

ASOY French Language Scopes and Sequences

	Criteria A Oral Language - Listening and speaking, <i>page 3</i>	Criteria B Visual language - Viewing and presenting, <i>page 6</i>	Criteria C Written language – Reading, <i>page 8</i>	Criteria D Written language – Writing, <i>page 10</i>
Phase 1	Corresponds roughly to CEFR's A1 + A1.1 and/or IB PYP's 'Language Scope and Sequence' Phase 1			
Phase 2	Corresponds roughly to CEFR's A1.1 + A1.21 + A2 and/or IB PYP's 'Language Scope and Sequence' Phase 2			
Phase 3	Corresponds roughly to CEFR's A2 + B1 and/or IB PYP's 'Language Scope and Sequence' Phase 3			
Phase 4	Corresponds roughly to CEFR's B1+ B2 and/or IB PYP's 'Language Scope and Sequence' Phase 4			

About ASOY's French Language Scope and Sequence

ASOY's French Language Scope and Sequence is influenced, developed and based directly and indirectly on IB, PYP's *Language Scope and Sequence* as well as the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*.

Language permeates the world we live in. Acquisition of more than one language enriches personal development and helps facilitate international mindedness. It could be argued that bilingualism, if not multilingualism, is the hallmark of a truly internationally minded person. Language provides a vehicle for learners to engage with the world and to relate to and accept responsibility for the mission of the IB; to 'help to create a better and more peaceful world'. In PYP schools, all students have the opportunity to learn more than one language from at least the age of 7. PYP learners benefit from having access to more than one language and through that, access to different cultures and perspectives.

The language strands herein are represented by four continuums: *Listening and speaking*; *Viewing and presenting*; *Reading*; and *Writing*. Evidence of these understandings is described in the behaviors or learning outcomes associated with each phase.

Compartmentalization of learning requirements per age group does not recognize the real developmental aspects and fluid nature of language learning; nor does it recognize the previous experience of the learner. Recognizing that learners in PYP schools enter the program at different ages and with varying levels of language experience, IB decided that a sequence of developmental phases would enable teachers to more accurately identify current levels of a student's development and plan learning experiences leading onto subsequent phases. ASOY's French Scope and Sequence is based mainly on this belief.

The phases attempt to describe the language learning processes through which learners may generally progress. It is acknowledged that there are earlier and later phases, as well as more detailed specific learning outcomes that have not been described in these continuums.

Each learner is a unique individual with different experiences, perceptions and aptitudes. Some of the factors that will influence language development include similarities among language groups, exposure to the language, language ability, maturity, motivation, and both teaching and learning styles. Accordingly, no two learners progress at the same rate and the process of language learning and development does not sequentially advance from one phase to another solely in one direction. Furthermore, learners seldom progress in a neat and predictable manner. Instead, they may remain in one phase for a length of time and move rapidly through another. They may also skip over certain areas and cover them later on. Learners are also likely to display understanding and skills from more than one developmental phase at a time. Thus, each learner will progress in a unique way.

Teachers will use this scope and sequence to identify the learner's current developmental phase/s and apply teaching and learning opportunities that build on existing capability and understanding so as to best support each learner's progression. Hence, these continuums are both diagnostic tools and means of informing teaching and learning.

Considering the complexity of ASOY, with students coming in with a wide range of prior exposure to both French as well as reading-writing in other languages, many students may be in many different phases simultaneously. For example, a complete beginner in PYP 5 who already has cracked the reading code in his/her mother tongue, and perhaps an additional language, will have different reading and writing needs than a beginner PYP 1 student who does not yet read or write fluently in any other language. When it comes to listening-speaking, however, the two students might have similar needs (learning to greet, say "Thank you", count to 10, and so on).

For the sake of creating one document, as opposed to one per grade level multiplied by French proficiency levels (which would account to up to 24 scopes and sequences), the big and overarching ideas are listed herein. The teachers will, after assessing each student, plan the best course forward for the students in his/her class based on the individual needs in his/her classroom.

It is acknowledged that development of mother tongue language is crucial for cognitive development, and in maintaining cultural identity.

Furthermore, success in the mother-tongue development is also a strong predictor of long-term academic achievement, including acquisition of other languages. Hence, we highly encourage mother-tongue usage to the greatest extent possible at home on the occasion that we do not have the resources to support it at school.

