

Assessment grid			
Subject: French		Year: 7	
		Topic/module/theme: At School	
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 spoken conversation including: the school subjects someone studies, times (on the hour), and information about daily routine (1st person). • Speaking: Students can list the subjects that they study, using times on the hour. They can use the verbs avoir and etudier in the 1st person. • Reading: Students can pick out information from a texts including: school subjects, times (on the hour), daily routine and basic opinions. • Writing: Students can write short sentences stating: Subjects the study, times on the hour and opinions (j'aime/j'adore) 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a conversation including: school subjects, times (half past, quarter past), opinions, and daily routine activities. • Speaking: Students can use the verbs avoir and etudier in the JE and NOUS form to talk about what they study. They can give opinions and may use connectives. • Reading: Students can pick out information from a text including: school subjects, times (half past, quarter past), opinions, daily routine activities, and likes/dislikes. • Writing: Students can write a short paragraph describing their daily routine during the week. They use ER, IR and RE verbs 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out lots of detail from a conversation about daily routines. They will be able to recognise cognates, unfamiliar language and the future tense. • Speaking: Students can answer questions about their daily routine. They can respond with detail, use more than 2 pronouns and are familiar with the verbs avoir, etudier, commencer and finir. • Reading: Students can pick out detailed information from a text, and will be able to translate texts using reading strategies and prior knowledge. • Writing: Students can write a longer paragraph about their daily routine. They include connectives, opinions, a range



	<ul style="list-style-type: none">Grammar: Students are familiar with how to form the present tense for ER, IR and RE verbs. They are in the process of memorising the endings off by heart.	<p>correctly in the present tense with more than 1 pronoun.</p> <ul style="list-style-type: none">Grammar: Students know the endings of ER, IR and RE verbs off by heart. They are also familiar with how to form the future tense in French.	<p>of pronouns, and the future tense.</p> <ul style="list-style-type: none">Grammar: Students can readily form the present and future tenses with regular verbs.
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