

Assessment grid			
Subject: French		Year: 8	Topic/module/theme: Food and Healthy Lifestyles
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 pick out information from a spoken text about: what people eat/drink and their opinions about food and drink. • Speaking: Students can say what they usually eat and drink, using the correct indefinite article. • Reading: Students can pick out information from a text about food, drink and living a healthy lifestyle. They can identify sentences in the present tense and in the future tense. • Writing: Students can write a short paragraph about what they usually eat and drink. They can also give advice about how to be healthy using 'il faut'. • Grammar: Students can conjugate the verbs 'to eat' and 'to drink' in the present tense. 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can pick out information from a spoken text about: food and drink, quantities and numbers and people's resolutions to live a healthier lifestyle. • Speaking: Students can say what they usually eat/drink. They use correct articles and give opinions using adjective agreement. • Reading: Students can translate sections of a text about food, drink and healthy lifestyles accurately into English. They use reading strategies to decode unfamiliar vocabulary and structures. • Writing: Students can write a longer paragraph about what they eat and drink. They use 2 tenses, connectives and opinions. 	Secure Competency statements: <ul style="list-style-type: none"> • Listening: Students can orally translate a spoken text into English. They recognise unfamiliar language and use strategies to figure out what this language may mean. • Speaking: Students can also say what they are going to do in the future to be healthier and to live a healthy lifestyle. Use of tenses is unambiguous. • Reading: Students can translate whole texts into English. They are able to pick out specific details and use strategies to decode complex or unfamiliar language. • Writing: Students can write a detailed paragraph which includes: What they usually eat/drink, what they ate last weekend, what they're going to do in the future to be healthy



	They also make masculine and feminine adjectives agree with their nouns.	<ul style="list-style-type: none">• Grammar: Students can conjugate the verbs 'to eat' and 'to drink' in the present and future tense, and can demonstrate correct adjectival agreement with masculine, feminine and plural nouns.	and giving advice to others about how to be healthy. <ul style="list-style-type: none">• Grammar: Students can conjugate the verbs 'to eat' and 'to drink' in the present, past and future tense, and can demonstrate correct adjectival agreement with masculine, feminine and plural nouns.
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