

Assessment grid			
Subject: French		Year: 7	Topic/module/theme: My Family and I
KS4 target direction	4	6	8(9)
Advanced	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,
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a conversation including: who someone has in their family, how many siblings they have, and if they have any pets at home. • Speaking: Students can respond to questions like: how many siblings do you have? And do you have a pet at home? They will use AVOIR in the first person. (J'ai) • Reading: Students can pick out information from a text including: family members, pets and colours. They may also be able to identify times on the hour. (1 o'clock, 3 o'clock etc) • Writing: Students can write a short paragraph explaining who is in their family. They can use the verb AVOIR in the 1st person, and will make sure 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a conversation including: family members, numbers, pets, and eye and hair colours. • Speaking: Students can respond to questions about their family and their appearance. They include some opinions and connectives and can use AVOIR in the 3rd person. (il/elle a) • Reading: Students can pick out information from a text about family members, pets, colours, eye and hair colour and can identify times past the hour. (1:30, 1:15, 1:20 etc) • Writing: Students can write a paragraph describing who is in their family. They can use AVOIR in the 3rd person and include connectives and opinions. Their 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information that is extra to the vocab from this module, by recognising cognates and using prior knowledge. • Speaking: Students can respond to questions about their family and appearance. They can use AVOIR with all pronouns, and can ask questions in return. • Reading: Students can readily pick out information from a text, and start to recognise and decipher unfamiliar language. • Writing: Students can write a paragraph about themselves and their family. They use connectives, and the verb AVOIR with all pronouns. Adjective agreement and adjective placement within the sentence is always correct.



	<p>their nouns are plural where needed.</p> <ul style="list-style-type: none">• Grammar: Students know that they must add an S onto most nouns to make them plural. They are also aware of adjective agreement with feminine nouns. (but may sometimes use these incorrectly or forget about them)	<p>adjective agreement is mostly accurate.</p> <ul style="list-style-type: none">• Grammar: Students can make colours agree in gender and number with the adjective.	<ul style="list-style-type: none">• Grammar: Students can use possessive adjectives, the present tense of AVOIR and have consistently correct adjective agreement for gender and number.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps