

Assessment grid			
Subject: French		Year: 8	Topic/module/theme: Holidays
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:
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 understand someone talking in French about where they went last year on holiday. They can pick out details like: the destination, the activities done, and the food eaten. • Speaking: Students can say where they usually go on holiday using short sentences, but with connectives and opinions. • Reading: Students can pick out specific details from a text in French about holidays. (destination/activities/food) • Writing: Students can write a short paragraph about where they usually go on holiday, but make an effort to also include a past tense sentence or two. • Grammar: Students can conjugate regular verbs in the 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out details from a spoken text or conversation, and can distinguish between the present and the past tense easily, listening for time phrases and pronunciation of tenses. • Speaking: Students can talk about their holidays in the present and past tenses. They use longer sentences, including opinions, time phrases and connectives. • Reading: Students can pick out details from a text about holidays. They use reading strategies to identify unfamiliar language, and can translate sections of the text into proper English. • Writing: Students can write a longer paragraph about their holidays using the past and 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can orally translate a conversation about holidays into English, and use strategies to decode unfamiliar language. • Speaking: Students can talk about their holidays in the past and present tense, and may include sentences in the conditional mood. • Reading: Students can understand and translate entire texts from French-English, and are able to translate the past and present tenses correctly. (Present simple and present continuous). • Writing: Students can write a few paragraphs contrasting their usual holidays to a holiday they went on last year. They use tenses accurately.



	present tense. They are also familiar with a few set past tense phrases.	present tense with only some lapses in accuracy. <ul style="list-style-type: none">• Grammar: Students can conjugate regular verbs in the present and past tense readily.	<ul style="list-style-type: none">• Grammar: Students feel confident in conjugating regular and irregular verbs in both the past and present tense.
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