

Year 7 WRITING - Unit 1: Self, Family & Relationships	
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> Writes approximately 90 words. Covers <u>all aspects</u> of the task and is <u>fully</u> relevant (covers all 4 bullets fully). Communicates information <u>clearly at all times</u>. <u>Very</u> detailed. <u>A lot</u> of information is conveyed. Uses a <u>wide</u> range of vocabulary <u>very accurately</u> and may use <u>some more complex structures</u>. <u>Creative</u> use of language and <u>manipulation</u> of taught structures. Uses a <u>range</u> of conjunctions to link information and build <u>longer sentences</u>. Uses a <u>variety</u> of adjectives <u>very accurately</u> to <u>justify opinions</u> of family members, including those that are <u>irregular</u> (i.e. gentil/le). <u>Few</u> minor errors (i.e. adjectival agreements, when using PVS rule for mon/ma/mes). <u>Some</u> serious errors occur only when using complex structures but the meaning is <u>always</u> clear. <u>Accurate</u> use of key verbs (être, avoir, s'appeler) in present tense in a <u>range of different persons</u> (i.e. je, il/elle, ils/elles, ma mère, mes parents...)
6/7 HA	<p>SECURE</p> <ul style="list-style-type: none"> Writes approximately 90 words but may write less. Covers <u>all</u> aspects of the task and is <u>relevant</u> (attempts all 4 bullet points). Communication is <u>mostly</u> clear. <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. Uses a <u>variety</u> vocabulary <u>accurately</u> and may <u>attempt</u> to use <u>some more complex structures</u>. <u>Some creative</u> use of language and may <u>attempt</u> to <u>manipulate</u> taught structures. Uses <u>basic</u> conjunctions to link information and build <u>longer sentences</u>. Uses adjectives <u>accurately</u> to <u>justify opinions</u> of family members, <u>may</u> include some that are <u>irregular</u>. <u>Some</u> minor errors (i.e. when using PVS rule for mon/ma/mes, adjectival agreements). <u>Some</u> serious errors occur mostly when using complex structures but the meaning is <u>nearly always</u> clear. <u>Generally</u> accurate use of key verbs (être, avoir, s'appeler) in present tense <u>in different persons</u> (i.e. je, il/elle, ils/elles).
4/5 MA	<p>DEVELOPING</p> <ul style="list-style-type: none"> Writes approximately 40 words. Covers <u>most</u> aspects of the task and is <u>generally relevant</u> (covers at least 3 bullet points). Communication is <u>generally</u> clear but there <u>may</u> be <u>some lapses</u>. <u>Some</u> information is conveyed.

	<ul style="list-style-type: none"> • <u>Some variety</u> of appropriate vocabulary. • <u>Starting to use basic</u> conjunctions to link information. • Uses <u>some basic</u> adjectives to describe family members. • Gives <u>opinions</u> of family members, <u>sometimes with reasons</u>. • <u>Frequent</u> minor errors (i.e. when using PVS rule for mon/ma/mes, adjectival agreements). • There <u>may be serious errors</u> which <u>sometimes</u> impede communication but overall the response is <u>more accurate than inaccurate</u>. • <u>Some</u> accurate use of key verbs (être, avoir, s'appeler) in present tense in the 'je' form. <u>May attempt to use 3rd person</u> (il/elle).
<p>2/3 LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 40 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. • Communication is <u>sometimes</u> clear but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary may be <u>narrow</u>, <u>repetitive</u> or <u>inappropriate</u> to the task. • Sentences are mainly <u>short</u> and <u>simple</u>. • <u>May use adjectives</u> to describe family members. • Gives <u>opinions</u> of family members. • There may be <u>frequent</u> minor and major errors. • <u>Limited success</u> when using key verbs (être, avoir, s'appeler) in present tense.
<p>1</p>	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> • Writes less than 40 words. • Covers <u>an aspect</u> of the task (covers at least 1 bullet point). Parts of the response are <u>likely to be irrelevant</u>. • Communication is <u>often not clear</u> and there are <u>frequent instances</u> where messages break down. <u>Very little</u> information is conveyed. • The range of vocabulary is <u>narrow</u>, <u>repetitive</u> and/or <u>inappropriate</u> to the task. • Sentences are <u>short</u> and <u>simple</u>. • <u>May give an opinion</u> of a family member. • There are <u>frequent</u> minor and major errors. • <u>Very little or no</u> success when using key verbs (être, avoir, s'appeler) in present tense.

