



# Assessment and reporting at KS3

A guide for parents, carers and  
students

# Curriculum Related Expectations

The following pages are for your information and detail the curriculum related expectations for all subjects

These pages tell you exactly what descriptors your child has been assessed against in order to determine the % score on their reports

	Half term 1 Name, age and birthdays	Half term 2 Hair and eyes, pets	Half term 3 Where I live and where I am from
Key vocabulary/phrases that students will learn	See sentence builder, unit 1 & 2 (beginner - pre intermediate)	See sentence builder, unit 3 & 7 (beginner - pre intermediate)	See sentence builder, unit 4 (beginner - pre intermediate)
Key sentence patterns students will learn	I am called He/She is called I am __ years old He/She is __ years old I am from __ He/She is from __ My birthday is the __ of __ His/her birthday is the __ of __	I have + noun + adjective He/She has + noun + adjective I would(n't) like to have + noun	I live in + noun + adjective + in + place. I am from + Spanish speaking city/country
Key grammatical structures students will learn/revisit	Using the present indicative verb, first and third person of <i>tener</i> . Using the present indicative verb, first and third person of <i>ser</i>	Present indicative verb, all persons, <i>tener</i> . Adjective agreements for colours.	Present indicative verb, first and third person, <i>vivir</i> Adjective agreements.
Students should know	Numbers 1-31. How to pronounce a range of common Spanish names and Spanish speaking places. How to give information about someone else including name, age, birthday, where they are from. The months of the year.	How to describe what a person's hair and eyes are like. How to describe what a person is wearing. How to say what pets they have/don't have and would like to have. How to ask questions about name, age, appearance, quantity.	How to say where they live and are from. How to describe what their accommodation looks like. How to say where it's located. How to pronounce key cities and countries in the Hispanic world.
Students should be able to	Understand information based on names, ages and where someone is from. Form sentences and write translations which include information about names, ages and where someone is from.	Understand information based on hair/eyes and pets. Form sentences and write translations which include information about hair/eye descriptions and pet descriptions.	Understand information based on where someone lives. Form sentences and write translations which include information about where they live with descriptions.

	Half term 4 Family members & getting along with others	Half term 5 Describing myself & others	Half term 6 Saying what's in my school bag/classroom
Key vocabulary/phrases that students will learn	See sentence builder, unit 5 (beginner - pre intermediate)	See sentence builder, unit 6 (beginner - pre intermediate)	See sentence builder, unit 10 (beginner - pre intermediate)
Key sentence patterns students will learn	In my family there is. There are __ in my family. There are __ of us in my family. I get along well/badly with. He/She has	I am + adjective. My + family member + is + adjective	There is/are/isn't/aren't + noun + adjective I (don't) have + noun + adjective I (don't) need + noun + adjective He/She has + noun + adjective
Key grammatical structures students will learn/revisit	Present indicative verb, <i>tener</i> , in third person singular.	Present indicative verb, <i>ser</i> , in the third person singular. All the persons of the verb, <i>tener</i> in the present indicative. Adjective agreements.	Present tense indicative of <i>tener</i> . Adjective agreements for colours
Students should know	Numbers 1-100. How to say there is/are using, <i>hay</i> How to say if they get along with someone. How to say how old someone is.	How to say what other people are like in your family. How to use useful adjectives to describe others.	How to say there is/are. How to say what objects they have in their bag/pencil case/classroom. How to say the words for classroom equipment. How to express what they have and don't have.
Students should be able to	Understand information based on age and how well they get along. Form sentences and write translations which contain information about age and how well someone gets along with someone else.	Understand information based on descriptions of others. Form sentences which include descriptions of others. Change the adjective endings based on what is being described.	Understand information based on what there is/isn't in a pencil case/school bag/classroom. Form sentences and write translations which contain information describing what is in a pencil case/school bag/classroom. Use a range of correctly formed adjectives.

