 | Complete short phrases or sentences. | 0-1 | Understand and use: gerund and articles (definite and indefinite articles: the/a/an) | 0-1 |
| Transcribe familiar words. | 1-2 | Match sound to word by reading aloud words and phrases. | 1-2 | Give basic information and opinions, using familiar vocabulary. | 1 | Write a few short sentences with support, giving basic information and using the present tense of frequently used verbs. | 1 | Understand and use: key high frequency verb forms: I'm, is, are, was | 0-1 |
| Demonstrate understanding of main points and opinions from a sequence of related sentences using familiar language | 2 | Demonstrate understanding of main points and opinions in a sequence of related sentences using familiar language | 1-2 | Begin to show awareness of sound patterns. | 1 | Write some familiar words from memory. | 1 | Understand and use: numbers | 0-1 |
| Transcribe familiar short phrases and common verbs in the target language. | 2 | Transcribe familiar words into English. | 1-2 | Ask and answer simple questions. | 1-2 | Spelling and accents may not be accurate, but the meaning is clear. | 1 | Understand and use: present adjectives (masculine and feminine singular forms only) | 0-1 |
| Demonstrate understanding of main points, opinions with reasons and some details in a range of short passages which include reference to the present or the future, spoken clearly | 2-3 | Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense. | 2 | Exchange simple questions. | 1-2 | Write several short sentences with support to give information and express simple opinions, using the present tense of frequently used verbs. | 1-2 | Understand and use: subject pronouns (je, tu, il, elle, on) | 1 |
| Transcribe short phrases. | 2-3 | Transcribe familiar short phrases into English. | 2 | Take part in brief dialogues, using short phrases referring to the present. | 1-2 | Translate familiar words into the target language. | 1-2 | Understand and use: the simple present (e.g. j'ai, tu es, elle est) | 1 |
| Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly | 3 | Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly | 2-3 | Ask and answer a range of simple questions. | 2 | Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors. | 1-2 | Understand and use: the present tense of regular -er verbs (singular forms only) | 1 |
| Transcribe longer phrases. | 3 | Use a bilingual dictionary or glossary to look up unfamiliar words. | 2-3 | Take part in a range of brief dialogues, using short phrases referring to the present. | 2 | Write several short, linked sentences to give information and express simple opinions, referring to the present. | 2 | Understand and use: simple questions using information to change a statement into a question | 1 |
| Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and information | 4 | Understand short texts written for target language learners (e.g. songs, simple poems). | 2-3 | Exchange opinions. | 2 | Translate familiar short phrases into the target language. | 2 | Understand and use: the simple negative (e.g. je n'ai pas, tu n'es pas) | 1 |
| Transcribe sentences. | 4 | Translate longer familiar phrases into English. | 2-3 | Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. | 2 | Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs. | 2 | Understand and use: the present tense of regular -er verbs (plural forms only) | 1 |
| Understand 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. | 5 | Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future | 3 | Take part in simple conversations, referring to the present or the future. Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures. | 2-3 | Write short texts for different purposes, using mainly memorized language, referring to the present or the future. | 2-3 | Understand and use: simple connectors (et, mais, ou, car) | 1 |
| | | Understand short authentic texts adapted for target language learners (e.g. memos, short adverts, short messages). | 3 | Exchange opinions and give simple reasons. | 2-3 | Express opinions and give simple reasons. | 2-3 | Understand and use: dates | 1 |
| | | Translate short sentences into English. | 3 | Begin to speak spontaneously (e.g. by giving an unrestricted opinion). | 2-3 | Translate into the target language simple sentences (covering some grammar up to and including the 3rd (3rd)) containing familiar words and structures. | 2-3 | Understand and use: time (12-hour clock) | 1 |
| | | Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future | 4 | Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. | 3 | Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. | 2-3 | Understand and use: regular adjective, agreement and position (including plural) | 1 |
| | | Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). | 4 | Use a range of common vocabulary and grammatical structures referring to the present and the future. | 3 | Write short texts for different purposes, referring to the present and the future. | 3 | Understand and use: possessive adjectives (mon/ma/ton/ta, ma/ma/ta/ta) | 1 |
| | | Translate longer sentences into English, showing awareness of | 4 | Take part in conversations, using a range of common | 4 | Express and justify opinions. | 3 | Understand and use: interrogatives (e.g. combien, combien) | 1 |
| | | Declarative meaning and understand detail in longer texts, including extracts from literary texts, which include a range of | 5 | Demonstrate spontaneity by asking unrestricted questions, and respond answers. | 4 | Translate into the target language linked sentences containing familiar words and structures. | 3-4 | Understand and use: the present tense of key irregular verbs (e.g. avoir, être, faire, aller (singular forms only)) | 1 |
| | | Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails, short magazine | 4 | Use increasingly accurate pronunciation and intonation. | 4 | Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs. | 3 | Understand and use: verb forms followed by a preposition (e.g. j'aime à aller, aller à la piscine, aller à la gare) | 1 |
| | | Translate short English, accurately with occasional errors, short passages on a range of topics, including more complex structures and less common vocabulary. | 5 | Occasionally use some less common vocabulary and some more complex grammatical structures, and using at least three tenses. | 5 | Write short texts in a range of contexts, giving and backing information and opinions and referring to the present, the past and the future. | 4 | Understand and use: simple questions using en/ce que and en/ce qui | 1 |
| | | | 5 | Demonstrate spontaneity by asking unrestricted questions, responding to unexpected questions and expanding answers when appropriate. | 5 | Use style and register appropriately in familiar settings. | 4 | Understand and use: the partitive article (du, de la, de l') | 2 |
| | | | 5 | Begin to use coping strategies to deal with unknown words and phrases. | 5 | Translate into the target language longer sentences | 4 | Understand and use: adverbs of frequency (e.g. toujours, tous les jours) | 2 |
| | | | 5 | Use pronunciation and intonation which are mostly accurate. | 5 | 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). | 4 | Understand and use: the present tense of regular verbs (2nd singular) | 2 |
| | | | | | | Write coherent longer texts on a variety of topics, containing descriptions, narratives and personal opinions with justification, using at least three tenses. | 5 | Understand and use: modes of address (tu and vous) | 2 |
| | | | | | | Link sentences and paragraphs, and structure ideas. | 5 | Understand and use: objects of place (il, de bon) adverbs of time in the present (aujourd'hui) | 2 |
| | | | | | | Translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures. | 5 | Understand and use: common prepositions (e.g. dans, devant, sur, sous) | 2 |
| | | | | | | Mostly accurate and meaning is clear, but with some minor errors (e.g. spelling, genders, agreements) and some errors with more complex structures. | 5 | Understand and use: the reflexive following verbs of being (e.g. s'être + infinitive) | 2 |
| | | | | | | | | Understand and use: the modal verbs (pouvoir) and auxiliary (present tense, singular forms only) | 2-3 |
| | | | | | | | | Understand and use: use of negative after de (e.g. il n'y a pas de...) | 2-3 |
| | | | | | | | | Understand and use: other connectors (et, parce que, où, alors, alors) | 2-3 |
| | | | | | | | | Understand and use: the present tense of common irregular verbs (2nd singular, 3rd all plural present tense) | 2-3 |
| | | | | | | | | Understand and use: the near future tense (aller + infinitive) | 2-3 |
| | | | | | | | | Understand and use: the present tense of common reflexive verbs | 3 |
| | | | | | | | | Understand and use: je, tu, vous + infinitive | 3 |
| | | | | | | | | Understand and use: time expressions for use with the near future tense (e.g. demain, le week-end, la semaine prochaine) | 3 |
| | | | | | | | | Understand and use: two tenses together, the present and the near future (basic tenses: have covered the perfect tense and associated grammar, such as past time expressions, the 3rd (3rd) may include reference to the present and the past.) | 3 |
| | | | | | | | | Understand and use: the perfect tense of regular -er verbs, using avoir | 4 |
| | | | | | | | | Understand and use: the perfect tense of common irregular verbs: boire, faire, prendre, voir | 4 |
| | | | | | | | | Understand and use: the perfect tense with être, aller and other common verbs | 4 |
| | | | | | | | | Understand and use: time expressions for use with the perfect tense (e.g. hier, la semaine dernière, l'été dernier) | 4 |
| | | | | | | | | Understand and use: the respective tenses of avoir and être in common expressions (e.g. "il faut...") | 4 |
| | | | | | | | | Understand and use: comparative adjectives (plus...que, moins...que) | 4 |
| | | | | | | | | Understand and use: prepositions followed by de (e.g. à côté de, à droite de, en face de) | 4 |
| | | | | | | | | Understand and use: à l'aide + infinitive | 4 |
| | | | | | | | | Understand and use: modal verbs: devoir, pouvoir, vouloir (2nd singular) | 4 |
| | | | | | | | | Understand and use: superlative adjectives (le/la/les plus/moins...) | 4 |
| | | | | | | | | Understand and use: plural possessive adjectives (notre/les, votre/les, leur/leurs) | 4 |
| | | | | | | | | Understand and use: questions using question words and phrases | 4 |
| | | | | | | | | Understand and use: three tenses together (the present, the perfect and the near future) | 4 |
| | | | | | | | | Understand and use: the simple future tense | 4 |
| | | | | | | | | Understand and use: direct object pronouns (me, te, lui/la, le, elle) in the present tense | 5 |
| | | | | | | | | Understand and use: always plus present tense | 5 |
| | | | | | | | | Understand and use: the reflexive form of other verbs (2nd singular) | 5 |
| | | | | | | | | Understand and use: interrogative verb forms in different tenses (e.g. l'interrogative verb forms: Qu'est-ce qu'il est en français? Do not use que to form?) | 5 |
| | | | | | | | | Understand and use: the conditional of avoir, aller and être | 5 |
| | | | | | | | | Understand and use: emphatic pronouns (moi, toi, lui, elle) | 5 |
| | | | | | | | | Understand and use: interrogative adjectives (quel/Quelle, quels/Quelles) | 5 |
| | | | | | | | | Understand and use: common negatives in different tenses (ne...pas, ne...plus, etc.) | 5 |