Year 7 WRITING - Unit 3: Sport + Leisure	
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> • Writes approximately 90 words. • Covers <u>all</u> aspects of the task and is <u>fully relevant</u> (covers all 4 bullets fully). • Communicates information <u>clearly at all times</u>. • <u>Very detailed</u>. <u>Quite a lot</u> of information is conveyed. • Uses a <u>wide range</u> of vocabulary <u>very accurately</u> and <u>may use some more complex structures</u>. • <u>Creative</u> use of language and <u>manipulation</u> of taught structures. • Uses a <u>range of conjunctions</u> to link information and build <u>longer sentences</u>. • Uses a <u>variety of adjectives</u> to <u>justify opinions</u> of leisure activities. • <u>Few</u> minor errors (i.e. when using PVS rule for à/de/le with sports + activities). • <u>Some</u> serious errors occur only when using complex structures but the meaning is <u>always clear</u>. • <u>Accurate</u> use of key verbs (jouer, aller, faire) in present tense in <u>different persons</u> (i.e. je, il/elle, on, nous, ils/elles, mon frère..). • Can connect verbs <u>very accurately</u>, e.g. j'aime jouer (i.e. second verb is an infinitive). • <u>Some</u> accurate use of future tense, <u>may attempt</u> to use in <u>different persons</u> (i.e. je voudrais/je vais/on va jouer).
6/7 HA	<p>SECURE</p> <ul style="list-style-type: none"> • Writes approximately 90 words but may write less. • Covers <u>all</u> aspects of the task and is <u>relevant</u> (attempts all 4 bullet points). • Communication is <u>mostly clear</u>. • <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. • Uses a <u>variety of</u> vocabulary <u>accurately</u> and <u>may attempt to use some more complex structures</u>. • <u>Some creative</u> use of language and <u>may attempt to manipulate</u> taught structures. • Uses <u>basic</u> conjunctions to link information and build <u>longer sentences</u>. • Uses adjectives <u>accurately</u> to <u>justify opinions</u> of leisure activities. • <u>Some</u> minor errors (i.e. when using PVS rule for à/de/le with sports + activities). • <u>Some</u> serious errors occur mostly when using complex structures but the meaning is <u>nearly always clear</u>. • <u>Generally</u> accurate use of key verbs (jouer, aller, faire) in present tense. <u>May use</u> key verbs in <u>different persons</u> (i.e. je, il/elle, on, nous). • Can connect verbs <u>accurately</u>, e.g. j'aime jouer (i.e. second verb is an infinitive). • <u>Attempts to use</u> future tense with <u>some success</u> (i.e. je vais/je voudrais jouer).

<p>4/5 MA</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> • Writes approximately 40 words. • Covers <u>most</u> aspects of the task and is <u>generally relevant</u> (covers at least 3 bullet points). • Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. • <u>Some variety</u> of appropriate vocabulary. • <u>Starting to use basic</u> conjunctions to link information. • Uses <u>some basic</u> adjectives to give opinions of leisure activities. • Gives <u>opinions</u> of leisure activities, <u>sometimes with reasons</u>. • <u>Frequent</u> minor errors (i.e. when using PVS rule for à/de/le with sports + activities). • There <u>may be serious errors</u> which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. • <u>Some</u> accurate use of key verbs (jouer, aller, faire) in present tense in the '<u>je</u>' form. • <u>Some</u> evidence of using connecting verbs taught as a set phrase, e.g. j'aime jouer. • <u>May attempt</u> to use future tense (i.e. je voudrais jouer).
<p>2/3 LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 40 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts of the response may be irrelevant</u>. • Communication is <u>sometimes clear</u> but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary may be <u>narrow, repetitive or inappropriate</u> to the task. • Sentences are mainly <u>short and simple</u>. • <u>May use</u> adjectives to describe leisure activities. • Gives <u>opinions</u> of leisure activities. • There may be <u>frequent</u> minor and major errors. • <u>Limited success</u> when using key verbs (jouer, aller, faire) in present tense.
<p>1</p>	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> • Writes less than 40 words. • Covers <u>an aspect</u> of the task (covers at least 1 bullet point). Parts of the response are <u>likely to be irrelevant</u>. • Communication is <u>often not clear</u> and there are <u>frequent</u> instances where <u>messages break down</u>. <u>Very little</u> information is conveyed. • The range of vocabulary is <u>narrow, repetitive and/or inappropriate</u> to the task. • Sentences are <u>short and simple</u>. • <u>May give an opinion</u> of a leisure activity. • There are <u>frequent</u> minor and major errors. • <u>Very little or no</u> success when using key verbs (jouer, aller, faire) in present tense.

