

## Allez levelled-framework

### Listening

Level/Key Stage		Interactive Listening	Transactional Listening	Transcription
		Students can listen to and understand ...	Students can listen to and understand ...	Students can transcribe ....
F	LKS2	... simple questions. ... answers to simple questions.	... words and short phrases relating to a familiar theme. ... short sentences relating to familiar themes.	... isolated sounds (phoneme to grapheme) and/or part of a word.
1	UKS2	... a range of simple questions. ... answers to a range of simple questions.	... longer sentences on familiar themes, identifying the key point. ... short passages on familiar themes, identifying the key points.	... short familiar words.
2	KS3 LBRONZE [OFQUAL 2]	... a range of simple questions asking for information and seeking opinion as part of a spoken exchange. ... answers given to a range of simple questions giving information and expressing opinion as part of a spoken exchange.	... short passages on familiar themes and respond by identifying key points and some detail (which may include simple opinion).	... a range of familiar words (including recognising and transcribing cognates and near-cognates).
3	KS3 UBRONZE	... a range of questions (including a wider range of question words and forms) asking for information and seeking opinion as part of a spoken exchange. ... answers given to a wider range of questions giving information and expressing opinion as part of a spoken exchange.	... short passages on a range of themes and respond by identifying key points and details (including opinion if applicable).	... words, including some unfamiliar words, and short phrases.

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4	KS3 LSILVER	<p>... a wider range of questions, asking for information and seeking opinion as part of a spoken exchange, that may require simple coping strategies (e.g. asking for something to be repeated) to determine meaning.</p> <p>... a wider range of answers, giving information and expressing opinion as part of a spoken exchange, that may require simple coping strategies (e.g. asking for something to be repeated) to determine meaning.</p>	<p>... longer passages, on a wider range of themes, and respond by identifying key points, details (including opinion if applicable) and by identifying details relating to events from two different time zones (e.g. present / past / future).</p>	<p>... short sentences.</p>
5	KS3 *USILVER* [OFQUAL 5]	<p>... a wider range of questions, asking for information and seeking opinion as part of a spoken exchange, including at least 1 unpredictable question, that may require coping strategies (e.g. asking additional questions) to determine meaning ↴</p> <p>... answers to a wider range of questions, giving information and expressing opinion as part of a spoken exchange, including at least 1 unpredictable question, that may require coping strategies (e.g. asking additional questions) to determine meaning.</p>	<p>... longer passages, on a wider range of themes, and respond by identifying key points, details (including opinion) and identifying details relating to present, past and future events.</p>	<p>... longer sentences.</p>
6	KS3 LGOLD	<p>... a wide range of questions, asking for information and seeking opinion as part of a spoken exchange, including unpredictable questions, that may require coping strategies (e.g. asking additional questions) to negotiate meaning.</p> <p>... answers to a wide range of questions, giving information and expressing opinion as part of a spoken exchange, including unpredictable</p>	<p>... longer passages, on a wide range of themes, and respond by identifying key points, some details, including opinion (and justification if applicable) and identifying details relating to present, past and future events.</p>	<p>... longer and more complex sentences.</p>

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		questions, that may require coping strategies (e.g. asking additional questions) to negotiate meaning.		
7	KS4	↓↓↓	Can continue upwards into KS4/GCSE	↓↓↓
8	KS4 [OFQUAL 8]	OFQUAL 8 [L] <i>'Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions'</i> [S] <i>'[...] sustain detailed conversations [...] responding effectively to unpredictable questions'</i>	OFQUAL 8 [L] <i>'Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions'</i>	-
9	KS4	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level

<b>Breadth and depth</b>	sometimes accurate – increasingly accurate – reasonably accurate – mostly accurate – highly accurate
	high support – some support – low support
	basic and familiar spoken language – spoken language from a variety of sources – a variety of forms of spoken language
	targeted and practised language – familiar language – unfamiliar language – less common language

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### Speaking

Level/Key stage	Unplanned Speaking	Planned Speaking	Pronunciation and Intonation
	Students can participate in conversations to ...	Students can speak to give ...	Students can ...
F	LKS2 ... ask a simple question, initiating or developing conversation. ... give a simple answer, developing conversation.	... basic information on a familiar theme using simple utterances (e.g. a word or phrase), individually or in unison.  ... basic information (or description or narration) on familiar themes using simple utterances.	... repeat words with approximate pronunciation and intonation, in unison and individually.
1	UKS2 ... ask some simple questions, initiating and/or developing conversation. ... respond to simple questions, developing conversation.	... a short presentation (e.g. to inform, describe, narrate) on familiar themes using simple and longer utterances.	... use increasingly accurate pronunciation and intonation of rehearsed language.
2	KS3 LBRONZE [OFQUAL 2] ... ask a range of simple questions asking for information and seeking opinion as part of a spoken exchange. ... respond to a range of simple questions giving information and expressing opinion as part of a spoken exchange.	... a presentation (e.g. to inform, describe, narrate), providing some detail (including where appropriate simple opinion), on familiar themes using longer utterances.	... use mainly understandable pronunciation and intonation of language drawn from familiar themes.
3	KS3 UBRONZE ... ask a range of questions asking for information and seeking opinion as part of a spoken exchange. ... respond to a range of questions giving information and expressing opinion as part of a spoken exchange.	... a presentation (e.g. to inform, describe, narrate), providing more detail (including simple opinion), on a range of themes using longer utterances.	... use increasingly accurate pronunciation and intonation of language drawn from a range of themes.
4	KS3 LSILVER ... ask a wider range of questions, asking for information and seeking opinion as part of a	... a presentation (e.g. to inform, describe, narrate) on a wider range of themes, providing detail	... use increasingly accurate pronunciation and intonation of