	Half term 1 Weather & free time	Half term 2 Jobs	Half term 3 Daily routine
Key vocabulary/ phrases that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	Time markers; <i>a veces, entre semana, los fines de semana, cuando tengo tiempo.</i> <i>Cuando + verb</i> When + weather + verb + noun	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	All persons of the present for verbs; <i>jugar, hacer, ir, ser, tener.</i>	Full verb conjugation of the verb <i>trabajar</i> and <i>ser</i> in the present indicative.	Present indicative verbs, <i>almorzar, cenar, desayunar, hacer, jugar, acostarse, llevarse, levantarse, vestirse, salir, ir, ver, volver.</i>
Students should know	How to talk about what free-time activities they do in different types of weather. How to talk about where they do them and who with. Nouns for places found in a town/city.	How to say what jobs people do. How to say where people work. How to say peoples' opinions of their jobs. How to use adjectives to describe jobs.	How to talk about what they do every day. How to say at what time they do an activity. How to use sequencers to say when they do something.
Students should be able to	Understand what others do in their free-time. Understand information related to the weather. Understand where activities take place and who activities are done with. Name places in a town. Form sentences and translate about what they and others do in their free-time, the weather, expressing where and with whom.	Understand information based on what jobs people do, where they work and what they think of their jobs. Form sentences which contain information describing what jobs people do, where they work and what they think of their jobs.	Understand information based what on what others do every day and when they do it. Form sentences and write translations which contain information describing what they or others do on a daily basis and when they do it.

	Half term 3 School subjects	Half term 5 What I do at home	Half term 6 Future plans for holidays
Key vocabulary/ phrases that students will learn	See sentence builder	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.	Time marker + present indicative verb + noun. A + la(s) + hour for telling the time. Me + present indicative reflexive verb.	Present indicative verb + a + infinitive verb Conditional verb + a + infinitive verb <i>It will be</i> + adjective
Key grammatical structures students will learn/revisit	Present indicative verb, <i>estudiar</i> .	Present indicative, all persons for verbs: <i>hacer, jugar, ir</i> . Present indicative of <i>-ar</i> reflexive verbs, all persons	Near future tense, using <i>voy a...</i> Future tense of <i>ir</i> - <i>será</i> Conditional tense of <i>gustar</i> - <i>me gustaría</i>
Students should know	How to give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.	How to say what they do at home, where and how often. How to describe people and places. How to say some rooms of the house. How to tell the time in Spanish.	How to say what they intend to do in future holidays. How to say what they are going to do. How to say where they are going to stay. How say who they are going to go with. How to say how it will be. How to say various types of transport.
Students should be able to	Understand information based on peoples' opinions of school subjects. Form sentences and write translations which contain opinions about school subjects. Change the adjective endings based on what is being described.	Understand information based on what others do at home, where and how often. Form sentences and write translations which contain information describing what they and others do at home, when and how often.	Understand information based on what where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

	Half term 1 Holidays in the past	Half term 2 Food	Half term 3 Clothes
Key vocabulary/phrases that students will learn	See sentence builder, unit 11 (pre intermediate – intermediate)	See sentence builder, unit 11 (beginner - pre intermediate)	See sentence builder, unit 13 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + verb in the present + noun or prepositional phrase. Time marker + modal verb in the present/preterite + infinitive. Time marker + verb in the preterite + noun or prepositional phrase. Time marker + modal verb/verb <i>ir</i> + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Frequency/time marker + verb in the present tense + noun + adjective Preposition + noun + verb in the present tense + noun + adjective
Key grammatical structures students will learn/revisit	Use of modal verbs across tenses. First person singular of key verbs in the present, near future and preterite.	Opinion verb + noun (present tense) Present tense, all persons of verbs <i>beber</i> and <i>comer</i>	Present tense, all persons of the verb, <i>llevar</i> . Noun-to-adjective agreement. Present indicative of <i>tener</i> .
Students should know	How to describe a past holiday using the conjugated verb <i>ir</i> . How to say what they <i>had</i> and what they <i>wanted</i> to do.	How to say what food and they like/dislike. How to say why they like/dislike something using a range of adjectives. How to talk about what others like/dislike to eat/drink.	How to say what clothes they wear in various circumstances and places. How to describe some types of weather. How to identify a wide range of words for clothing items and accessories. How to make the full present indicative conjugation of the verb, <i>llevar</i> .
Students should be able to	Understand information based on past holidays. Form sentences and write translations which contain information describing a past holiday using correctly conjugated verbs.	Understand information about what others like to eat and drink and their opinions. Form sentences and write translations which contain time markers, opinions and justifications about food and drink.	Understand information based on clothing items and accessories. Form sentences and write translations that describe what they and others wear in various circumstances and places.

	Half term 4 Describing a typical day at school	Half term 5 Saying what I can do in my neighbourhood	Half term 6 Saying what I did & am going to do at the weekend
Key vocabulary that students will learn	See sentence builder, unit 8 (pre intermediate – intermediate)	See sentence builder, unit 2 (pre intermediate – intermediate)	See sentence builder, unit 5 (pre intermediate – intermediate)
Key sentence patterns students will learn	Verb phrase + time of the day Place (prepositional phrase) + modal verb + verb phrase (infinitive)	<i>Se puede</i> + infinitive <i>Se puede</i> + noun/prepositional phrase <i>Fui/Jugé</i> + prepositional phrase <i>Hice/Vi/Visité</i> + noun phrase	Time marker + <i>voy a</i> + infinitive + prepositional phrase <i>Será</i> + intensifier + adjective Time marker + preterite + prepositional phrase
Key grammatical structures students will learn/revisit	Use of present tense modal verbs in positive and negative	Modal verbs + the infinitive Use of impersonal pronouns: <i>se</i> First person of the preterite	Near future (1 <sup>st</sup> person singular and plural) Preterite (1 <sup>st</sup> person singular and plural) of <i>hacer, ir, jugar, montar</i> and <i>ser</i> .
Students should know	How to talk about what they must do at school. How to say what they can and cannot do. How to say where certain actions are and are not allowed.	How to say what they usually do and where they do it, using a variety of key verbs. How to talk about what they did recently in their neighbourhood.	How to say what plans they are making for the near future and how it will be. How to say what they and others did in the recent past.
Students should be able to	Understand what others have to do at school. Understand information related to school life. Understand when activities take place and who activities are done with. Talk about and understand school rule. Form sentences and translate about what they and others at school.	Understand information based on what others can do/did in their neighbourhood. Form sentences and translate about what activities they can do and also what they did recently.	Understand information based on what activities other people did and going to do. Form sentences and translate about what activities they and others and are going to do.



	Half term 1 Name, age and birthdays	Half term 2 Hair and eyes, pets	Half term 3 Where I live and where I am from
Key vocabulary/phrases that students will learn	See sentence builder, unit 1 & 2 (beginner - pre intermediate)	See sentence builder, unit 3 & 7 (beginner - pre intermediate)	See sentence builder, unit 4 (beginner - pre intermediate)
Key sentence patterns students will learn	I am called He/She is called I am __ years old He/She is __ years old I am from __ He/She is from __ My birthday is the __ of __ His/her birthday is the __ of __	I have + noun + adjective He/She has + noun + adjective I would(n't) like to have + noun	I live in + noun + adjective + in + place. I am from + French speaking city/country
Key grammatical structures students will learn/revisit	Using the present indicative verb, first and third person of <i>avoir</i> . Using the present indicative verb, first and third person of <i>être</i>	Present indicative verb, all persons, <i>avoir</i> . Adjective agreements for colours.	Present indicative verb, first and third person, <i>habiter, vivre</i> Adjective agreements.
Students should know	Numbers 1-31. How to pronounce a range of common French names and French speaking places. How to give information about someone else including name, age, birthday, where they are from. The months of the year.	How to describe what a person's hair and eyes are like. How to describe what a person is wearing. How to say what pets they have/don't have and would like to have. How to ask questions about name, age, appearance, quantity.	How to say where they live and are from. How to describe what their accommodation looks like. How to say where it's located. How to pronounce key cities and countries in the Francophone world.
Students should be able to	Understand information based on names, ages and where someone is from. Form sentences and write translations which include information about names, ages and where someone is from.	Understand information based on hair/eyes and pets. Form sentences and write translations which include information about hair/eye descriptions and pet descriptions.	Understand information based on where someone lives. Form sentences and write translations which include information about where they live with descriptions.

