Year 6 End Points			
	Knowledge	**Topics and Grammar concepts**	**Skills**
HA	**Learners will know a wide range of vocabulary related to the following topics and apply the grammar concepts highly accurately and very occasionally with minor errors.**	**Topics:** - Talk about myself (Review of previous years) - Tell the time - Talk about my daily routine - Describe myself/others physically - Describe my personality/others' personality - Describe the clothes that I/others wear - Shopping for clothes - Name places in a city and ask for directions - Order food and drinks at a cafe - Professions/occupations - Write to a French penpal **Grammar concepts:** • Using "tu", "il", "elle" in questions • Using "je", "il", "elle" in answers • Using numbers in a sentence • Plural (adding an "s") • Gender of nouns (female/male/plural) • Using indefinite articles (un/une/des) • Using definite articles (le/la/les/l') • Il est + number + heure(s)	**1. Grammar and vocabulary:** • Learners understand the appropriate grammar. • Learners use a variety of key grammatical structures and patterns as appropriate. • Learners' use of grammar, spelling and punctuation is highly accurate. **2. Linguistic competence:** • Learners listen and understand a wide range of familiar spoken phrases. • Learners listen to a variety of forms of spoken language to obtain some information and respond appropriately. • Learners answer questions and give information with high accuracy. • Learners securely read out, recognise and understand familiar written words and phrases. • Learners write sentences to a model and/or by memory. • Learners speak coherently and confidently, with highly accurate pronunciation and intonation. • Learners communicate with others using words/phrases with high accuracy. • Learners initiate and develop conversations. • Learners express and develop ideas clearly and with high accuracy, both orally and in writing. • Learners interpret words and sentences that they hear/read with high accuracy.

MA	**Learners will know most of the vocabulary related to the following topics and apply the grammar concepts with some minor errors and very occasionally a major error.**	• Questions using « Quelle… » (Quelle heure est-il?/Quelle profession voudrais tu faire?) • Question using « Qu'est-ce que … » (Qu'est-ce que tu fais le matin/l'après-midi/le soir?/ Qu'est-ce que tu portes?/Qu'est-ce qu'il/elle porte?/Qu'est-ce qu'il y a dans ta ville?) • Using different routine verbs with "I" • Using time connectives (ensuite/après/et/puis/ à/vers) • Question « Tu es comment (physiquement)?» • Je suis/Il est/Elle est + adjectives • J'ai/Il a/Elle a + les cheveux + adjectives • J'ai/Il a/Elle a + les yeux + colours • Je suis/Il est/Elle est (adjective) • Je m'appelle/Il s'appelle/Elle s'appelle + name • Je/Il/Elle porte + un/une/des + clothes + colours • Using clothes and adjectives of colours accordingly • Questions using « Où… » (Où est la gare?) • Using « il y a… » • negative using "ne…pas" • Using connective words (et/mais) • Je voudrais + un/une/des/de l' + food/drink	**1. Grammar and vocabulary:** ● Learners understand most/some of the appropriate grammar. ● Learners use a variety of key grammatical structures and patterns as appropriate most of the time. ● Learners' use of grammar, spelling and punctuation is mostly accurate with minor errors. **2. Linguistic competence:** ● Learners listen and understand a range of familiar spoken phrases. ● Learners listen to a variety of forms of spoken language to obtain some information and respond appropriately most times. ● Learners answer questions and give information with accuracy or minor errors. ● Learners read out, recognise and understand most/some familiar written words and phrases. ● Learners write sentences to a model. ● Learners speak coherently with accurate pronunciation and intonation despite minor errors. ● Learners communicate with others using words/phrases with accuracy or some minor errors. ● Learners occasionally initiate and develop conversations. ● Learners express and develop ideas and with some minor errors, both orally and in writing most of the time. ● Learners interpret words and sentences that they hear/read with minor errors.

LA	**Learners will know limited vocabulary related to the following topics and develop their application of grammar concepts but with major errors.**	• The partitive article (*du/de la/de l'/des*) • J'aime/J'adore …. mais je n'aime pas/je déteste… • Je voudrais être + (profession). • Mon père/Ma mère/Il/Elle est (profession).	**1. Grammar and vocabulary:** ● Learners may understand some of the appropriate grammar. ● Learners use limited grammatical structures and patterns sometimes inappropriately. ● Learners' use of grammar, spelling and punctuation is sometimes inaccurate with some major errors. **2. Linguistic competence:** ● Learners listen and understand a few familiar spoken words. ● Learners listen to a variety of forms of spoken language to obtain limited information and respond inappropriately at times. ● Learners answer questions and give information with major errors. ● Learners read out, recognise and understand a few familiar written words and phrases. ● Learners write sentences to a model with errors. ● Learners speak coherently with approximate pronunciation and intonation but there may be some major errors. ● Learners communicate with others using words/phrases with major errors. ● Learners take part in conversations but not always successfully. ● Learners express ideas but there may be some major errors, both orally and in writing. ● Learners interpret words and short sentences that they hear/read but there may be some major errors.

Overall end of learning point:

In the listening skill, most learners listen to longer texts and understand the main points and simple opinions in spoken passages made up of material from different topics, using present and conditional. They understand longer and more complex phrases or sentences. They follow a wide range of classroom instructions. They enjoy listening to and joining in with a wide range of songs, and develop their confidence, imagination and self-expression.

In the speaking skill, most learners use spoken language to initiate and sustain simple conversations on familiar topics or tell stories from own experience. Most learners learn short text and dialogues by heart and perform them in front of an audience. They learn to initiate and sustain short conversations without help.

In the reading skill, most learners read a variety of longer texts from different types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They read and understand the main points and some detail from a short-written passage.

In the writing skill, most learners learn to write some simple sentences from memory and continue to develop their writing skills by constructing short texts using a model. They develop a short text using a model on all the previous topics they have studied. They can write letters to a French penpal using all they know and say a lot about themselves. They can use dictionaries to look up unknown words.

In the intercultural skill, most learners can talk about the differences between France and their country.