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| Unit /  Topic  1. | 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 |
| Acces . Introduction book | Listening and responding:  I can understand and recognise greetings, the name, the age, the date, the date of a birthday, the stationery, the colours, the weather, the countries, the nationalities, the food and drinks.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud greetings, my name, my age, the date, the date of a birthday, the stationery, the colours, the weather, the countries, the nationalities, the food and drinks.  Reading and responding :  I can understand and recognise greetings, the name, the age, the date, the date of a birthday, the stationery, the colours, the weather, the countries, the nationalities, the food and drinks.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise greetings, the name, the age, the date, the date of a birthday, the stationery, the colours, the weather, the countries, the nationalities, the food and drinks 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 greetings, my name, my age, the date, the date of a birthday, the stationery, the colours, the weather, the countries, the nationalities, the food and drinks.  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 simple 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 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 few short sentences about themselves with some support, but 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 simple sentences with repetition.  Speaking:  Students are able to take part in short conversations using support and visual cues during which they express their opinions and reasons for them.  Students are able to adapt some sentence structures to personalise their responses.  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 short texts on familiar topics, mostly from memory.  Students are able to adapt some 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 and the future.  Speaking:  Students are able to take part in simple conversations, both giving and asking for simple information, opinions and reasons.  Students are able to deliver a short talk from memory which includes their opinions.  Students are able to extend some of 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 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. *C’est perso* | Module 1:  Listening and responding:  I can understand and recognise the vocabulary of opinions, belongings, personality, and physical description.  Students can understand & recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud information about the vocabulary of opinions, belongings, personality, and physical description.  Reading and responding :  I can understand and recognise information about the vocabulary of opinions, belongings, personality, and physical description.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the name of countries and nationalities, information about the vocabulary of opinions, belongings, personality, and physical description 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 opinions, belongings, personality, and physical description.  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 opinions, belongings, personality, and physical description.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two short sentences about the vocabulary of opinions, belongings, personality, and physical description from memory with approximate spelling  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 opinions, belongings, personality, and physical description.  Students can understand the main points and some details from a spoken passage containing familiar language in simple sentences with repetition.  Speaking:  Students can take part in a simple conversation, answering and asking simple questions about the vocabulary of opinions, belongings, personality, and physical description.  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 few short sentences with some support, but 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 about the vocabulary of opinions, belongings, personality, and physical description containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about the vocabulary of opinions, belongings, personality, and physical description using support and visual cues during which they express their opinions and reasons for them.  Students are able to adapt some sentence structures to personalise their responses.  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 short texts on familiar topics, mostly from memory.  Students are able to adapt some 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 and the future, including connectives.  Speaking:  Students are able to take part in simple conversations, both giving and asking for simple information, opinions and reasons.  Students are able to deliver a short talk from memory which includes their opinions and connectives.  Students are able to refer to everyday activities and interests in the present and future plans.  Students are able to extend some of 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 and the future.  Students are able to cope with authentic written materials in the target language.  Students can read aloud confidently and with a good accent. |
| 1. Mon college | Module 2  Listening and responding:  I can understand and recognise the vocabulary of school subjects and opinions, the time, the food.  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 school subjects and opinions, the time, the food.  Reading and responding :  I can understand and recognise the vocabulary of school subjects and opinions, the time, the food.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of school subjects and opinions, the time, the food 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 school subjects and opinions, the time, the food.  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 school subjects and opinions, the time, the food.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two short sentences about the vocabulary of school subjects and opinions, the time, the food from memory with approximate spelling.  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 school subjects and opinions, the time, the food.  Students can understand the main points and some details from a spoken passage containing familiar language in simple sentences with repetition.  Speaking:  Students can take part in a simple conversation, answering and asking simple questions about the vocabulary of school subjects and opinions, the time, the food.  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 few short sentences with some support, but 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 about the vocabulary of school subjects and opinions, the time, the food containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about the vocabulary of school subjects and opinions, the time, the food using support and visual cues during which they express their opinions and reasons for them.  Students are able to adapt some sentence structures to personalise their responses  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 short texts on familiar topics, mostly from memory.  Students are able to adapt some 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 and unfamiliar contexts.  Students can discern spoken information about the present and the future, including connectives.  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 short talk from memory which includes their opinions and connectives.  Students are able to refer to everyday activities and interests in the present and future plans.  Students are able to extend some of 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 and unfamiliar contexts.  Students can discern written information about the present and the future.  Students are able to cope with authentic written materials in the target language.  Students can read aloud confidently and with a good accent. |

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| Unit / topic 3 | 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 |
| 1. *Mes passe-temps* | Module 3  Listening and responding:  I can understand and recognise the vocabulary of media, sports, and free time activities.  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 media, sports, and free time activities.  Reading and responding :  I can understand and recognise the vocabulary of media, sports, and free time activities in a text.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of media, sports, free time activities 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 media, sports, free time activities.  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 media, sports, free time activities.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two  short sentences the vocabulary of media, sports, free time activities from memory with approximate spelling  Students can fill in information on a simform. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary of media, sports, and free time activities.  Students can understand the main points and some details from a spoken passage containing familiar language in simple sentences with repetition.  Speaking:  Students can take part in a simple conversation, answering and asking simple questions about the vocabulary of media, sports, and free time activities.  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 few short sentences with some support, but 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 about the vocabulary of media, sports, and free time activities containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about the vocabulary of media, sports, free time activities using support and visual cues during which they express their opinions and reasons for them.  Students are able to adapt some sentence structures to personalise their responses  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 short texts on familiar topics, mostly from memory.  Students are able to adapt some 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 and unfamiliar contexts.  Students can discern spoken information about the present and the future, including connectives.  Speaking:  Students are able to take part in more complex conversations, both giving and asking for simple information, opinions and reasons.  Students are able to deliver a short talk from memory which includes their opinions as well as connectives.  Students are able to refer to everyday activities and interests in the present and future plans.  Students are able to extend some of 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 and unfamiliar contexts.  Students can discern written information about the present and the future.  Students are able to cope with authentic written materials in the target language.  Students can read aloud confidently and with a good accent. |