

<b>Assessment grid</b>			
Subject: <b>French</b>		Year: <b>8</b>	Topic/module/theme: <b>Family Life</b>
<b>KS4 target direction</b>	<b>4</b>	<b>6</b>	<b>8(9)</b>
<b>Advanced</b>	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:
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged 'Secure'</i>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students can pick out information from a spoken text including: who is in someone's family, what jobs people do, and what they like to buy with their pocket money.</li> <li>• Speaking: Students can say who is in their family, and what jobs they have using short sentences. They may include an opinion or two.</li> <li>• Reading: Students can pick out information from a text related to the unit topic. They recognise positive and negative opinions and adjectives.</li> <li>• Writing: Students can write a paragraph describing their family relationships and the jobs that their family members have. They use connectives to try and make sentences longer.</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students can pick out information from a spoken text about family relationships, shopping and jobs. They recognise the difference between the present and conditional tenses.</li> <li>• Speaking: Students can answer questions about their family relationships and can also describe the job that they would like to have in the future.</li> <li>• Reading: Students can pick out information from and translate sections from a text related to the unit topic.</li> <li>• Writing: Students can write a longer paragraph about their family and jobs. They include extra information from previous units, and make an effort to extend sentences with time</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>• Listening: Students use listening strategies to decode unfamiliar language and listen for extra detail. They are able to distinguish between 3 tenses while listening to someone speak.</li> <li>• Speaking: Students can ask and respond to a range of questions about family life, jobs and shopping. They use longer, complex sentences with a range of pronouns.</li> <li>• Reading: Students can understand and translate entire texts on the unit topics. They use strategies to decode unfamiliar language.</li> <li>• Writing: Students can write an accurate and detailed paragraph about their family/jobs. They write in at least 2 tenses.</li> </ul>



	<ul style="list-style-type: none"><li>Grammar: Students can make adjectives agree in gender and number, and use feminine forms of jobs when appropriate.</li></ul>	<p>phrases, connectives and opinions.</p> <ul style="list-style-type: none"><li>Grammar: Students can conjugate the present tense and use some set phrases in the conditional tenses. Correct adjectival agreement is used.</li></ul>	<ul style="list-style-type: none"><li>Grammar: Students can readily conjugate the present and conditional tenses. Adjective agreement is accurate.</li></ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps	Significant gaps	Significant gaps