Sources: IB, PYP's *'Language scope and sequence'*, 2009 and *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*. This document is subject to change at any time without giving notice to all stakeholders.

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KG - PYP 5 Scope and Sequence for French language acquisition

Criteria A, Oral Language - Listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4
Learning Outcomes <i>Listening</i> Can understand some basic and common studied phrases and words that are very slow and carefully articulated; 'Hello', 'Please', and 'Thank you'. Can understand and follow short simple instructions; 'Stop', 'Close the door', 'Come here', etc. Can understand useful school phrases; 'Please repeat', 'How do you say [English word] in French?'. Can listen to studied vocabulary and can point to corresponding pictures (e.g. colors, animals, body parts, and family members). Can understand simple questions such as 'What's your name?' or 'What animal is that?'.	Learning Outcomes <i>Listening</i> Can understand some phrases and expressions related to familiar areas provided speech is clearly and slowly articulated. Can catch the main point in short, clear, simple messages and announcements. Can follow very simple, well-structured presentations, demonstrations, or instructions provided that they are illustrated, delivered slowly and clearly, or that the topic is familiar. Can understand simple information given in a predictable situation, such as 'This is where the principal's office is.' Can understand the important points of a simple story provided the story is told slowly	Learning Outcomes <i>Listening</i> Can understand common phrases and expressions. Can understand straightforward announcements and messages. Can follow a well-structured presentation or demonstration, provided that the topic is familiar. Can understand and follow most instructions and directions. Can understand information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' Can understand the important points of a story and manage to follow the plot.	Learning Outcomes <i>Listening</i> Can understand expressions and straightforward figurative speech using idioms, similes and metaphors. Can understand and appropriately respond to expected and unexpected announcements and messages. Can infer meanings and make judgments about oral presentations. Can follow detailed multiple step instructions or directions. Can understand verbal information whether delivered with or without visual support (e.g. radio or public announcement). Can follow and understand multifaceted stories with plots,

