

The assessment programme in Year 4 is based around the Key Stage 2 Programme of Study for Modern Foreign Languages. The twelve statements are exemplified in this assessment pack for Year 4, so that it can be clearly seen where children are meeting and exceeding expectations for this early stage in their language learning. For children not yet meeting expectations, there are suggestions as to the activities they might successfully attempt, identified as 'Emerging'.

There is much flexibility in how this pack may be used. Teachers may choose to simply read the overview summary statements and assess children against these, completing the overview grid, without using the exemplification materials. Others may choose to look at the exemplification as a guide, choosing to assess against some or all of the statements. The examples are selected from lessons included within the scheme; for some statements more than one example is provided, which might be helpful for teachers who do not cover every lesson from the scheme. There are, of course, many other examples that could be used by teachers to assess performance against each statement. These are presented as a guide.

Teachers may choose to complete the exemplification assessment document for each child which could be shared with parents and carers at consultation evenings, or, as stated, may choose to simply maintain a summary overview.

However schools choose to assess learning and progress in Modern Languages, it is essential that assessment is manageable and useful, used to recognise achievement and inform next steps for learning.

**Links to the Programme of Study:**

Statement 1:

***Listen attentively to spoken language and show understanding by joining in and responding***

**Expectations:**

Emerging – recognise and respond to two or more short phrases with support

Meeting expectations – recognise and respond to short phrases

Exceeding expectations – listen for meaning and content and identify key details from language spoken at near normal speed, involving familiar language

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 1 - Listen attentively to the story and respond by holding the flashcard of the body part in the air as it is mentioned in the story			
<b>Emerging:</b> Lesson 4 - Respond to teacher's questions in French following the story of 'Maman' by showing or stating how many animals were on each page			
<b>Meeting expectations:</b> Lesson 1 - Listen attentively to the story and respond by matching what is heard to the phrases on cards for the story of the monster			
<b>Meeting expectations:</b> Lesson 5 - Listen attentively to teacher's questions relating to the animals and respond with single word answers or short sentences, giving information about the animals in relation to colour, size, characteristic			

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<p><b>Exceeding expectations:</b> Lesson 1 - Follow the story read aloud without seeing the powerpoint images and recall details regarding the monster body parts and colours mentioned</p>			
<p><b>Exceeding expectations:</b> Lesson 11 - Identify which story (<i>Le radis géant</i>) is being read aloud or played on the sound file without seeing the text; sustain concentration when listening; identify characters from the story, using knowledge of recently learned vocabulary; work out the meaning of repeated phrases in the text through context</p>			

Statement 2:

**Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**

Emerging – identify sounds and rhyming words in songs and rhymes with support

Meeting expectations – identify patterns in words in songs and rhymes and understand the meaning of some individual words

Exceeding expectations – follow the text of a poem, short story or song, read or sung at normal speed, using knowledge of sound patterns to support listening, demonstrating some understanding of content and linking spelling to the sound of words

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 8 - Identify rhyming words in the song ' <i>Meunier tu dors</i> ', with or without support			
<b>Meeting expectations:</b> Lesson 8 - Identify rhyming words within the song ' <i>Meunier tu dors</i> ' and recognise that the last consonant is silent in ' <i>dors</i> ' and ' <i>fort</i> '; recognise previously learned graphemes within the word ' <i>moulin</i> ' and link to other words containing a similar sound –eg. <i>rouge, cinq, lapin</i>			
<b>Exceeding expectations:</b> Lesson 8 - After becoming familiar with the song, follow the lyrics easily and write the last line heard when the song is paused, without reference to the text, drawing on knowledge of sound patterns and linking this to spelling			

Statement 3:

***Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help***

**Expectations:**

Emerging – understand a familiar question and respond using a short sentence with support

Meeting expectations – respond using a short sentence when answering several rehearsed questions, demonstrating understanding

Exceeding expectations – hold a conversation relating to a current topic involving practised questions, expressing opinions, listening and demonstrating understanding of the answers given

