

<b>Assessment grid</b>			
Subject: <b>French</b>		Year: <b>7</b>	
Topic/module/theme: <b>Grammar and Vocabulary Foundation</b>			
<b>KS4 target direction</b>	<b>4</b>	<b>6</b>	<b>8(9)</b>
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension– reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include: The use of verbs in sentences,
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged 'Secure'</i>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students can understand a basic exchange between people. They will be able to identify people's birthdays and how their names are spelt, just by listening to them.</li> <li>• Speaking: Students can take part in a straight-forward conversation and say: how old they are, when their birthday is and spell their name.</li> <li>• Reading: Students can pick out relevant information from texts, including: identifying numbers, months, days of the week, classroom items, and pencil case contents.</li> <li>• Writing: Students can write short sentences to describe what they have in their pencil case and in their classroom.</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students can understand a basic exchange between people. They are also able to pick out extra information by recognising cognates.</li> <li>• Speaking: Students can take part in a straight-forward conversation and say: how old they are, when their birthday is and spell their name. They can also ask questions in return, and may use some connectives or time phrases.</li> <li>• Reading: Students can pick out relevant information from texts, including. They also recognise cognates and can identify masculine and feminine nouns within a text.</li> <li>• Writing: Students can write a short paragraph introducing themselves, and saying what</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students fully understand an introductory exchange between people, and have little difficulty writing out spelt-out words.</li> <li>• Speaking: Students can lead and initiate an introductory conversation in French. They include connectives, time phrases and may include opinions.</li> <li>• Reading: Students can recognise errors in adjective agreement in a written text. They can also translate new or unknown phrases by identifying cognates and using prior knowledge.</li> <li>• Writing: Students can write a paragraph introducing themselves. They readily use definite and indefinite articles correctly with new nouns, and</li> </ul>



	<ul style="list-style-type: none"><li>• Grammar: Students understand the concept of masculine and feminine nouns in French, and are aware of the difference in meaning of definite and indefinite articles.</li></ul>	<p>they have in their classroom or pencil case. They may use some examples of adjective agreement with colours.</p> <ul style="list-style-type: none"><li>• Grammar: Students remember the gender of nouns learnt in class, and can use definite and indefinite articles with these nouns readily.</li></ul>	<p>include connectives and opinions.</p> <ul style="list-style-type: none"><li>• Grammar: Students remember the gender of nouns learnt in class, can use articles correctly, and can use adjective agreement with colours correctly.</li></ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps	Significant gaps	Significant gaps