<i>Speaking</i> Can repeat and rephrase simple words and sentences. Can produce simple sentences with familiar words and studied vocabulary. Can greet and say his/her name and age. Can name some vocabulary representing numbers 0-12, days of the week, simple directions (left, right, over, under), animals, colors, food, basic body parts, school related vocabulary, family, hobbies, own and host country nationality and country, as well as simple adjectives. Can name and sequence characters or simple events with single nouns, verbs or adjectives e.g. 'wolf', 'eat', 'grandma', 'hunter' (from Little Red Riding Hood) in a story with visual and/or written support. Can use some basic expressions such as 'Yes', 'No', 'Please', 'Excuse me', 'Sorry', 'No, thank you'.	and clearly, with or without visuals to support. <i>Speaking</i> Can speak using short sentences. Can greet and say his/her name, nationality, age, and hobbies. Can describe his/her family and what he/she likes and dislikes. Can use vocabulary representing numbers 0-100, time, months, simple directions with sequential connectors (e.g. 'first turn left then go straight'), classroom nationalities and countries, senses, body parts, weather, simple words for feelings, and basic Unit of Inquiry related vocabulary. Can give short, basic descriptions or comparisons. Can tell a short, rehearsed story. Can give a short, rehearsed, basic presentation on a familiar subject, using studied vocabulary, intelligible to listeners who are prepared to concentrate.	<i>Speaking</i> Can use an increasingly diverse vocabulary and more complex sentence structures. Can introduce self, describe his/her family and background, what he/she is good at/not so good at (e.g. sports, hobbies, and subjects), what he/she likes and dislikes as well as explain and justify his/her opinions, feelings and reasons by, for example, making comparisons. Can use adjectives and adverbs to enrich descriptions. Can tell a simple spontaneous or rehearsed story with a clear structure. Can give a rehearsed presentation on a topic pertinent to his/her everyday life or interests. Can talk about plans for the weekend or holidays as well as recount past experiences. Understands that grammatical	characters, and settings. <i>Speaking</i> Can speak at a native, or nearly native level by using well-developed vocabulary and proper sentences structures. Can talk about self and explain and justify his/her feelings and reasons about what he/she likes/dislikes or prefers, making comparisons and using figurative speech to augment opinions. Can use some figurative language such as simile, personification and metaphor. Can tell a sensible spontaneous or rehearsed story with a clear structure. Can produce a planned and rehearsed or spontaneous, detailed verbal presentation. In appropriate situations, use register, tone, voice level, and intonation to enhance meaning. Can use speech responsibly to inform, entertain and influence others.
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<i>Conversing/Interacting</i> Can respond to simple questions with one word ('Yes', 'No', 'Red', 'Five', etc.) or with simple phrases or sentences ('Yes, I am', 'No I can't', 'It is red', 'There are five ducks', etc.). Can ask rehearsed basic questions, such as 'How old are you?', 'What's your name?', etc., expecting an answer. Can interact, participate and in unison sing or say simple chants, songs, rhymes, or nursery rhymes. Can understand and use useful school phrases; 'I don't understand', 'Please repeat', 'How do you say [English word] in French?', 'What does [French word] mean in English?', 'I get it', 'May I go to the restroom please?', 'Do you have a pen I can borrow?', 'Please', and 'Thank you'.	Can briefly talk about plans. <i>Conversing/Interacting</i> Can interact in simple conversations and predictable everyday situations. Can answer straightforward follow up questions if he/she can ask for repetition or clarification and if getting some help with the formulation of his/her reply is possible. Can make simple remarks and pose occasional questions to indicate that he/she is following. Can use simple techniques to start, maintain, or end a short conversation. Can handle short social exchanges e.g. greetings, farewells, and introductions with relative ease, but is rarely able to understand enough to keep a conversation going of his/her own accord. Can deal with simple, practical everyday demands: finding out and passing on straightforward factual information.	structures can be irregular and uses them, for the most part, appropriately in speech. <i>Conversing/Interacting</i> Can manage routine exchanges without undue effort; can ask and answer questions and exchange ideas and information. Can discuss something with friends in a simple language, asking questions and understanding the answers relating to most routine matters or interests. Can suggest, reason, agree and respectfully disagree as well as exchange opinions and compare things, events, experiences, and people. Can ask and answer questions about plans and arrangements, habits and routines, past activities and personal experiences. Can listen for a specific purpose as well as identify and respond to main ideas. Can perform an interview using follow-up questions, rather than	Can speak grammatically correctly at most or all situations. <i>Conversing/Interacting</i> Can converse using and understanding an elaborate vocabulary at a native, or nearly a native, French speaker's level. Can participate appropriately as a listener and a speaker, in discussions and conversations. Can debate respectfully and persuasively, elaborate on ideas, and justify as well as defend a point of view, indicating an awareness that language is influenced by purpose, audience, context, and method of delivery. Can generate, develop, adjust, and/or compromise opinions and ideas through discussions and debates. Can, in pairs or groups, exclusively in French, plan, develop, and execute oral presentations with little to no teacher support. Can listen for a specific
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	Can plan and carry out a simple interview.	only sticking to a script or asking only leading questions, or “Yes”/”No”-questions.	purpose and in a variety of situations identify and verbally expand on main ideas.
KG - PYP 5 Scope and Sequence for French language acquisition Criteria B, Visual language - Viewing and presenting			
Phase 1	Phase 2	Phase 3	Phase 4
Learning Outcomes <i>Responding to print, layout, digital, and graphic media:</i> Interprets visuals and text information in simple brochures, posters, articles, signs, and websites. Listens to basic terminology associated with visual texts and can understand simple terms (such as ‘color’, ‘shape’, and ‘size’). Navigates simple computer games in response to studied vocabulary and visual prompts. <i>Producing print, layout, digital, and graphic media:</i> Produces drawings with labels (simple words in French). Produces simple texts along with images supporting the text.	Learning Outcomes <i>Responding to print, layout, digital, and graphic media:</i> Identifies, interprets and responds to visual text prompts (e.g. describe image in own words). Can understand and use terminology associated with visual texts (e.g. ‘font’, ‘layout’, and ‘image’). Navigates the Internet or computer games in response to simple written and visual prompts. <i>Producing print, layout, digital, and graphic media:</i> Produces simple visual presentations (brochures, posters, etc.), planned and visually supported by choices of layout (e.g. font, symbols,	Learning Outcomes <i>Responding to print, layout, digital, and graphic media:</i> Identifies, interprets and responds to a range of visual text prompts and shows an understanding that different types of visual texts serve different purposes. Understands that how a presentation is produced influences the response. Navigates the Internet or computer games in response to written and visual prompts. <i>Producing print, layout, digital, and graphic media:</i> Communicates opinions and information through visual presentations planned, organized, and supported by	Learning Outcomes <i>Responding to print, layout, digital, and graphic media:</i> Responds to a wide range of visual text prompts. Acknowledges how personal experiences and perspectives affect interpretation of visual presentations. Understands that the intention behind a visual message can influence personal responses. Uses ICT tools with confidence and familiarity. <i>Producing print, layout, digital, and graphic media:</i> Identifies and incorporates design elements that make e.g. advertisements, logos and symbols effective and articulates how this may