	Half term 4 Family members & getting along with others	Half term 5 Describing myself & others	Half term 6 Saying what's in my school bag/classroom
Key vocabulary/phrases that students will learn	See sentence builder, unit 5 (beginner - pre intermediate)	See sentence builder, unit 6 (beginner - pre intermediate)	See sentence builder, unit 10 (beginner – pre intermediate)
Key sentence patterns students will learn	In my family there is. There are __ in my family. There are __ of us in my family. I get along well/badly with. He/She has	I am + adjective. My + family member + is + adjective	There is/are/isn't/aren't + noun + adjective I (don't) have + noun + adjective I (don't) need + noun + adjective He/She has + noun + adjective
Key grammatical structures students will learn/revisit	Present indicative verb, <i>avoir</i> , in third person singular.	Present indicative verb, <i>être</i> , in the third person singular. All the persons of the verb, <i>avoir</i> in the present indicative. Adjective agreements.	Present tense indicative of <i>avoir</i> . Adjective agreements for colours
Students should know	Numbers 1-100. How to say there is/are using, <i>il y a</i> How to say if they get along with someone. How to say how old someone is.	How to say what other people are like in your family. How to use useful adjectives to describe others.	How to say there is/are. How to say what objects they have in their bag/pencil case/classroom. How to say the words for classroom equipment. How to express what they have and don't have.
Students should be able to	Understand information based on age and how well they get along. Form sentences and write translations which contain information about age and how well someone gets along with someone else.	Understand information based on descriptions of others. Form sentences which include descriptions of others. Change the adjective endings based on what is being described.	Understand information based on what there is/isn't in a pencil case/school bag/classroom. Form sentences and write translations which contain information describing what is in a pencil case/school bag/classroom. Use a range of correctly formed adjectives.

	Half term 1 Weather & free time	Half term 2 Jobs	Half term 3 Daily routine
Key vocabulary/phrases that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	Time markers; <i>parfois, pendant la semaine, le week-end, quand j'ai le temps.</i> <i>Quand</i> + weather When + weather + verb + noun	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	All persons of the present for verbs; <i>jouer, faire, aller, être, avoir.</i>	Full verb conjugation of the verb <i>travailler</i> and <i>être</i> in the present indicative.	Present indicative verbs, first person: <i>se brosser, se coiffer, se coucher, déjeuner, diner, faire, s'habiller, jouer, se lever, prendre, regarder, rentrer, se reposer, sortir, aller.</i>
Students should know	How to talk about what free-time activities they do in different types of weather. How to talk about where they do them and who with. Nouns for places found in a town/city.	How to say what jobs people do. How to say where people work. How to say peoples' opinions of their jobs. How to use adjectives to describe jobs.	How to talk about what they do everyday. How to say at what time they do an activity. How to use sequencers to say when they do something.
Students should be able to	Understand what others do in their free-time. Understand information related to the weather. Understand where activities take place and who activities are done with. Name places in a town. Form sentences and translate about what they and others do in their free-time, the weather, expressing where and with whom.	Understand information based on what jobs people do, where they work and what they think of their jobs. Form sentences which contain information describing what jobs people do, where they work and what they think of their jobs.	Understand information based what on what others do everyday and when they do it. Form sentences and write translations which contain information describing what they or others do on a daily basis and when they do it.

	Half term 4 School subjects	Half term 5 What I do at home	Half term 6 Future plans for holidays
Key vocabulary/phrases that students will learn	See sentence builder	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.	Time marker + present indicative verb + noun. At __ o'clock Me + present indicative reflexive verb.	Present indicative verb + infinitive verb Conditional verb + infinitive verb <i>It will be</i> + adjective
Key grammatical structures students will learn/revisit	Present indicative verb, <i>étudier</i> .	Present indicative, all persons for verbs: <i>faire, jouer, aller</i> . Present indicative of reflexive verbs, all persons	Near future tense, using <i>je vais...</i> Future tense of <i>être</i> – <i>ce sera</i> Conditional tense of <i>aimer</i> – <i>j'aimerais</i>
Students should know	How to give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.	How to say what they do at home, where and how often. How to describe people and places. How to say some rooms of the house. How to tell the time in French.	How to say what they intend to do in future holidays. How to say what they are going to do. How to say where they are going to stay. How say who they are going to go with. How to say how it will be. How to say various types of transport.
Students should be able to	Understand information based on peoples' opinions of school subjects. Form sentences and write translations which contain opinions about school subjects. Change the adjective endings based on what is being described.	Understand information based on what others do at home, where and how often. Form sentences and write translations which contain information describing what they and others do at home, when and how often.	Understand information based on what where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

