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|  | What I should know, understand, be able to explain or do |
| Exceptional | I know all of the school subjects and their gender. I can agree the nouns when using adjectives to describe the school subjects. I remember to always do this.  I can use all conjugations of the verbs ‘to study’ and ‘to have’ with regards to lessons on a timetable and I understand others talking about the lessons they have each day.  I can say the days of the week and know these even when they are not in a sequence.  I can explain which subjects I study on which day in a sentence. I can explain which is my favourite day and why.  I understand the time and I can tell the time with hour and minutes. I can discuss my school timetable in detail and give the times that I have different subjects.  I know a variety of opinion phrases (such as like, dislike, prefer, love, my favourite, I adore) and can give reasons why to justify my opinions.  I can join two clauses together to create more complex sentences (opinion and justification plus a different opinion, for example using ‘but’).  I know vocabulary to do with my timetable (break, lunch etc) and I can say when these are in full sentences.  I can use (and conjugate) simple verbs (for example eat, chat, play) which may describe breaktime activities in the present tense.  I know what a typical school day looks like in France/Spain and can compare this with my own school day.  I can describe my teachers and their personalities and appearances. I can explain which teachers I like and why.  I can compare different teachers in my school using full sentences and connectives. |
| Advancing | I know the school subjects and their gender. I can agree the nouns when using adjectives to describe the school subjects. I usually remember to check this.  I can use most conjugations of the verbs ‘to study’ and ‘to have’ with regards to lessons on a timetable and I understand others talking about the lessons they have each day.  I can say the days of the week.  I can explain which subjects I study on which day in a sentence. I can explain which is my favourite day and sometimes I can say why.  I understand the time and I can tell the time with hour and minutes. I can discuss my school timetable in some detail.  I can say what time I study which subject.  I know some opinion phrases (such as like, dislike, prefer, love, my favourite, I adore) and I can sometimes justify my opinions.  I know vocabulary to do with my timetable (break, lunch etc).  I can use simple verbs in the 1st, 3rd and 1st person plural (for example eat, chat, play) which may describe breaktime activities in the present tense.  I know what a typical school day looks like in France/Spain and can compare this with my own school day.  I can describe my teachers and their personalities and appearances. I can explain which teachers I like and why. |
| Secure | I know the school subjects and their gender. I can agree the nouns when using adjectives to describe the school subjects. I sometimes remember to check this.  I can use 1st, 3rd, 1st person plural conjugations of the verbs ‘to study’ and ‘to have’ with regards to lessons on a timetable and I understand others talking about the lessons they have each day.  I can say the days of the week.  I can explain which subjects I study on which day in a sentence. I can say which day is my favourite.  I understand the time and I can tell the time with hour and minutes.  I can say what time I study which subject.  I know some opinion phrases (such as like, dislike, prefer, love, my favourite) and I can occasionally justify my opinions.  I know vocabulary to do with my timetable (break, lunch etc).  I can use simple verbs in the 1st, and 1st person plural (for example eat, chat, play) to describe breaktime activities in the present tense.  I know what a typical school day looks like in France/Spain and can compare this with my own school day.  I can describe my teachers and their personalities and appearances. I can explain which teachers I like. Sometimes I can explain why I like/dislike them. |
| Developing | I know the school subjects.  I can use the verbs ‘to study’ and ‘to have’ with regards to the lessons I have and I study.  I can say the days of the week.  I can explain which subjects I study on which day.  I understand the time and I can tell the time on the hour.  I can say what hour I study a subject.  I can use some opinion phrases (such as like, dislike, prefer, love, my favourite).  I can use simple verbs in the 1st person (for example eat, chat, play) to describe breaktime activities in the present tense.  I know what a typical school day looks like in France/Spain.  I can describe my teachers and their personalities and appearances using words (not sentences). |
| Emerging | I know some school subjects.  I can use the verbs ‘to study’ and ‘to have’ to say, ‘I study’ ‘I have’.  I can say some of the days of the week.  I understand the time when it is on the hour.  I can use very basic opinion phrases (such as I like, I dislike).  I know some aspects of a typical school day in France/Spain.  I can describe my teachers and their personalities and appearances using words (not sentences). |