Year 8 **WRITING** - Unit 4: School, Work + Future Plans

8/9 **INNOVATIVE**

HA+

- Writes approximately 90 words.
- Covers all aspects of the task and is fully relevant (covers all 4 bullets fully).
- Communicates information clearly at all times.
- Very detailed. A lot of information is conveyed.
- Uses a wide range of complex structures and vocabulary very accurately.
- Creative use of language and manipulation of taught structures.
- Uses a wide range of conjunctions to link information and extend sentences. Mostly includes longer sentences.
- Uses a variety of reasons to justify opinions of subjects and teachers convincingly.
- Few minor errors (i.e. when using PVS rule for le/mon, adjectival agreements).
- Some serious errors occur only when using complex structures but the meaning is always clear.
- Accurate use of key verbs in present tense in different persons (i.e. je, il/elle, on, nous, ils/elles, mon prof..).
- Can connect verbs very accurately, e.g. je voudrais aller (i.e. second verb is an infinitive).
- Accurate use of future tense to describe future plans, may attempt to use in different persons.

6/7 **SECURE**

HA

- Writes approximately 90 words but may write less.
- Covers all aspects of the task and is relevant (attempts all 4 bullet points).
- Communication is mostly clear.
- Detailed. Quite a lot of information is conveyed.
- Uses a variety of complex structures and vocabulary accurately.
- Some creative use of language and may attempt to manipulate taught structures.
- Uses a range of conjunctions to link information and extend sentences. Includes some longer sentences.
- Uses reasons to justify opinions of subjects and teachers
- Some minor errors (i.e. when using PVS rule for le/mon, adjectival agreements).
- Some serious errors occur mostly when using complex structures but the meaning is nearly always clear.
- Accurate use of key verbs in present tense. May attempt to use different persons (i.e. je, il/elle, on, mon prof..).
- Can connect verbs accurately, e.g. j'aime aller (i.e. second verb is an infinitive).
- Some accurate use of future tense to describe future plans.

<p>4/5 MA</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> Writes approximately 40 words. Covers <u>most</u> aspects of the task and is generally relevant (covers at least 3 bullet points). Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. <u>Some variety</u> of appropriate vocabulary. There <u>may be attempts at more complex structures</u>. Uses <u>basic</u> conjunctions to link information and extend sentences. Gives <u>opinions</u> of subjects and teachers, <u>sometimes with reasons</u>. <u>Frequent</u> minor errors (i.e. when using PVS rule for le/mon, adjectival agreements). There <u>may be serious errors</u> which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. <u>Some accurate</u> use of key verbs in present tense in the 'je' form. <u>Some</u> evidence of using connecting verbs taught <u>as a set phrase</u>, (i.e. j'aime aller) <u>May attempt</u> to use future tense (i.e. je voudrais aller).
<p>2/3 LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> Writes approximately 40 words, but may write less. Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. Communication is <u>sometimes clear</u> but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. The range of vocabulary <u>may be narrow, repetitive or inappropriate</u> to task. Sentences are <u>mainly short and simple</u>. Gives <u>opinions</u> of subjects and teachers. There <u>may be frequent</u> minor and major errors. <u>Limited</u> success when using key verbs in the present tense. <u>Limited</u> evidence of using connecting verbs taught as a set phrase, (i.e. j'aime aller)
<p>1</p>	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> Writes less than 40 words. Covers <u>an aspect</u> of the task (covers at least 1 bullet point). <u>Parts</u> of the response are <u>likely to be irrelevant</u>. Communication is <u>often not clear</u> and there are <u>frequent</u> instances where messages break down. <u>Very little</u> information is conveyed. The range of vocabulary is <u>narrow, repetitive and/or inappropriate</u> to the task. Sentences are <u>short and simple</u>. <u>May give an opinion</u> of a subject and/or teacher. There are <u>frequent</u> minor and major errors. <u>Very little or no</u> success when using key verbs in the present tense. <u>Very limited or no</u> evidence of using connecting verbs taught <u>as a set phrase</u>, (i.e. j'aime aller)