Can produce a storyboard visually telling a sequence supported by some words. Uses some layout elements to enhance message (e.g. image type and size, font, size and color, as well as layout and placements of text, images and background). <i>Human interaction and body language:</i> Roleplays everyday situations using body language such as gestures and facial expressions and some verbal language. Acts out or shows via body language simple charades (e.g. simple action words, adjectives and nouns). Performs simple rehearsed presentations supported by appropriate body language. Sometimes, looks at the audience and uses body language appropriately during verbal informal presentations.	shapes, color, and image choices). Can create a storyboard with images and short sentences describing a sequence of events. Uses ICT to explore font, size, color scheme, layout, etc. for visual presentations. <i>Human interaction and body language:</i> Roleplays short spontaneous or rehearsed interactions, using body language, gestures, and facial expressions to reinforce meaning. Delivers short rehearsed presentations, reinforcing meaning through body language, eye contact, gestures and facial expressions. Looks at the audience, uses body language appropriately, and engages in some two-way communication (such as Q and A) during formal or informal presentations.	oral or written elements aiming to influence personal reactions. Can create a storyboard including a plot, characters and a setting, or a sequence of events with images motioned forward by both images and text. Effectively uses ICT and font, size, color scheme, layout, etc. for visual presentations keeping the target audience in mind. <i>Human interaction and body language:</i> Roleplays spontaneously or in rehearsed skits reinforcing meaning by using appropriate body language, eye contact, and verbal language. Delivers spontaneous or rehearsed presentations, reinforcing meaning through body language, eye contact, gestures and facial expressions. Looks at the audience, uses body language appropriately, and engages interactively in two-way communication during formal and informal presentations.	influence the audience. Adds a personal touch to a variety of visual presentations. Can sequence fictive or real events on a storyboard with an effective succession of image-text relationships. Effectively uses ICT to create presentations targeted to specific audiences. <i>Human interaction and body language:</i> Expressively roleplays using verbal language, facial expression, eye contact, posture, gesture, movement, and pacing to achieve effects and influence meaning. Applies a wide range of presentation techniques and actively engages the audience in original and innovative ways. Adds a personal touch and style to formal and informal presentations. Can, post presenting, reflect on success in having achieved the desired audience response.
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Watches simple scenes from films, commercials, classroom activities, etc. and interprets meaning by support of the combination of oral and visual language.	Identifies the main point of TV news, commercials, or scenes from films, where the visual language supports the commentary, and the delivery is clear and relatively slow.	Follows and comprehends the plot, changes and message in films, commercials, shows or news and forms an idea of the main content.	Supported by visual language, comprehends subtle insinuations by 'reading between the lines' when watching news, film clips, commercials, etc.
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KG - PYP 5 Scope and Sequence for French language acquisition

Criteria C, Written language – Reading

Phase 1	Phase 2	Phase 3	Phase 4
Learning Outcomes Can recognize and read 0-15 of the most common high frequency words in French. Can recognize familiar studied words accompanied by pictures. Can recognize some words and very basic phrases in the most common everyday situations. Can understand simple everyday signs such as 'Parking,' 'Stop,' 'Dining room,' etc. Can understand short, illustrated narratives about everyday activities that are written in simple words.	Learning Outcomes Can read 16-35 of the most common French high frequency words. Can understand simple texts describing people, places, everyday life, and culture, etc. provided that they are written in high frequency simple language. Can understand short, simple stories, narratives and descriptions of someone's life that are written in simple words. Can recognize significant points in straightforward newspaper articles or factual texts on familiar subjects that are written in high frequency, simple	Learning Outcomes Can sight read 36-75 of the most common high frequency words in French. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can understand enough to read and follow the plot in short, simple novels, stories and comic strips involving familiar, concrete situations and written in high frequency everyday language. Can understand the main point	Learning Outcomes Can sight read >75 of the most common sight words as well as most words following regular spelling patterns with relative fluency, needing to slow down and decode only new or unfamiliar words. Can understand subtle and/or detailed descriptions of places, events, feelings and perspectives in narratives, guides and magazine articles. Can comprehend texts on subjects that are both new and familiar. Can read newspaper, or magazine reviews of films, books, concerts etc. written for