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 10 - Respond to a question about brothers and sisters, following a short sentence model			
<b>Emerging:</b> Lesson 18 - Respond to a question about likes and dislikes of hobbies using a short sentence			
<b>Meeting expectations:</b> Lesson 10 - Ask and answer questions about brothers and sisters, responding in full sentences			
<b>Meeting expectations:</b> Lesson 18 - Ask and answer questions relating to hobbies with a partner; answer using accurate short statements including likes and dislikes			
<b>Exceeding expectations:</b> Lesson 10 - Hold a conversation within a group asking and answering questions relating to family			

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members, giving additional information about names and ages, using previously learned vocabulary eg ' <i>J'ai une soeur qui s'appelle Emma. Elle a 10 ans.</i> '			
<b>Exceeding expectations</b> Lesson 18 - Express opinions about hobbies using full sentences, link phrases about likes and dislikes together using an appropriate conjunction; conduct conversation without over-reliance on reference material			

Statement 4:

***Speak in sentences, using familiar vocabulary, phrases and basic language structures***

**Expectations:**

Emerging –respond to a familiar question using a short basic sentence with support

Meeting expectations – give two or more pieces of information, joining up simple sentences using a conjunction

Exceeding expectations – use more complex sentences containing a range of conjunctions and some adjectives

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 12 - Give a simple statement relating to pets, using a rehearsed response			
<b>Meeting expectations:</b> Lesson 12 - Give information about pets you have at home, stating what you have and don't have and using an appropriate conjunction within a sentence – eg. <i>J'ai un lapin et un chat.</i> <i>J'ai un lapin mais je n'ai pas de chat.</i>			
<b>Exceeding expectations:</b> Lesson 12 - Give information about pets using extended sentences including a description of colour and personality, using a relative clause appropriately eg <i>J'ai un chat noir qui est très timide.</i>			

Statement 5:

***Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases***

**Expectations:**

Emerging – accurately pronounce some words, drawing on knowledge of a key grapheme

Meeting expectations – read aloud a short familiar phrase or sentence with accurate pronunciation, drawing on knowledge of pronunciation patterns, such as silent letters and key graphemes

Exceeding expectations – readily apply some previously learned pronunciation rules, working out how to pronounce unfamiliar vocabulary; uses intonation correctly when asking questions or expressing opinions

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 4 - Read selected words from the zoo story ( <i>tigre, lion, giraffe</i> ), remembering how to pronounce the letter 'i' in French			
<b>Meeting Expectations:</b> Lesson 4 - Read short familiar phrases from the zoo story with accurate pronunciation, drawing on knowledge of sound patterns eg. <i>Regarde la giraffe! Il mange du poisson.</i>			
<b>Exceeding Expectations:</b> Lesson 4 - Read aloud several sentences from the zoo story with accurate pronunciation, making a good attempt at pronouncing unfamiliar vocabulary			

Statement 6:

***Present ideas and information orally to a range of audiences***

**Expectations:**

Emerging – present a simple statement, with support, in response to a question or stimulus

Meeting expectations – present two or more sentences on a theme or topic, speaking confidently and can be easily understood

Exceeding expectations – prepare and deliver a short presentation using simple or complex sentences on a familiar theme or topic, speaking audibly and confidently

<b>Exemplification</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Lesson &amp; Activity</b>			
<b>Emerging</b> Lesson 9 - Present a simple statement during the airport role play; may need written support as a prompt			
<b>Emerging</b> Lesson 17 - Present a sentence relating to likes and dislikes of hobbies to an audience; may need written support			
<b>Meeting expectations:</b> Lesson 9 - Speak clearly and audibly for an audience, presenting two or more sentences as part of a role play			
<b>Meeting expectations:</b> Lesson 17 - Present simple sentences to an audience relating to likes and dislikes of hobbies; speak clearly and audibly			
<b>Exceeding expectations:</b> Lesson 9 - Speak clearly and audibly for an audience, using			

simple and more complex sentences to introduce members of the family during the airport role play eg. <i>'Voici ma soeur qui s'appelle Isabelle'</i>			
<b>Exceeding expectations:</b> Lesson 17 - Speak clearly and audibly when presenting information about hobby likes and dislikes; link ideas within sentences using an appropriate conjunction to express preferences eg. <i>'J'aime beaucoup jouer au football mais je n'aime pas lire. Aussi j'adore aller au parc.'</i>			