Year 8 WRITING - Unit 5: Town	
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> • Writes approximately 90 words. • Covers <u>all</u> aspects of the task and is <u>fully</u> relevant (covers all 4 bullets fully). • Communicates information <u>clearly at all times</u>. • <u>Very detailed</u>. <u>A lot</u> of information is conveyed. • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>wide range</u> of conjunctions to link information and extend sentences. <u>Mostly includes longer sentences</u>. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of town and places in town <u>convincingly</u>. • <u>Independent</u>, <u>accurate</u> use of adjectival agreements and positions within work. • <u>Few</u> minor errors (i.e. when using PVS rule for un/une, le/la/les, adjectival agreements). • <u>Some serious errors occur only</u> when using complex structures but the <u>meaning is always clear</u>. • <u>Accurate use</u> of key verbs in present tense <u>in different persons</u> to describe town and activities in town (i.e. j'habite, quand je vais en ville, mes amis habitent, si vous aimez, pour ceux qui aiment). • Can connect verbs <u>very accurately</u>, e.g. j'aime habiter, où on peut manger (i.e. second verb is an infinitive). • <u>Accurate use of future tense</u> to describe ideal place to live, <u>may attempt to use in different persons</u>.
6/7 HA	<p>SECURE</p> <ul style="list-style-type: none"> • Writes approximately 90 words but may write less. • Covers <u>all</u> aspects of the task and is <u>relevant</u> (attempts all 4 bullet points). • Communication is <u>mostly clear</u>. • <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. • Uses a <u>variety</u> of <u>complex structures</u> and vocabulary <u>accurately</u>. • <u>Some creative</u> use of language and <u>may attempt to manipulate</u> taught structures. • Uses a <u>range</u> of conjunctions to link information and <u>extend</u> sentences. Includes <u>some</u> longer sentences. • Uses <u>reasons</u> to <u>justify opinions</u> of town and places in town. • <u>Some accurate use</u> of adjectival agreements and positions within work. • <u>Some</u> minor errors (i.e. when using PVS rule for un/une, le/la/les, adjectival agreements). • <u>Some serious errors occur mostly</u> when using complex structures but the meaning is <u>nearly always clear</u>.

	<ul style="list-style-type: none"> • <u>Accurate</u> use of key verbs in present tense to describe town and activities in town. <u>May attempt to use different persons</u> (i.e. j'habite, si vous aimez, pour ceux qui aiment) • Can connect verbs <u>accurately</u>, e.g. j'aime habiter, où on peut manger (i.e. second verb is an infinitive). • <u>Some accurate</u> use of future tense to describe ideal place to live.
<p>4/5 MA</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> • Writes approximately 40 words. • Covers <u>most</u> aspects of the task and is <u>generally relevant</u> (covers at least 3 bullet points). • Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. • <u>Some variety</u> of appropriate vocabulary. There <u>may be attempts</u> at <u>more complex structures</u>. • <u>Uses basic conjunctions</u> to link information and extend sentences. • <u>Gives opinions</u> of town and places in town, <u>sometimes with reasons</u>. • <u>Some evidence</u> of basic adjectival agreements and positions within work <u>taught as set phrases</u> in class. • <u>Frequent</u> minor errors (i.e. when using PVS rule for un/une, le/la/les, adjectival agreements). • There <u>may be serious errors</u> which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. • <u>Some accurate use</u> of key verbs in present tense in the '<u>je</u>' form. • <u>Some evidence</u> of using connecting verbs taught as a <u>set phrase</u>, (i.e. j'aime habiter) • <u>May attempt</u> to use future tense (i.e. je voudrais habiter).
<p>2/3 LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 40 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. • Communication is <u>sometimes</u> clear but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary may be <u>narrow, repetitive or inappropriate</u> to the task. • Sentences are <u>mainly short and simple</u>. • <u>Gives opinions</u> of town and places in town. • There <u>may be frequent</u> minor and major errors. • <u>Limited</u> success when using key verbs in the present tense. • <u>Limited</u> evidence of using connecting verbs taught <u>as a set phrase</u>, (i.e. j'aime habiter)