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		spoken exchange, and can restate a given question (e.g. if asked to repeat something). ... respond to a wider range of questions, giving information and expressing opinion as part of a spoken exchange, that may require simple coping strategies (e.g. asking for something to be repeated) to respond appropriately.	(including opinion) and relating events from two different time zones (e.g. present / past / future), using longer utterances.	language drawn from a wider range of themes.
5	KS3 *USILVER* [OFQUAL 5]	... ask a wider range of questions asking for information and seeking opinion as part of a spoken exchange, and can restate given questions (e.g. if asked to repeat certain things) to sustain conversation. ... respond to a wider range of questions, giving information and expressing opinion as part of a spoken exchange, that may require simple coping strategies (e.g. asking for certain things to be repeated) to respond appropriately.	... a presentation (e.g. to inform, describe, narrate) on a wider range of themes, providing detail (including opinion) and relating present, past and future events, using longer utterances.	... use generally accurate pronunciation and intonation of language drawn from a wider range of themes.
6	KS3 LGOLD	... ask a wide range of questions, asking for information and seeking opinion (and increasingly justification) as part of a spoken exchange and to reformulate some questions if necessary to sustain conversation. ... respond to a wide range of questions, giving information and expressing opinion (and increasingly justification) as part of a spoken exchange that may require coping strategies (e.g., asking for clarification) to respond appropriately.	... a presentation (e.g. to inform, describe, narrate) on a wide range of themes, providing detail, opinion and justification and relating present, past and future events using longer utterances.	... use generally accurate pronunciation and intonation of language drawn from a wide range of themes.
7	KS4	↓↓↓	Can continue upwards into KS4/GCSE	↓↓↓
8	KS4 [OFQUAL 8]	OFQUAL 8	OFQUAL 8 NB Descriptor relates more to unplanned speaking.	OFQUAL 8

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		<p>[S] <i>'Initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions'</i></p> <p>[L] <i>'Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions'</i></p>		<p>[S] <i>'use mostly accurate pronunciation and intonation'</i></p>
9	KS4	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level

<b>Breadth and depth</b>	sometimes accurate – increasingly accurate – reasonably accurate – mostly accurate – highly accurate
	manipulation – some support/some manipulation – low support/high manipulation
	(unplanned) some confidence, independence and spontaneity – increasing confidence, independence and spontaneity – increasing confidence, fluency and spontaneity
	(planned) express and develop ideas clearly (and with increasing accuracy)

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### Reading

Level/Key stage	Interactive Reading	Transactional Reading	Translation into L1
	Students can read and understand ...	Students can read and understand ...	Students can ...
F	LKS2 ... familiar question and instruction words and short phrases relating to familiar questions and instructions.	... words and short phrases relating to a familiar theme. ... short sentences relating to familiar themes.	... recognise taught words, saying what they mean. ... recognise taught phrases, saying what they mean.
1	UKS2 ... simple questions (and/or instructions) to formulate an appropriate response.	... longer sentences on familiar themes, identifying the key point. ... short texts on familiar themes, identifying the key points.	... recognise cognates and near-cognates. ... write the meaning of familiar words and phrases in English.
2	KS3 LBRONZE [OFQUAL 2] ... a range of simple questions (and/or instructions) as part of a writing prompt or stimulus, to formulate an appropriate response.	... short texts on familiar themes, identifying the key points and some detail (which may include simple opinion).	... translate words and phrases relating to familiar themes into English.
3	KS3 UBRONZE ... a range of questions (and/or instructions), including a range of question words, as part of a writing prompt or stimulus, to formulate an appropriate response.	... short texts on a range of themes and respond by identifying key points and details (including opinion if applicable).	... translate short sentences relating to familiar themes into English.
4	KS3 LSILVER ... a wider range of questions (and/or instructions), including a wider range of question words and/or forms, as part of a writing prompt or stimulus, to formulate an appropriate response.	... longer texts, on a wider range of themes, and respond by identifying key points, details (including opinion if applicable) and by identifying details relating to events from two different time zones (e.g. present / past / future).	... translate longer sentences relating to a range of themes into English.
5	KS3 *USILVER* [OFQUAL 5] ... a wider range of questions, (and/or instructions), including a wider range of question	... longer texts, on a wider range of themes, and respond by identifying key points, details	... translate short passages relating to a wider range of themes into English.

