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| 1. | Unit /  Topic 5  Mi cuidad | Acquiring the skills and knowledge needed | Working towards the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
|  |  | Listening and responding:  I can understand and recognise places in town, the time, food and drinks and their price.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud places in town, the time, food and drinks and their price.  Reading and responding :  I can understand and recognise places in town, the time, food and drinks and their price.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise places in town, the time, food and drinks and their price and respond to a range of different phrases that I have learnt in class.  Speaking:  I can answer simple questions, giving basic information, using set phrases that I have learnt by heart about places in town, the time, food and drinks and their price.  Students can read familiar  words and phrases out loud, showing understanding of how different combinations of  letters are pronounced.  Reading and responding :  Students can demonstrate understanding of familiar written phrases about greetings and introduction.  Students are able to use a glossary to find new vocabulary.  Writing:  Students can write one or two short sentences from memory with approximate spelling about greetings and introductions.  Students can fill in information on a simple form. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about greetings and introduction.  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students can take part in a simple conversation, answering and asking simple questions about themselves.  Students are able to express their own opinions using spoken language they have learnt by heart, replacing some items of vocabulary independently.  Reading and responding :  Students can understand the main points from a written passage containing familiar language.  Students can identify and note personal responses from a written passage containing familiar language with repetition  Students are able to use a bilingual dictionary to find new vocabulary.  Writing:  Students can write a paragraph with complex sentences about themselves mostly from memory.  Students can express their own opinions with accurate spelling. | Listening and responding:  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students are able to take part in conversations during which they express their opinions and reasons for them.  Students have accurate intonation.  Reading and responding :  Students can understand the main points and some details from a written passage about familiar topics.  Students are able to use context to work out the meaning of unfamiliar vocabulary.  Writing:  Students can write extended texts on familiar topics, mostly from memory.  Students are able to adapt sentence structures to personalise their responses.  Students are able to use a bilingual dictionary to check the vocabulary that they have used. | Listening and responding:  Students can understand the main points and opinions of spoken passages containing language from a range of familiar contexts.  Students can discern spoken information about the present, the future and the past.  Speaking:  Students are able to take part in more complex conversations, both giving and asking for information, opinions and reasons.  Students are able to deliver a talk from memory which includes their opinions.  Students are able to extend their responses to include extra information.  Reading and responding :  Students can understand the main points and opinions of written passages containing language from a range of familiar contexts.  Students can discern written information about the present, the past and the future.  Students are able to cope with authentic written materials in the target language.  Writing:  Students are able to use a bilingual dictionary accurately to find and manipulate new language. |

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| Unit / topic 4 | Acquiring the skills and knowledge needed | Working towards the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 4. | Module 6: El tiempo libre  Listening and responding:  I can understand and recognise hobbies, sports and chores.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud hobbies, sports and chores.  Reading and responding :  I can understand and recognise hobbies, sports and chores.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise hobbies, sports and chores and respond to a range of different phrases that I have learnt in class.  Speaking:  I can answer simple questions, giving basic information, using set phrases that I have learnt by heart about hobbies, sports and chores.  Students can read familiar  words and phrases out loud,  showing understanding of how different combinations of letters are pronounced  Reading and responding :  Students can demonstrate understanding of familiar written phrases about hobbies, sports and chores.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two  short sentences from memory with approximate spelling about greetings and introductions.  Students can fill in information on a simple form. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about hobbies, sports and chores.  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students can take part in a conversation, answering and asking questions about themselves.  Students are able to express their own opinions using spoken language they have learnt by heart, replacing some items of vocabulary independently.  Reading and responding :  Students can understand the main points from a written passage containing familiar language.  Students can identify and note personal responses from a written passage containing familiar language with repetition  Students are able to use a bilingual dictionary to find new vocabulary.  Writing:  Students can write a paragraph with complex sentences about themselves mostly from memory.  Students can express their own opinions with accurate spelling. | Listening and responding:  Students can understand the main points and some details from a spoken passage containing familiar language in extended sentences with repetition.  Speaking:  Students are able to take part in conversations during which they express their opinions and reasons for them.  Students have accurate intonation.  Reading and responding :  Students can understand the main points and some details from a written passage about familiar topics.  Students are able to use context to work out the meaning of unfamiliar vocabulary.  Writing:  Students can write extended texts on familiar topics, mostly from memory.  Students are able to adapt sentence structures to personalise their responses.  Students are able to use a bilingual dictionary to check the vocabulary that they have used. | Listening and responding:  Students can understand the main points and opinions of spoken passages containing language from a range of familiar contexts.  Students can discern spoken information about the present, the future and the past.  Speaking:  Students are able to take part in more complex conversations, both giving and asking for information, opinions and reasons.  Students are able to deliver a talk from memory which includes their opinions.  Students are able to extend their responses to include extra information.  Reading and responding :  Students can understand the main points and opinions of written passages containing language from a range of familiar contexts.  Students can discern written information about the present, the past and the future.  Students are able to cope with authentic written materials in the target language.  Writing:  Students are able to use a bilingual dictionary accurately to find and manipulate new language. |