	Half term 1 Holidays in the past	Half term 2 Food	Half term 3 Clothes
Key vocabulary/ phrases that students will learn	See sentence builder, unit 11 (pre intermediate – intermediate)	See sentence builder, unit 11 (beginner - pre intermediate)	See sentence builder, unit 13 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + verb in the present + noun or prepositional phrase. Time marker + modal verb in the present/perfect + infinitive. Time marker + verb in the perfect + noun or prepositional phrase. Time marker + modal verb/verb <i>aller</i> + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Frequency/time marker + verb in the present tense + noun + adjective. Preposition + noun + verb in the present tense + noun + adjective.
Key grammatical structures students will learn/revisit	Use of modal verbs across tenses. First person singular of key verbs in the present, near future and perfect tense..	Opinion verb + noun (present tense) Present tense, all persons of verbs <i>boire</i> and <i>manger</i>	Present tense, all persons of the verb, <i>porter</i> . Noun-to-adjective agreement. Present indicative of <i>avoir</i> .
Students should know	How to describe a past holiday using the conjugated verb <i>aller</i> . How to say what they <i>had</i> and what they <i>wanted</i> to do.	How to say what food and they like/dislike. How to say why they like/dislike something using a range of adjectives. How to talk about what others like/dislike to eat/drink.	How to say what clothes they wear in various circumstances and places. How to describe some types of weather. How to identify a wide range of words for clothing items and accessories. How to make the full present indicative conjugation of the verb, <i>porter</i> .
Students should be able to	Understand information based on past holidays. Form sentences and write translations which contain information describing a past holiday using correctly conjugated verbs.	Understand information about what others like to eat and drink and their opinions. Form sentences and write translations which contain time markers, opinions and justifications about food and drink.	Understand information based on clothing items and accessories. Form sentences and write translations that describe what they and others wear in various circumstances and places.

	Half term 4 Describing a typical day at school	Half term 5 Saying what I can do in my neighbourhood	Half term 6 Saying what I did & am going to do at the weekend
Key vocabulary that students will learn	See sentence builder, unit 8 (pre intermediate – intermediate)	See sentence builder, unit 2 (pre intermediate – intermediate)	See sentence builder, unit 5 (pre intermediate – intermediate)
Key sentence patterns students will learn	Verb phrase + time of the day Place (prepositional phrase) + modal verb + verb phrase (infinitive)	<i>On peut</i> + infinitive <i>On peut</i> + noun/prepositional phrase <i>Je suis allé(e)</i> + prepositional phrase <i>J'ai fait / J'ai vu / J'ai visité / J'ai joué</i> + noun phrase	Time marker + <i>je vais</i> + infinitive + prepositional phrase <i>Ce sera</i> + intensifier + adjective Time marker + perfect tense + prepositional phrase
Key grammatical structures students will learn/revisit	Use of present tense modal verbs in positive and negative	Modal verbs + the infinitive First person of the perfect tense	Near future (1 <sup>st</sup> person singular and plural) Perfect tense (1 <sup>st</sup> person singular and plural) of <i>aller, faire &amp; jouer</i> .
Students should know	How to talk about what they must do at school. How to say what they can and cannot do. How to say where certain actions are and are not allowed.	How to say what they usually do and where they do it, using a variety of key verbs. How to talk about what they did recently in their neighbourhood.	How to say what plans they are making for the near future and how it will be. How to say what they and others did in the recent past.
Students should be able to	Understand what others have to do at school. Understand information related to school life. Understand when activities take place and who activities are done with. Talk about and understand school rule. Form sentences and translate about what they and others at school.	Understand information based on what others can do/did in their neighbourhood. Form sentences and translate about what activities they can do and also what they did recently.	Understand information based on what activities other people did and going to do. Form sentences and translate about what activities they and others and are going to do.