Assessment grid			
Subject: **French**	Year: **8**	Topic/module/theme: Local Area	
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 *Students must achieve competence in **all** statements before being judged 'Secure'*	**Secure** Competency statements: - Listening: Students can pick out specific information from a spoken text, including: what someone has in their house and in their local area, and the advantages and disadvantages of someone's local area. - Speaking: Students can say what is and what isn't in their town. They may give opinions too. - Reading: Students can pick out specific detail from a written text. They can identify the difference between positive and negative sentences. - Writing: Students can write a paragraph about what is and isn't in their town. They include opinions and connectives. - Grammar: Students recognise the difference in the present and future tense.	**Secure** Competency statements: - Listening: Students can pick out information from a spoken text, and are able to listen for complex opinions and reasons given. - Speaking: Students can respond to a range of questions about their town, including the advantages and disadvantages. - Reading: Students can pick out information from a text and translate sections accurately into English. They also recognise the difference between the present tense and conditional tense. - Writing: Students can write about their town and their ideal town, using correct grammatical structures, opinions, connectives and time phrases. - Grammar: Students can use the present and conditional tense to talk about their town.	**Secure** Competency statements: - Listening: Students demonstrate their understanding of spoken texts by recognising complex sentences, reasons and opinions. - Speaking: Students are also able to talk about what their ideal town would be like using the conditional tense. - Reading: Students can translate entire texts into English, and parts of texts back into French. They demonstrate that they know the difference in the present and conditional tense, and are able to decipher unfamiliar language and structures. - Writing: Students can write a longer paragraph using two tenses and extra detail.

			• Grammar: Students can use 3 tenses to talk about their town.
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