Statement 7:

***Read carefully and show understanding of words, phrases and simple writing***

**Expectations:**

Emerging – read and understand a few simple sentences containing familiar language, with support

Meeting expectations – read and understand sentences contained within a short paragraph containing mainly familiar language

Exceeding expectations – read and understand short paragraphs of mainly familiar language, working out the meaning of unfamiliar vocabulary through context

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 17 - Read and identify three or more pieces of information from the core reading task about hobbies, with support if needed			
<b>Meeting expectations:</b> Lesson 17 - Read and understand the key points within the core or extension reading task about hobbies; recognise activities which the writer likes and dislikes			
<b>Exceeding expectations:</b> Lesson 17 - Tackle independently the extension reading task, identifying all the key information including likes and dislikes, and be able to work out the meaning of unfamiliar vocabulary, through context eg. 'Cependant'			

Statement 8:

***Appreciate stories, songs, poems and rhymes in the language***

**Expectations:**

Emerging – show some interest in listening to a short story, rhyme or poem using pictures and tone of voice as clues to meaning; may need support / appreciate songs, listen for sounds and join in singing some words or phrases

Meeting expectations – Follow the gist of a short story, rhyme or poem as it is read aloud, sustaining interest and concentration, using pictures, tone of voice, cognates as clues to meaning / join in singing a song and follow the lyrics

Exceeding – Follow the gist of an extended story involving more complex language as it is read aloud, using pictures, tone of voice, cognates and knowledge of language to decipher meaning / follow the lyrics of a song, easily commit the song to memory and enjoy performing the song

Exemplification  Lesson & Activity	With support	Unsupported	Confident
<b>Emerging:</b> Lesson 12 - Enjoy listening to the rhyme ' <i>Un petit lapin</i> '; join in with actions and individual words for the first four lines of the poem			
<b>Emerging:</b> Lesson 16 - Enjoy listening to the song ' <i>Au feu les pompiers</i> ' and readily join in the activity, punching the air on hearing the word ' <i>Pompiers</i> '			
<b>Meeting expectations:</b> Lesson 12 – Enjoy listening to the rhyme ' <i>Un petit lapin</i> '; chorusing the first four lines, using actions to demonstrate meaning			
<b>Meeting expectations:</b> Lesson 16 - Follow the lyrics of the song ' <i>Au feu les pompiers</i> ', identify a key word			

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<p><b>Exceeding expectations:</b> Lesson 12 - Readily join in chanting the rhyme after hearing it a few times; learn both the first half and the second half and commit most of the rhyme to memory for a performance in assembly</p>			
<p><b>Exceeding expectations:</b> Lesson 16 - Follow the lyrics of the song '<i>Au feu les pompiers</i>', readily commit the song to memory after hearing several times; enjoy performing the song to an audience</p>			

Statement 9:

***Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary***

**Expectations:**

Emerging – recognise familiar words within a sentence; use strategies to successfully memorise some individual words

Meeting expectations – show some understanding of a short paragraph or set of instructions containing mainly familiar language, using context to deduce meaning; be familiar with the layout of a bilingual dictionary

Exceeding expectations – use context to deduce meaning when working with texts containing unfamiliar vocabulary in the foreign language; use a dictionary to find meanings, being aware of alphabetical order and the use of head words at the top of a page to help locate a word

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 4 - Recognise the words for animals within the zoo story; successfully memorise the names of some animals			
<b>Meeting expectations:</b> Lesson 4 - Deduce meaning of some parts of the zoo story and therefore match the flashcard image to the text extract after hearing and seeing the story; understand how to use a bilingual dictionary to check the meaning of a word			
<b>Exceeding expectations:</b> Lesson 4 - Solve easily the matching pictures and text task, working out the meaning of some unfamiliar vocabulary through context and links with English; refer to a bilingual dictionary and efficiently locate a word <i>Note: dictionary skills are developed further in lesson 15</i>			

Statement 10:

***Write phrases from memory and adapt these to create new sentences, to express ideas clearly***

**Expectations:**

Emerging – write two or more simple sentences, with support

Meeting expectations – write two or more familiar sentences from memory; spelling may be approximate but sentences are easily recognisable and meaning is clear