Can understand very short, simple texts a single phrase at a time, picking up familiar names, some high frequency vocabulary, and basic phrases, rereading as required. Can understand some content in short texts on subjects of personal interest (e.g. sports or music) written with simple words and supported by illustrations and pictures.	language on subjects relating to his/her interests or prior studies. Can understand and follow clearly written, simple, straightforward instructions or directions with or without supporting illustrations. Can locate specific information and get an idea of the content of simpler informational material and short predictable texts (e.g. menus, timetables, brochures, and advertisements), especially if there is visual support. Can, with the help of a dictionary, extract meaning in simple phrases with unfamiliar words but may not always translate the whole sentence properly.	of a magazine article or advert that report on concrete everyday topics or an event provided it is clearly written. Can understand instructions and procedures in the form of bullets or a continuous text, for example in a manual. Can scan texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can understand simple poems and song lyrics written in straightforward language and style. Can, with the help of a dictionary, render and extract the meaning of phrases with unfamiliar words. Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.	a wider audience and understand the main points. Can understand and follow instructions and procedures on new or already familiar procedures. Can scan through factual texts in magazines, brochures or on the Internet, identify what they are about, and decide whether they contain information that might be of practical use. Can understand and appreciate poetry and song lyrics. Starts to extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. Can use a dictionary or thesaurus for translation and/or definitions on new or unfamiliar vocabulary. Can recognize the line of argument in the treatment of the issue presented. Can read and comprehend a wide range of text types and
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			styles (letter, email, online posts, information, fiction, persuasive, articles, poetry, instructions, research report, drama, narration, SMS, etc.).
KG - PYP 5 Scope and Sequence for French language acquisition Criteria D, Written language – Writing			
Phase 1	Phase 2	Phase 3	Phase 4
Learning Outcomes <i>Content</i> Can write simple words to describe certain everyday objects (e.g. the color of a car, whether it is big or small, if a person is running fast or slowly), etc. Can write simple isolated phrases and sentences using studied words such as common nouns. Can give simple information in writing about matters of personal relevance (e.g. likes and dislikes, family, and pets) using simple words and/or basic expressions.	Learning Outcomes <i>Content</i> Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'. Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write accounts of experiences, describing feelings and reactions in simple connected text.	Learning Outcomes <i>Content</i> Starts to write in short paragraphs. Is developing in writing skills for different text types such as short simple biographies, information reports, instructions, letters, or fictive stories. Consistently uses connectors to link content in sentences. Can express opinions in writing about topics of personal interest using everyday vocabulary and expressions. Can report and give his/her opinion about accumulated	Learning Outcomes <i>Content</i> Is consolidating writing skills in various text types or styles such as fiction, articles, instructions, research report, drama, speech writing, simple poetry, etc. following established conventions of the genre concerned. Starts to incorporate complex connectors (e.g. whereas, unless, although, such as, however, consequently, etc.). Can synthesize, evaluate, summarize and report on accumulated factual information, listing advantages and disadvantages, as well as giving and justifying his/her

