

<b>Assessment grid</b>			
Subject: <b>French</b>		Year: <b>7</b>	Topic/module/theme: <b>Re-cap, Revision and Film-Focus</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 specific details in a conversation related to: names, colours, dates, times, pets, school life, family, opinions about school subjects and hobbies.</li> <li>• Speaking: Students can respond to questions about themselves, including: their name, their age, birthday, likes and dislikes (hobbies and school). They can also ask a few questions in return.</li> <li>• Reading: Students can translate a simple text about someone's school like and family. They can also pick out more complex detail including: times, dates, opinions etc.</li> <li>• Writing: Students can write an accurate paragraph about themselves. They include opinions and connectives and</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students readily understand a conversation between 2 people about their lives. They can pick out specific and more complex detail drawing on their previous knowledge from the whole year.</li> <li>• Speaking: Students can respond to questions about their lives. They give more extended answers and include some opinions and connectives.</li> <li>• Reading: Students can translate most of a complex text into English. They can also pick out complex detail using reading strategies like recognising cognates. They demonstrate their understanding of the difference between the present and future tense.</li> <li>• Writing: Students can translate a simple English text into French.</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students can understand and translate a spoken conversation in French. They use comprehension skills to recognise and decipher unfamiliar language.</li> <li>• Speaking: Students can respond to a range of questions about their lives. They ask questions in return. Their responses are spontaneous, extended and ambitious.</li> <li>• Reading: Students can translate an entire complex text into English with very few lapses in accuracy. They use reading strategies to decipher unfamiliar language and can pick out lots of specific detail.</li> <li>• Writing: Students can produce longer written paragraphs about themselves and their</li> </ul>



	<p>use the present tense mostly correctly with pronouns JE and NOUS.</p> <ul style="list-style-type: none"><li>• Grammar: Students can conjugate ER, IR and RE verbs in the present tense. They understand the concept of adjective agreement, and can use the future tense in the first person.</li></ul>	<p>They can also write their own paragraphs about themselves and their lives. They use 2 tenses, including 3 irregular verbs in the present tense (avoir, etre and aller)</p> <ul style="list-style-type: none"><li>• Grammar: Students can conjugate ER, IR and RE verbs in the present tense, and can form the future tense for all pronouns. They're also aware of word order and adjective agreement.</li></ul>	<p>lives. They include 2 tenses, a range of pronouns, extra detail.</p> <ul style="list-style-type: none"><li>• Grammar: Students can readily form the present and future tense. They also know how to conjugate avoir, etre, faire and aller in the present tense for all pronouns.</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