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ENTRY LEVEL

- Writes less than 40 words.
- Covers an aspect of the task **(covers at least 1 bullet point)**.
Parts of the response are likely to be irrelevant.
- Communication is often not clear and there are frequent instances where messages break down. Very little information is conveyed.
- The range of vocabulary is narrow, repetitive and/or inappropriate to task.
- Sentences are short and simple.
- May give an opinion of town and/or a place in town.
- There are frequent minor and major errors.
- Very little or no success when using key verbs in the present tense.
- Very limited or no evidence of using connecting verbs taught as a set phrase, (i.e. j'aime habiter)

Year 8 WRITING - Unit 6: Healthy & Unhealthy Lifestyle Choices	
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> • Writes approximately 90 words. • Covers <u>all</u> aspects of the task and is <u>fully</u> relevant (covers all 4 bullets fully). • Communicates information <u>clearly at all times</u>. • <u>Very detailed</u>. <u>A lot</u> of information is conveyed. • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • Uses a <u>wide range</u> of conjunctions to link information and extend sentences. <u>Mostly includes longer sentences</u>. • Uses a <u>variety of reasons</u> to <u>justify opinions</u> of food/drink/diet <u>convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the meaning is <u>always clear</u>. • <u>Accurate</u> use of key verbs (manger/boire/prendre) in present, future and conditional tenses to refer to present and future events. • Can connect verbs <u>very accurately</u>, e.g. je devrais/dois manger (i.e. second verb is an infinitive).
6/7 HA	<p>SECURE</p> <ul style="list-style-type: none"> • Writes approximately 90 words but may write less. • Covers <u>all</u> aspects of the task and is relevant (attempts all 4 bullet points). • Communication is <u>mostly clear</u>. • <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. • Uses a <u>variety</u> of <u>complex structures</u> and vocabulary <u>accurately</u>. • <u>Some creative use</u> of language and <u>may attempt to manipulate</u> taught structures. • Uses a <u>range</u> of conjunctions to link information and extend sentences. Includes <u>some</u> longer sentences. • Uses <u>reasons</u> to <u>justify opinions</u> of food/drink/diet. • <u>Some</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • <u>Some</u> serious errors occur <u>mostly</u> when using complex structures but the meaning is <u>nearly always clear</u>. • <u>Generally accurate</u> use of key verbs (manger/boire/prendre) to refer to present and future events. • Can connect verbs <u>accurately</u>, e.g. je devrais/dois manger (i.e. second verb is an infinitive).

<p>4/5</p> <p>MA</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> • Writes approximately 40 words. • Covers <u>most</u> aspects of the task and is generally relevant (covers at least 3 bullet points). • Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. • <u>Some</u> variety of appropriate vocabulary. There <u>may be attempts at more complex structures</u>. • <u>Uses basic</u> conjunctions to link information and extend sentences. • Gives <u>opinions</u> of food/drink/diet, <u>sometimes with reasons</u>. • <u>Frequent</u> minor errors (i.e. when using PVS rule for quantities/flavours/opinions). • There <u>may be serious errors</u> which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. • <u>Some</u> successful use of key verbs (manger/boire/prendre) to refer to present and future events. • <u>Some</u> evidence of using connecting verbs taught <u>as a set phrase</u>, e.g. je devrais/dois manger.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 40 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. • Communication is <u>sometimes clear</u> but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary <u>may be narrow, repetitive or inappropriate</u> to the task. • Sentences are <u>mainly short and simple</u>. • Gives <u>opinions</u> of food/drink/diet. • There <u>may be frequent</u> minor and major errors. • <u>Limited</u> success when using key verbs (manger/boire/prendre) to refer to present and future events. • <u>Limited</u> evidence of using connecting verbs taught <u>as a set phrase</u>, e.g. je devrais/dois manger.
<p>1</p>	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> • Writes less than 40 words. • Covers <u>an aspect</u> of the task (covers at least 1 bullet point). <u>Parts</u> of the response are <u>likely to be irrelevant</u>. • Communication is <u>often not clear</u> and there are <u>frequent</u> instances where messages break down. <u>Very little</u> information is conveyed. • The range of vocabulary is <u>narrow, repetitive or inappropriate</u> to the task. • Sentences are <u>short and simple</u>. • <u>May give an opinion</u> of food/drink/diet. • There are <u>frequent</u> minor and major errors. • <u>Very little or no</u> success when using key verbs (manger/boire/prendre) to refer to present and future events.

