



MFL KS3 Marking Policy

SP	Spelling error
A	Accent needed
//	Check agreements
↑	Word omitted
~~~~~	Work not clear

Belfairs Academy  
Fundamentals French – Year 7

Content and Grammar
<ul style="list-style-type: none"> <li>I can greet people &amp; ask how they are</li> <li>I can ask someone their age and answer the question myself</li> <li>I know the numbers to 100</li> <li>I can give the date &amp; say when my birthday is</li> <li>I can spell words using the alphabet</li> <li>I can say what I have or do not have in my bag/pencil case using j'ai and je n'ai pas de</li> <li>I can use colours and know how to make adjectives agree</li> </ul>
<ul style="list-style-type: none"> <li>I can use the verb jouer (to play) with à to talk about sports and de to talk about musical instruments</li> <li>I can use two verbs in a sentence to give opinions with infinitives (j'aime jouer, je déteste faire)</li> <li>I can use the verb faire to say different free-time activities</li> <li>I can use the verb <b>aller to form the near future tense (je vais faire – I'm going to do)</b> &amp; some examples of the past tense.</li> </ul>
<ul style="list-style-type: none"> <li>I can identify school subjects</li> <li>I understand the difference between le/la and un/une</li> <li>I can give my opinions on school subjects using adjectives &amp; intensifiers (eg très) &amp; connectives (eg mais)</li> <li>I can give my opinions about my teachers and justify them.</li> <li>I can tell the time</li> <li>I can talk about my timetable</li> <li>I can talk about my daily routine using the "je" form of reflexive verbs, the verb faire and aller</li> <li>I can use time frames to extend my writing</li> <li><b>I can use all parts of the verbs</b></li> <li><b>I can ask questions to obtain information on the subjects above</b></li> </ul>
<ul style="list-style-type: none"> <li>I can say who is in my family and ask other people about their family using question words and the verb avoir (to have)</li> <li>I can say what pets I have and ask other people about their pets</li> <li><b>I can talk about what pets I might like using "Je voudrais"</b></li> <li>I can use adjectives to describe my pets</li> <li>I can use possessive adjective (mon/ma/mes) to say 'my' with regards to family members and pets</li> <li>I can describe my physical appearance and character</li> <li><b>I can describe other people and their character using different parts of the verbs</b></li> </ul>

<ul style="list-style-type: none"> <li><b>I know and am able to use all parts of the verb "avoir" and "être"</b></li> <li>I can say where I live and ask other people where they live</li> <li><b>I can suggest where I might like to live using "Je voudrais" or say where I used to live using "J'habitais"</b></li> <li>I can describe my house and bedroom saying where things are</li> <li><b>I can describe my ideal house</b></li> <li>I can talk about what there is in my town using "il y a /il n'y a pas de"</li> <li>I can use the verb "aller" to say where I am going</li> <li>I can give and ask for directions using question words</li> <li>I can talk about what I like and don't like to eat</li> <li>I can order food and drink using the partitive article "Du/de la/des"</li> </ul>
Skills
<p>Phonics – I can use knowledge of the French alphabet to see patterns in spelling and pronunciation</p> <p>Translation – I am developing the skill of translation starting with sentences and moving on to <b>longer sentences and short paragraphs as the year progresses.</b> French to English and English to French</p> <p>Speaking – I am improving my pronunciation in French and developing ability to ask and answer questions. <b>Answer in more detail and using a variety of tenses or time expressions.</b></p> <p>Listening – I am improving my understanding of French spoken by teacher, classmates and in extracts. <b>Using knowledge of vocabulary and context to deduce meaning of longer extracts using unknown vocabulary.</b></p> <p>Reading – I am improving my understanding individual words and short passages. <b>Using knowledge of vocabulary and context to deduce meaning of longer extracts using unknown vocabulary.</b></p> <p>T5/56: I can understand longer passages and writing longer paragraphs</p> <p>Introduction to: - GCSE Style role-play and photo card</p>