Exceeding expectations – write several sentences adapting a model or unsupported, extending sentences using conjunctions and expressing opinions; spelling mainly accurate

<b>Exemplification</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Lesson &amp; Activity</b>			
<b>Emerging:</b> Lesson 5 - Write two or more simple sentences about animals, adapting a model			
<b>Emerging:</b> Lesson 17 - Prepare an oral presentation by writing a minimum of two simple sentences expressing likes / dislikes of hobbies, using a model			
<b>Meeting expectations:</b> Lesson 5 - Write sentences about animals, following a model initially and then forming own sentences easily, using adjectives.			
<b>Meeting expectations:</b> Lesson 17 - Write sentences from memory about likes and dislikes relating to hobbies; spelling may be approximate but meaning is clear			

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<p><b>Exceeding expectations:</b> Lesson 5 - Write several sentences about animals, initially following a model; experiment with writing to include singular and plural form of the verb 'être' and a range of adjectives</p>			
<p><b>Exceeding expectations:</b> Lesson 17 - Write several sentences on the theme of hobbies, extending some sentences as appropriate with a conjunction; spelling is mainly accurate</p>			

Statement 11:

***Describe people, places and things orally and in writing***

**Expectations:**

Emerging – say and write a sentence containing an adjective to give a description, with support if needed

Meeting expectations – say and write several sentences to give a description, adapting a model

Exceeding expectations – adapt a short, descriptive paragraph to create new meaning

<b>Exemplification</b> <b>Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident</b>
<b>Emerging:</b> Lesson 3 - Read the description of the monster, draw it and then identify a sentence with an adjective giving a description; attempt to say and write the sentence			
<b>Meeting expectations:</b> Lesson 3 - Read the description of the monster and change two details, writing sentences using adjectives.			
<b>Exceeding expectations:</b> Lesson 3 - Read the description of the monster and re-write much of the paragraph, changing the number of arms, legs, colour of hair, feet etc; attempt to place adjectives in the correct position in the sentence			

Statement 12:

***Understand basic grammar, key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English***

**Expectations:**

Emerging – understand that nouns have a gender in French (and, if appropriate, that the article indicates gender); recognise negative statements

Meeting expectations – know which article (both indefinite and definite) indicates masculine and feminine; be able to give examples of nouns, adjectives and a conjunction in French; understand that in French adjectives often follow the noun; recognise and use a negative sentence

Exceeding expectations – understand that most but not all adjectives follow the noun; know that some common adjectives precede the noun; understand that gender affects the spelling of adjectives and attempt to apply this knowledge in speech and writing; recognise and use negative sentences; use third person singular and plural form of high frequency verb ‘être’ (*il est, ils sont*); use first and third person of high frequency verb ‘avoir’ (*J’ai, elle a*)

<b>Exemplification Lesson &amp; Activity</b>	<b>With support</b>	<b>Unsupported</b>	<b>Confident and exceeding</b>
<b>Emerging:</b> Lesson 2 – Understand that all nouns have a gender and that this is evident from the article that precedes the noun ( <i>un / le – masculine; une / la – feminine</i> ); may not be clear which is masculine and which is feminine			
<b>Emerging:</b> Lesson 17 – Recognise positive and negative statements ( <i>J’aime / Je n’aime pas</i> )			
<b>Meeting expectations:</b> Lesson 2 – Understand that all nouns have a gender and that this influences the spelling of			

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accompanying nouns			
<b>Meeting expectations:</b> Lesson 12 – Be able to identify a negative sentence when discussing pets			
<b>Meeting expectations:</b> Lesson 17 – Recognise and use positive and negative statements			
<b>Exceeding expectations:</b> Lesson 1 – Link nouns and adjectives with adjective correctly placed and agreeing with noun			
<b>Exceeding expectations:</b> Lesson 5 – Write sentences using the plural form of the verb <i>être</i> ; demonstrate understanding of agreement of adjectives through written sentences			
<b>Exceeding expectations:</b> Lesson 10 – Use third person of the high frequency verb ' <i>avoir</i> ' when reporting information on brothers and sisters (eg. <i>Il a une soeur / Elle a un frère</i> )			