

Year 8 French – Topic 1: Les vacances

	Knowledge	Skills
Strong	<i>I can do the following things independently and adapt successfully into new contexts with a high level of accuracy:</i> • Use du/de la/des with both prepositions to describe a town and as a partitive article with food items to describe what you eat • In the context of going out, use the past tense with a variety of different verb forms (including irregular PPs) and switch between verbs that take avoir and être in the past tense, using agreement for être verbs. • To use the 12 and 24-hour clock to recognise times in invitations and make plans to go out. • To use the present tense (including with depuis) and the imperfect tense (including j'étais) for a variety of verb forms to compare sporting activities in the past with nowadays.	• I can demonstrate a strong level (90%+) of comprehension of written language and can sometimes decode unknown vocabulary independently. • I can demonstrate a strong level of comprehension of spoken language • I can use the knowledge from this topic to write accurately at sentence and paragraph level, sometimes including a creative flair. • I proactively seek out opportunities to practise my spoken language with a high standard of pronunciation.
Confident	<i>I can do the following things with little guidance and can sometimes adapt to new contexts with a good level of accuracy:</i> •	• I can demonstrate a good level (75%+) of comprehension of written language. • I can demonstrate a good level of comprehension of spoken language • I can use the knowledge from this topic to write at sentence and paragraph level with some errors • I engage with activities to practise my spoken language with a good standard of pronunciation.
Developing	<i>With guidance, I can do the following things but can make errors when working independently:</i> •	• I can demonstrate some (50%+) comprehension of written language. • I can demonstrate some comprehension of spoken language • I can use the knowledge from this topic to write at sentence level with errors and sometimes make attempts at paragraphs. • I sometimes engage with activities to practise my spoken language and my pronunciation is developing.
Emerging	<i>With guidance, I can recognise the following structures and can sometimes produce them in my own work:</i> •	In respect to the above skills, comprehension is limited to familiar, highly predictable language, and accuracy is inconsistent. The student relies heavily on models and scaffolding but is beginning to recognise some core vocabulary and structures.