| 1. 5. | Book 2 Module 1: Nos presentamos  Listening and responding:  I can understand and recognise the vocabulary to introduce myself, family, presents, and bathroom products.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud the vocabulary to introduce myself, family, presents, and bathroom products.  Reading and responding :  I can understand and recognise the vocabulary to introduce myself, family, presents, and bathroom products.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary to introduce myself, family, presents, bathroom products and respond to a range of different phrases that I have learnt in class.  Speaking:  I can answer simple  questions, giving basic information, using set phrases that I have learnt by heart about the vocabulary to introduce myself, family, presents, bathroom products.  Students can read familiar  words and phrases out loud, showing understanding of how different combinations of letters are pronounced.  Reading and responding :  Students can demonstrate understanding of familiar written phrases about the vocabulary to introduce myself, family, presents, and bathroom products.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two  short sentences from memory with approximate spelling about greetings and introductions.  Students can fill in information on a simple form. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary to introduce myself, family, presents, and bathroom products.  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students can take part in a conversation, answering and asking questions about themselves.  Students are able to express their own opinions using spoken language they have learnt by heart, replacing some items of vocabulary independently.  Reading and responding :  Students can understand the main points from a written passage containing familiar language.  Students can identify and note personal responses from a written passage containing familiar language with repetition  Students are able to use a bilingual dictionary to find new vocabulary.  Writing:  Students can write a paragraph with complex sentences about themselves mostly from memory.  Students can express their own opinions with accurate spelling. | Listening and responding:  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students are able to take part in conversations during which they express their opinions and reasons for them.  Students have accurate intonation.  Reading and responding :  Students can understand the main points and some details from a written passage about familiar topics.  Students are able to use context to work out the meaning of unfamiliar vocabulary.  Writing:  Students can write extended texts on familiar topics, mostly from memory.  Students are able to adapt sentence structures to personalise their responses.  Students are able to use a bilingual dictionary to check the vocabulary that they have used. | Listening and responding:  Students can understand the main points and opinions of spoken passages containing language from a range of familiar contexts.  Students can discern spoken information about the present, the future and the past.  Speaking:  Students are able to take part in more complex conversations, both giving and asking for information, opinions and reasons.  Students are able to deliver a talk from memory which includes their opinions.  Students are able to extend their responses to include extra information.  Reading and responding :  Students can understand the main points and opinions of written passages containing language from a range of familiar contexts.  Students can discern written information about the present, the past and the future.  Students are able to cope with authentic written materials in the target language.  Writing:  Students are able to use a bilingual dictionary accurately to find and manipulate new language. |

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| Book 2 Module 1: Nos presentamos  Listening and responding:  I can understand and recognise the vocabulary of food and quantities.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud the vocabulary of food and quantities.  Reading and responding :  I can understand and recognise the vocabulary of food and quantities.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of food and quantities and respond to a range of different phrases that I have learnt in class.  Speaking:  I can answer simple questions, giving basic information, using set phrases that I have learnt by heart about the vocabulary of food and quantities.  Students can read familiar  words and phrases out loud,  showing understanding of how different combinations of  letters are pronounced  Reading and responding :  Students can demonstrate understanding of familiar written phrases about the vocabulary of food and quantities.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two  short sentences from memory  with approximate spelling about greetings and introductions.  Students can fill in information on a simple form | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary of food and quantities.  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students can take part in a conversation, answering and asking questions about themselves.  Students are able to express their own opinions using spoken language they have learnt by heart, replacing some items of simple vocabulary independently.  Reading and responding :  Students can understand the main points from a written passage containing familiar language.  Students can identify and note personal responses from a written passage containing familiar language with repetition  Students are able to use a bilingual dictionary to find new vocabulary.  Writing:  Students can write a paragraph with complex sentences about themselves mostly from memory.  Students can express their own opinions with accurate spelling. | Listening and responding:  Students can understand the main points and some details from a spoken passage containing familiar language in complex sentences with repetition.  Speaking:  Students are able to take part in conversations during which they express their opinions and reasons for them.  Students have accurate intonation.  Reading and responding :  Students can understand the main points and some details from a written passage about familiar topics.  Students are able to use context to work out the meaning of unfamiliar vocabulary.  Writing:  Students can write extended texts on familiar topics, mostly from memory.  Students are able to adapt sentence structures to personalise their responses.  Students are able to use a bilingual dictionary to check the vocabulary that they have used. | Listening and responding:  Students can understand the main points and opinions of spoken passages containing language from a range of familiar contexts.  Students can discern spoken information about the present, the future and the past.  Speaking:  Students are able to take part in more complex conversations, both giving and asking for information, opinions and reasons.  Students are able to deliver a talk from memory which includes their opinions.  Students are able to extend their responses to include extra information.  Reading and responding :  Students can understand the main points and opinions of written passages containing language from a range of familiar contexts.  Students can discern written information about the present, the past and the future.  Students are able to cope with authentic written materials in the target language.  Writing:  Students are able to use a bilingual dictionary accurately to find and manipulate new language.  . |