Can write short phrases and sentences with reference to a dictionary. Can write very simple messages to others, using short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. Can pick out and reproduce key words and phrases, or short sentences, from a short text within the learner's limited competence and experience.	Can write very short, basic descriptions of events. Starts to explore a variety of simple text types such as; short, simple notes, simple personal letters and greeting cards, as well as simple narratives. Can list as a series of bullet points, listing the relevant information contained in short simple texts, written in simple everyday language. By the help of a dictionary or other references, can write a short, simple story or storyboard with characters and a beginning-middle-end, supported or not by illustrations. Can write simple text messages, emails and personal off or online postings, relying on the aid of a translation tool. Can participate in a simple written exchange, stating and responding to simple questions, provided contributors avoid unusual or complex language.	factual information contained in short informational texts, provided the texts concern concrete, familiar subjects and are not written in a complex language. Can write a description of an event, e.g. a recent trip - real or imagined - or familiar subjects within his/her field of interest. Shows good written control of elementary vocabulary but errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Can write short, simple reports or reviews on topics of interest, films, books or plays. Can produce approximate translations from (Language A) into (Language B) if the original text is written in standard uncomplicated language; despite errors, the translation remains comprehensible. By the help of a dictionary and other references (e.g. tables of verb tenses) can write a straightforward story including	opinion on the subject matter. Can write clear, thorough and comprehensive descriptions of real or imaginary events and experiences. Can write a review of a film or a book justifying opinions. Can write a simple essay or report which gives arguments and reasons in support of, or against, a particular point of view, such as the PYP 5 exhibition report. Can produce translations from Language A into Language B, conveying the main points of the source text accurately. Can compose a fictive story with descriptions of plot, characters and settings, using verbs, adverbs and adjectives as well figurative language (such as similes, idioms, or metaphors) to enhance meaning and believability. Can engage in written exchanges recognizing the communicative intentions of other contributors.
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<i>Spelling</i> Knows the alphabet and the sounds each letter makes. Can phonetically represent many of the most common phonemes in French, writing new words using conventional spelling rules, but not adhering to exceptions. Can spell studied words at an accuracy rate of ≥65%. Can spell 0-15 of the most common high frequency words at an accuracy rate of ≥65%. <i>Grammar (language rules)</i> Nouns, Genders and Articles: Starts to understand that nouns have genders. Classifies some common, studied nouns according to gender and number and starts	<i>Spelling</i> Can spell many common digraphs and trigraphs properly (e.g. dd - <i>addition</i>, th - <i>thème</i>, ai - <i>vrai</i>, and uil - <i>huile</i>). Can spell many silent letter ending words (e.g. elle, autre, deux, salut, and froit). Can spell 16-30 of the most common high frequency words at an accuracy rate of ≥70%. Adheres to studied regular spelling rules in his/her writing. <i>Grammar (language rules)</i> Nouns, Genders and Articles: Understands that nouns need to agree with genders. Recognizes studied feminine and masculine words and usually applies the correct articles.	simple descriptions of characters and setting. Can exchange some information by e.g. text message, e-mail, or in short letters, responding to straight forward questions the other person had. <i>Spelling</i> Shows an awareness of ligature œ —<i>sœur</i> (sister) and <i>cœur</i> (heart). Can spell 31-60 of the most common high frequency words at an accuracy rate of 75%. Adheres to regular and some irregular spelling rules in his/her writing. Can spell using prefixes and suffixes with relative ease and accuracy. <i>Grammar (language rules)</i> Nouns, Genders and Articles: Frequently uses correct articles according to gender and number. Pluralizes regular nouns and studied irregular nouns	Can write personal letters or emails expressing thoughts and ideas as well as commenting on the correspondent's news and views. Can write formal emails and letters. <i>Spelling</i> Can spell ligature œ properly. Can spell 61-100 of the most common high frequency words at an accuracy rate of 80%. Adheres to many common irregular spellings and spelling exceptions in his/her writing. Can spell using root words, loanwords, prefixes and suffixes properly. <i>Grammar (language rules)</i> Nouns, Genders and Articles: Consistently uses correct articles according to gender and number. Consistently pluralizes regular and irregular nouns at a high level of accuracy.
