

Year 7: Assessment statements

Subject: French/German/Spanish



	Curriculum strand 1 –Communication	Curriculum strand 2 –Range/quality and accuracy of language	Curriculum strand 3 –Understanding written and spoken language
<p style="text-align: center;">Mastering</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> • Students are able to write and speak confidently about a range of topics with minimal support. • They can express and justify their own and other people’s opinions, positive and negative, about a variety of topics. • They can write and speak in extensive details on a range of topics with minimal support or prompting. • They can use a variety of verbs with a variety of subject pronouns (I/he/she) • Students can use vocabulary and structures from a variety of previous topics to write and speak about new topics, with minimal prompting or support. • Students can write and ask a variety of questions about a range of topics. 	<ul style="list-style-type: none"> • Students can write and speak confidently in present and conditional tense, about a variety of people, with a variety of verbs on a range of topics. • Students always justify their or other people’s opinions with a range of reasons and a range of intensifiers. • Students consistently use a wide range of complex structures in a variety of topics, such as complex opinions, complex connectives, infinitive structures (opinion + verb), time phrases. • Students can write and speak with minimal minor errors, but the intended meaning is always clear. 	<ul style="list-style-type: none"> • Students can understand the language in a written and spoken passages on a range of topics. • Students demonstrate a comprehensive understanding of longer written and spoken passages on a variety of topics. • Students can confidently identify texts in present and conditional tense, in a variety of subject forms. (I/he/she/we) • Students can decipher unfamiliar vocabulary when surrounded with familiar vocabulary. • Students consistently demonstrate resilience and resourcefulness when facing a longer text with unknown vocabulary.
<p style="text-align: center;">Advancing</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> • Students are able to write and speak about a small range of topics. • They can express and justify their own and someone else’s opinions, positive and negative, about a variety of topics. • They can write and speak in some details on a small range of topics with some support or prompting. • They can use the 1st and 3rd person of some verbs. • With support and prompting, students can sometimes use familiar vocabulary and structures from some previous topics to write and speak about new topics. • Students can write and ask some familiar questions about a range of topics. 	<ul style="list-style-type: none"> • Students can write and speak confidently in the present tense, in the 1st and 3rd subject form, on a small range of topics. • Students consistently justify their own and someone else’s opinions with reasons. • Students consistently use simple connectives. Students can write and speak with some minor errors, and sometimes major errors, but the intended meaning is usually clear. 	<ul style="list-style-type: none"> • Students can pick out the main points from a written or spoken text on a small range of topics. • Students can understand familiar language in written and spoken texts in a small range of familiar topics. • Students can identify opinions and reasons in the 1st and 3rd person • Students sometimes show resilience and resourcefulness when faced with unknown vocabulary.

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<p>Securing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> • Students are able to write and speak about a few topics. • They can express their own opinions, positive and negative, about some familiar topics. • Students can use the 1st person of some verbs. • They can write and speak on familiar topics with support or prompting. • Students can write and ask a few questions from familiar topics. 	<ul style="list-style-type: none"> • Students can write and speak with support in the present tense, in the 1st person, on familiar topics. • Students can express their own opinions on a small range of topics. • Students sometimes use simple connectives. • When writing or speaking, there may be some major and minor errors, which sometimes impedes the intended meaning. 	<ul style="list-style-type: none"> • Students can identify short phrases from memory. • Students can note the key points from a short written or spoken text or a short series of phrases. • Students can identify opinions in the 1st person. • Students need prompting to use resources when faced with unknown vocabulary.
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> • Students can write and say short sentences with support about a familiar topic, with mistakes. • Students can use the 1st person of a small range of set phrases or verbs. • They can express an opinion on a familiar topic • They can write and ask a few simple questions. 	<ul style="list-style-type: none"> • Students can write and speak with support in the present tense, in the 1st person, using a few set sentences. • Students can express an opinion with support • When writing or speaking, there may be frequent major and minor errors, which often impedes the intended meaning. 	<ul style="list-style-type: none"> • Students can identify key words from a written or spoken text with the help of prompts. • Students can identify some opinions in the 1st person. • Students can identify words on one familiar topic • Students need prompting and support using resources when faced with unknown vocabulary.