Key Stage 3 Subject Assessment Grid				
Subject: Year: 7 Unit:				
KS4 target direction	4	6	8	
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
	The student can produce or understand: Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes	The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Some successful use of past, present and future timeframes	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor	
	Describing a thing or person Saying what people have	Describing a thing or person Saying what people have	Describing a thing or person • Saying what people have	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	
Foundation	Significant gaps	Significant gaps	Significant gaps	

Key Stage 3 Subject Assessment Grid			
Subject: Year: 7 Unit:			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	The student can produce or understand: Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with past, present and future timeframes	The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language - Some successful use of past, present and future timeframes	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor
	Saying what people do • Saying what we do	Saying what people do • Saying what we do	Saying what people do Saying what we do
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

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Subject: Year: 7 Unit:				
KS4 target direction	4	6	8	
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
To be assessed as secure, students must achieve competence in all statements.	The student can produce or understand: Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with past, present and future timeframes	Secure The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Some successful use of past, present and future timeframes • Generally accurate language; mostly minor errors, occasional major errors	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor	
	Saying how many there are, numbers Describing people (family)	Saying how many there are, numbers Describing people (family)	Saying how many there are, numbers Describing people (family)	
	•	•	•	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	
Foundation	Significant gaps	Significant gaps	Significant gaps	

Key Stage 3 Subject Assessment Grid				
Subject: Year: 7 Unit:				
KS4 target direction	4	6	8	
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
	Secure The student can produce or understand: Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes Some accurate language; frequent errors, some of them major. Asking questions Using question words Taiking about yourself, to and about someone else	Secure The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Some successful use of past, present and future timeframes Generally accurate language; mostly minor errors, occasional major errors Asking questions Using questions Single question words Talking about yourself, to and about someone else	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor Asking questions Using questions Talking about yourself, to and about someone else	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	
Foundation	Significant gaps	Significant gaps	Significant gaps	

Key Stage 3 Subject Assessment Grid			
Subject: Year: 7 Unit:			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for nathway 8
To be assessed as secure, students must achieve competence in all statements.	occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes	Secure The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Some successful use of past, present and future timeframes Generally accurate language; mostly minor errors, occasional major errors	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor
	Saying people do not do something Describing things and people	Saying people do not do something Describing things and people	Saying people do not do something Describing things and people
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps

Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: Year: 7 Unit:				
KS4 target direction	4	6	8	
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
	occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes	Secure The student can produce or understand: Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Some successful use of past, present and future timeframes • Generally accurate language; mostly minor errors, occasional major errors	Secure The student can produce or understand: A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor	
	Saying what you want to, can and must do	Saying what you want to, can and must do	Saying what you want to, can and must do	
	•	•	•	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	
Foundation	Significant gaps	Significant gaps	Significant gaps	