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| | <ul style="list-style-type: none">• <u>Very limited or no</u> evidence of using connecting verbs taught as a set phrase, e.g. je devrais/dois manger. |
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Year 9 WRITING - Unit 7: Holidays	
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> • Writes approximately 150 words. • Covers <u>all</u> aspects of the task and is <u>fully</u> relevant. • <u>Very detailed</u>. <u>A lot</u> of information is conveyed. • Communicates information <u>clearly at all times</u>. • Uses a <u>wide range of complex structures</u> and vocabulary <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures. • More complex sentences are <u>handled with confidence</u>, producing a <u>fluent</u> piece of <u>coherent</u> writing. • <u>A range of opinions</u> are <u>expressed</u> and <u>justified convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the meaning is <u>always clear</u>. • Verb and tense formations are <u>nearly always correct</u>. • Refers to <u>at least two</u> time frames, <u>may even attempt</u> three. • Uses verbs in <u>different persons</u> (je, il/elle, on/nous, ils/elles) <u>usually successfully</u>.
6/7 HA	<p>SECURE</p> <ul style="list-style-type: none"> • Writes approximately 150 words but may write less. • Covers <u>all</u> aspects of the task and is <u>almost always</u> relevant. • <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. • Communication is <u>mostly clear</u>. • Uses a <u>variety</u> of <u>complex structures</u> and vocabulary <u>accurately</u>. • <u>Some creative use</u> of language and <u>may attempt to manipulate</u> taught structures. • More complex sentences are <u>regularly attempted</u> and are <u>mostly successful</u>, producing a <u>mainly fluent</u> piece of <u>coherent</u> writing. • <u>Opinions</u> are <u>expressed</u> and <u>mostly justified</u>. • <u>Some</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>mostly</u> when using complex structures but the meaning is <u>nearly always clear</u>. • Verb and tense formations are <u>usually</u> correct. • Refers to <u>at least two</u> time frames. • May <u>attempt</u> to use verbs in <u>different persons</u> (je, il/elle, on/nous) with <u>some success</u>.
4/5 MA	<p>DEVELOPING</p> <ul style="list-style-type: none"> • Writes approximately 90 words. • Covers <u>most</u> aspects of the task and is <u>generally relevant</u> (covers at least 3 bullet points). • Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. • <u>Some variety</u> of appropriate vocabulary. There <u>may be attempts at more complex structures</u>.

	<ul style="list-style-type: none"> • Longer sentences are <u>attempted</u>, using appropriate linking words, <u>often successfully</u>. • <u>Opinions</u> are <u>expressed</u> and <u>may be justified</u>. • <u>Frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements). • There <u>may</u> be serious errors which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. • Verb and tense formations are <u>sometimes correct</u>. • <u>Attempts</u> to refer to <u>two</u> time frames. Uses 'je' form only.
2/3 LA	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 90 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. • Communication is <u>sometimes</u> clear but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary <u>may be narrow, repetitive or inappropriate</u> to the task. • Sentences are <u>mainly short and simple</u>. • <u>Opinions</u> are expressed. • There <u>may</u> be <u>frequent</u> minor and major errors. • <u>Limited</u> success with verb and tense formations. • <u>May</u> attempt to refer to <u>two</u> time frames.
1	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> • Writes less than 90 words. • Covers <u>an aspect</u> of the task (covers at least 1 bullet point). <u>Parts</u> of the response are <u>likely to be irrelevant</u>. • Communication is <u>often not clear</u> and there are <u>frequent</u> instances where messages break down. <u>Very little</u> information is conveyed. • The range of vocabulary is <u>narrow, repetitive and/or inappropriate</u> to the task. • Sentences are <u>short and simple</u>. • <u>May</u> express <u>an opinion</u>. • There are <u>frequent</u> minor and major errors. • <u>Very little or no</u> success with verb and tense formations. • <u>Likely</u> to refer to <u>one</u> time frame only.

	Year 9 WRITING - Unit 8: Past + Future Events
8/9 HA+	<p>INNOVATIVE</p> <ul style="list-style-type: none"> • Writes approximately 150 words. • Covers <u>all</u> aspects of the task and is <u>fully</u> relevant. • <u>Very detailed</u>. <u>A lot</u> of information is conveyed. • Communicates information <u>clearly at all times</u>. • Uses a <u>wide range</u> of <u>complex structures</u> and vocabulary <u>very accurately</u>. • <u>Creative use</u> of language and <u>manipulation</u> of taught structures.