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to use articles <i>le, la, les</i> and <i>l' & un, une, and des</i>. Changes common and studied regular nouns from singular to plural. Adjectives: Starts to use adjectives to describe nouns. Pronouns: Knows some personal subject pronouns (I, you, he, she, we, you, they).	Pluralizes regular nouns and changes articles accordingly. Adjectives: Starts to combine adjectives with studied nouns according to gender and amount (<i>noir, noire, noires</i>). Places the adjective before the noun (e.g. <i>un livre vert</i> – a green book). Pronouns: Knows personal subject pronouns (I, you, he, she, it, we, you, they) and has a beginning understanding of object pronouns (me, you, him, her, it, us, you, them), object (me, them), possessive (mine, theirs) and reflexive (myself, themselves) pronouns, as well as possessive adjectives (my,	properly. Adjectives: Combines adjectives with studied nouns according to gender and amount (<i>noir, noire, noires</i>). Compares adjectives properly (e.g. normal; <i>grand</i>, comparative; <i>plus grand</i>, and superlative; <i>le plus grand</i> – big, bigger, biggest). Pronouns: Uses demonstrative pronouns (this, that, these, those), interrogative (who, whom, whose, what, which), and indefinite (somebody, anybody, anything, none, something, somewhere, no one, nowhere, anyone) for the most part accurately. Starts to use some	Adjectives: Consistently changes adjectives to agree in gender and number with the nouns that they modify. Uses irregular French adjectives with a high level of accuracy (e.g. <i>beau, nouveau, fou, mou, and vieux</i> – beautiful, new, crazy, soft, old). Applies exceptions to word order rules and places the adjective after the noun when needed (e.g. <i>un beau garçon</i> – a handsome boy). Pronouns: Uses a variety of pronouns properly.
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Verbs: Starts to conjugate studied regular verbs according to singular pronouns <i>je, tu, il, and elle</i>. Prepositions: Begins to use some common prepositions, such as; in, at, on, to, with/without, etc. in sentences. Liaisons and Contractions: Does not pronounce the final letter "e" (<i>homme</i>). Does not pronounce the final consonants of French words (<i>grand</i>). Links ...s + vowel with a z-sound (e.g. <i>vous avez</i> = vu za:ve).	their). Verbs and Adverbs: Writes common, studied, regular verbs according to subject-verb agreement (e.g. Je parle, Tu parles, Vous parlez), as well as irregular verbs 'prendre' and 'vendre?'. Starts to use adverbs to describe verbs. Prepositions: Uses common prepositions, such as; under, between, from, for, into, between, beside, under, etc. in sentences. Liaisons and Contractions: Knows that besides the most common s(-z) liaison sound, the other consonant endings can also create liaison.	relative pronouns (who, which, whose, that, where, when), and reciprocal (each other, one another). Verbs, Tenses and Adverbs: Conjugates most regular and studied irregular verbs according to gender in present tense. Starts to use past tense. Compares regular adverbs properly. Prepositions: Expands usage of prepositions in written texts. (E.g. across, outside, first, last, around, among, during, against, about, towards, beyond, towards, despite, concerning, within, etc.). Liaisons and Contractions: Consistently links words that end in a consonant and words that start with a vowel or silent h. (e.g. <i>un ami</i> = œ.n_a.mi.)	Verbs, Tenses and Adverbs: Conjugates a number of verbs according to person, number and tense at a native or near native speaker's level. Compares irregular adverbs properly (e.g. <i>bien</i> - well, <i>mal</i> - badly, <i>peu</i> – little) Prepositions: Uses most prepositions accurately. Liaisons and Contractions: Is aware that certain sequences do not use liaison. E.g. after the word <i>et</i>, before words that begin with h aspiré (e.g. <i>les héros</i>), before the word <i>onze</i>, after singular nouns or proper names, after plural noun objects, and plural forms of compound words.
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Punctuation and accent marks: Uses full stop and first capital in sentences letter properly. Is aware of the existence of accents but uses them inconsistently or not all.	Punctuation and accent marks: Uses full stop, question mark, exclamation mark, as well as first capital letter in sentences and common proper nouns. Starts to use accent aigu (<i>marché</i>), accent grave (<i>très</i>) and circonflexe (<i>forêt</i>), cedilla (<i>garçon</i>), and tréma (<i>Jamaïque</i>) in studied words.	Punctuation and accent marks: Consistently uses full stop, question mark, exclamation mark, speech marks, and commas, as well as capitalizes first letter in sentences and proper nouns properly. Usually uses accent aigu, accent grave and circonflexe, as well as cedilla and tréma.	Punctuation and accent marks: Consistently uses full stop (.), question mark (?), exclamation mark (!), speech marks (" "), commas (,), colons (:), semicolons (;), ellipses (...), hyphens (-), parentheses (()), and slashes (/), as well as capitalizes first letter in sentences and proper nouns properly. Consistently uses accents.
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