

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 people and places are like now vs in general.	Talking about what people and places are like now vs in general.	Talking about what people and places are like now vs in general.
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
	Describing events in the past and present.	Describing events in the past and present.	Describing events in the past and present.
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
	Describing what people do (technology and social networks).	Describing what people do (technology and social networks).	Describing what people do (technology and social networks).
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
	Describing a series of events (Narration)	Describing a series of events (Narration)	Describing a series of events (Narration)
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

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.	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. • Describing family members	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 • Describing family members	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 family members
	Developing	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.	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. • Learning about a famous Spanish speaking person	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 • Learning about a famous Spanish speaking person	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 • Learning about a famous Spanish speaking person
	Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps