

| Assessment grid | | | |
|--|---|--|--|
| Subject: French | | Year: 7 | Topic/module/theme: Where I Live |
| 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 some information from a conversation, including the rooms that someone has in their house. • Speaking: Students can say which rooms they have in their house, and give an opinion. • Reading: Students can pick out information from a text, and are able to translate a text in which someone describes the rooms in their house. They are also able to identify simple verbs in the present tense (habiter, aimer etc) • Writing: Students can write a description of their house and can use adjectives and opinions. • Grammar: Students know the process of conjugating regular verbs in the present tense. | Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a conversation, including the rooms someone has on each floor of their house, and their opinion about these. • Speaking: Students can describe their house and their bedroom. They can also say that they live by the sea/in the mountains/in the suburbs etc. • Reading: Students can understand a text in which someone describes their house and where they live. They will recognise new and unfamiliar vocabulary by looking for cognates and using a dictionary. • Writing: Students can write a description of their house. They use correct adjective agreement, examples of ER verbs in the present tense, and some connectives. | Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a conversation, including rooms and floors of houses, bedroom items and opinions. • Speaking: Students can describe their houses and bedrooms, using opinions. They can also say what they don't have in their house/bedroom, and may include a set phrase in the conditional tense. (I would like to have) • Reading: Students can translate a complex text from French into English. They recognise unknown vocabulary, and understand about not translating word for word in another language. • Writing: Students can produce a detailed description of their house. They include |



| | | | |
|-------------------|---|--|--|
| | They can do this with ER, IR and RE verbs, but may not remember the endings off by heart. | <ul style="list-style-type: none">• Grammar: Students can conjugate ER, IR and RE verbs in the present tense, and remember the endings for these off by heart. | prepositions, connectives, and opinions and may include a phrase in the conditional mood. <ul style="list-style-type: none">• Grammar: Students can fully conjugate ER, IR and RE verbs in the present tense. They also know some irregulars, such as J'ai, Je suis and Je vais. |
| 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 |