

Key Stage 3 Subject Assessment Grid			
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.	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.	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
	Talking about jobs Talking about what, when, where and why you celebrate	Talking about jobs Talking about what, when, where and why you celebrate	Talking about jobs Talking about what, when, where and why you celebrate
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			
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.	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.	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
	Talking about what you are doing today vs what you did yesterday Sharing past experiences People and places in the past	Talking about what you are doing today vs what you did yesterday Sharing past experiences People and places in the past	Talking about what you are doing today vs what you did yesterday Sharing past experiences People and places in the past
	• • • • • •	• • • • • •	• • • • • •
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			
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.	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. •	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 •
	Talking about nouns you can't count What is it like? Saying what you do or did in a typical day	Talking about nouns you can't count What is it like? Saying what you do or did in a typical day	Talking about nouns you can't count What is it like? Saying what you do or did in a typical day
	• • • • • • •	• • • • • • •	• • • • • • •
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			
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.	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. •	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 •
	Talking about what you and others do at school Talking about what you are doing this week and what you do every week	Talking about what you and others do at school Talking about what you are doing this week and what you do every week	Talking about what you and others do at school Talking about what you are doing this week and what you do every week
	• • • • • • •	• • • • • • •	• • • • • • •
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps

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: 8	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.	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. •	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 •
	What is it like? Comparing things Talking about how groups of people do things	What is it like? Comparing things Talking about how groups of people do things	What is it like? Comparing things Talking about how groups of people do things
	• • • • • • •	• • • • • • •	• • • • • • •
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: 8	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.	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. •	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 •
	Asking and answering questions about what people did and have done	Asking and answering questions about what people did and have done	Asking and answering questions about what people did and have done
	• • • • • • •	• • • • • • •	• • • • • • •
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps

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