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		words and forms, as part of a writing prompt or stimulus, to formulate an appropriate response.	(including opinion) and by identifying details relating to present, past and future events.	
6	KS3 LGOLD	... a wide range of questions, (and/or instructions), including a wide range of question words and forms and some unpredictable questions that may require coping strategies, as part of a writing prompt or stimulus, to formulate an appropriate response.	... longer texts, on a wide range of themes, and respond by identifying key points, details including opinion (and justification if applicable) and identifying details relating to present, past and future events.	... translate short passages relating to a wide range of themes into English.
7	KS4	↓↓↓	Can continue upwards into KS4/GCSE	↓↓↓
8	KS4 [OFQUAL 8]		<i>OFQUAL 8</i> <i>'Respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning'</i>	
9	KS4	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level

<b>Breadth and depth</b>	sometimes accurate – increasingly accurate – reasonably accurate – mostly accurate – highly accurate
	high support – some support – low support
	texts from a variety of sources – original and adapted materials – authentic and literary text
	targeted and practised language – familiar language – unfamiliar language – less common language



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### Writing

Level/Key stage	Unplanned	Planned	Translation into L2
	Students can respond to written language to ...	Students can write ...	Students can ...
F	LKS2 ... write a short appropriate response to simple questions (and/or instructions). ... ask simple questions in writing (and/or give simple instructions).	... using words or short phrases to give basic information in writing on a familiar theme. ... in simple sentences to give basic information (or description/narration) on familiar themes.	... can produce a recognisable spelling of a familiar word in French. ... can produce a recognisable spelling of a familiar phrase in French.
1	UKS2 ... write a short appropriate response to a range of simple questions (and/or instructions). ... ask a range of simple questions in writing (and/or give simple instructions).	... using longer sentences to inform, describe or narrate, on familiar themes.	... recognise cognates and near-cognates. ... translate familiar words and phrases with increasingly accurate spelling into French.
2	KS3 LBRONZE [OFQUAL 2] ... write an appropriate response to a range of simple questions (and/or instructions) giving information and expressing simple opinion. ... ask a range of simple questions (and/or give simple instructions) in writing asking for information and seeking opinion.	... on familiar themes using longer sentences to inform, describe or narrate, providing some detail (including where appropriate simple opinion).	... translate words and phrases relating to familiar themes into French.
3	KS3 UBRONZE ... write a longer appropriate response to a range of questions (and/or instructions) giving information and expressing opinion. ... ask a range of questions (including a range of question words) in writing (and/or give instructions), asking for information or seeking opinion.	... on a range of themes using longer sentences to inform, describe or narrate, providing more detail (including simple opinion).	... translate short sentences relating to familiar themes into French.

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4	KS3 LSILVER	<p>... write an extended appropriate response to a wider range of questions (and/or instructions) giving information and expressing opinion.</p> <p>... ask a wider range of questions (including a wider range of question words and/or forms) in writing (and/or give instructions), asking for information or seeking opinion.</p>	<p>... on a wider range of themes, using longer sentences to inform, describe or narrate, providing detail (including opinion) and relating events from two different time zones (e.g. present / past / future).</p>	<p>... translate longer sentences relating to a range of themes into French.</p>
5	KS3 *USILVER* [OFQUAL 5]	<p>... write an extended appropriate response to a wide range of questions (and/or instructions) giving information and expressing opinion.</p> <p>... ask a wide range of questions (including a wide range of question words and forms) in writing (and/or give instructions), asking for information or seeking opinion.</p>	<p>... on a wider range of themes, using longer sentences to inform, describe or narrate, providing detail (including opinion) and relating events from the present, past and future.</p>	<p>... translate short passages relating to a wider range of themes into French.</p>
6	KS3 LGOLD	<p>... write an extended appropriate response to a wide range of questions (and/or instructions) giving information and expressing opinion (and increasingly justification).</p> <p>... ask a wide range of questions (including a wide range of question words and forms) in writing (and/or give instructions), asking for information or seeking opinion (and increasingly justification).</p>	<p>... on a wide range of themes, using longer sentences to inform, describe or narrate, providing detail, opinion and justification and relating events from the present, past and future.</p>	<p>... translate short passages relating to a wide range of themes into French.</p>
7	KS4	↓↓↓	Can continue upwards into KS4/GCSE	↓↓↓
8	KS4 [OFQUAL 8]		OFQUAL 'Write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately'	OFQUAL 8 No reference to translation

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9	KS4	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level	Baseline assessment opportunity KS5/A Level
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<b>Breadth and depth</b>	sometimes accurate – increasingly accurate – reasonably accurate – mostly accurate – highly accurate
	high support/low manipulation – some support/some manipulation – low support/high manipulation
	(unplanned) some spontaneity and independence – increasing spontaneity and independence – increasing spontaneity, independence and accuracy
	(planned) increasingly writing creatively for different purposes, expressing and developing ideas clearly using a widening range of grammar and vocabulary