	<ul style="list-style-type: none"> • More complex sentences are <u>handled with confidence</u>, producing a <u>fluent</u> piece of <u>coherent</u> writing. • <u>A range of opinions</u> are <u>expressed</u> and <u>justified convincingly</u>. • <u>Few</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>only</u> when using complex structures but the meaning is <u>always clear</u>. • Verb and tense formations are <u>nearly always correct</u>. • Refers to <u>at least two</u> time frames, <u>may even attempt</u> three. • Uses verbs in <u>different persons</u> (je, il/elle, on/nous, ils/elles) <u>usually successfully</u>.
<p>6/7</p> <p>HA</p>	<p>SECURE</p> <ul style="list-style-type: none"> • Writes approximately 150 words but may write less. • Covers <u>all</u> aspects of the task and is <u>almost always</u> relevant. • <u>Detailed</u>. <u>Quite a lot</u> of information is conveyed. • Communication is <u>mostly clear</u>. • Uses a <u>variety</u> of <u>complex structures</u> and vocabulary <u>accurately</u>. • <u>Some creative use</u> of language and <u>may attempt to manipulate</u> taught structures. • More complex sentences are <u>regularly attempted</u> and are <u>mostly successful</u>, producing a <u>mainly fluent</u> piece of <u>coherent</u> writing. • <u>Opinions</u> are <u>expressed</u> and <u>mostly justified</u>. • <u>Some</u> minor errors (i.e. when using PVS rule, adjectival agreements). • <u>Some</u> serious errors occur <u>mostly</u> when using complex structures but the meaning is <u>nearly always clear</u>. • Verb and tense formations are <u>usually</u> correct. • Refers to <u>at least two</u> time frames. • May <u>attempt</u> to use verbs in <u>different persons</u> (je, il/elle, on/nous) with <u>some success</u>.
<p>4/5</p> <p>MA</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> • Writes approximately 90 words. • Covers <u>most</u> aspects of the task and is <u>generally relevant</u> (covers at least 3 bullet points). • Communication is <u>generally clear</u> but there <u>may be some lapses</u>. <u>Some</u> information is conveyed. • <u>Some variety</u> of appropriate vocabulary. There <u>may be attempts at more complex structures</u>. • Longer sentences are <u>attempted</u>, using appropriate linking words, <u>often successfully</u>. • <u>Opinions</u> are <u>expressed</u> and <u>may be justified</u>. • <u>Frequent</u> minor errors (i.e. when using PVS rule, adjectival agreements).

	<ul style="list-style-type: none"> • There <u>may</u> be serious errors which <u>sometimes impede communication</u> but overall the response is <u>more accurate than inaccurate</u>. • Verb and tense formations are <u>sometimes correct</u>. • <u>Attempts</u> to refer to <u>two</u> time frames. Uses 'je' form only.
<p>2/3</p> <p>LA</p>	<p>FOUNDATION</p> <ul style="list-style-type: none"> • Writes approximately 90 words, but may write less. • Covers <u>some</u> aspects of the task (covers at least 2 bullet points). <u>Parts</u> of the response <u>may be irrelevant</u>. • Communication is <u>sometimes</u> clear but there are <u>likely to be lapses</u>. <u>Little</u> information is conveyed. • The range of vocabulary <u>may be narrow, repetitive or inappropriate</u> to the task. • Sentences are <u>mainly short and simple</u>. • <u>Opinions</u> are expressed. • There <u>may be frequent</u> minor and major errors. • <u>Limited</u> success with verb and tense formations. • <u>May</u> only refer to <u>one</u> time frame.
<p>1</p>	<p>ENTRY LEVEL</p> <ul style="list-style-type: none"> • Writes less than 90 words. • Covers <u>an aspect</u> of the task (covers at least 1 bullet point). <u>Parts</u> of the response are <u>likely to be irrelevant</u>. • Communication is <u>often not clear</u> and there are <u>frequent</u> instances where messages break down. <u>Very little</u> information is conveyed. • The range of vocabulary is <u>narrow, repetitive and/or inappropriate</u> to the task. • Sentences are <u>short and simple</u>. • <u>May express an opinion</u>. • There are <u>frequent</u> minor and major errors. • <u>Very little or no</u> success with verb and tense formations. • <u>Likely to</u> refer to <u>one</u> time frame only.