|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 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. | Module 4: Ma zone  Listening and responding:  I can understand and recognise the vocabulary of places in town, the theme park, and activities to do in town.  Students can understand & recognise the meanings of complex spoken phrases that they have learnt in class.  Speaking:  I can read out loud the vocabulary of places in town, the theme park, activities to do in town.  Reading and responding :  I can understand and recognise the vocabulary of places in town, the theme park, and activities to do in town.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  Students can recognise the vocabulary of places in town, the theme park, and activities to do in town and respond to a range of different phrases that they have learnt in class.  Speaking:  Students can answer questions, giving basic information, using set phrases that they have learnt by heart about the vocabulary of places in town, the theme park, and activities to do in town.  Students can read familiar  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 places in town, the theme park, and activities to do in town Students are able to use a glossary to find new vocabulary.  Writing:  Students can write some sentences from memory with approximate spelling the vocabulary of places in town, the theme park, and activities to do in town. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary of places in town, the theme park, and activities to do in town.  Students can understand the main points and 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. |
| U | Module 5:  3,2,1 Partez!  Listening and responding:  I can understand and recognise the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  Students can understand & recognise the meanings of complex spoken phrases that they have learnt in class.  Speaking:  I can read out loud information about the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  Reading and responding :  I can understand and recognise information about nationalities and countries, information about siblings, my appearance, my personality, pets.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  Speaking:  I can answer questions, giving basic information, using set phrases that I have learnt by heart about the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  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 holidays, the daily routine, food and drinks and their price, my ambitions.  Students are able to use a glossary to find new vocabulary.  Writing:  Students can write one or two sentences about the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions  from memory  with approximate spelling. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  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 the vocabulary of holidays, the daily routine, food and drinks and their price, my ambitions.  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 short 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit / topic | Working towards the skills and knowledge needed | Acquiring 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: Holidays  Listening and responding:  I can understand and recognise the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  Students can understand & recognise the meanings of complex spoken phrases that they have learnt in class.  Speaking:  I can read out loud information about the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  Reading and responding :  I can understand and recognise information about the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  Speaking:  I can answer  questions, giving basic  information, using set phrases that I have learnt by heart about the vocabulary holidays, activities, places in town, souvenirs and their price, fast 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 holidays, activities, and places in town, souvenirs and their price, fast food.  Students are able to use a glossary to find new vocabulary.  Writing:  Students can write one or two  sentences about the vocabulary the vocabulary holidays, activities, places in town, souvenirs and their price, fast food from memory  with approximate spelling | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  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 the vocabulary holidays, activities, and places in town, souvenirs and their price, fast food.  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.  Students can read aloud confidently and with a good accent. |
| 1. 5. | Book 2:  Module 1: Salut  Listening and responding:  I can understand and recognise the vocabulary to introduce myself, of the family, activities.  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 to introduce myself, of the family, activities.  Reading and responding :  I can understand and recognise information about the vocabulary to introduce myself, of the family, activities.  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, of the family, activities.  Speaking:  I can answer questions, giving basic information, using set phrases that I have learnt by heart about the vocabulary to introduce myself, of the family, 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 to introduce myself, of the family, activities.  Students are able to use a glossary to find new vocabulary.  Writing:  Students can write one or two sentences about the vocabulary to introduce myself, of the family, activities from memory with approximate spelling. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary to introduce myself, of the family, activities.  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 the vocabulary to introduce myself, of the family, activities.  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. |
|  | Book 2:  Module 2: Ma vie  Listening and responding:  I can understand and recognise the vocabulary of the routine and activities.  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 the routine and activities.  Reading and responding :  I can understand and recognise information about the vocabulary of the routine and activities.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of the routine and activities.  Speaking:  I can answer questions, giving basic information, using set phrases that I have learnt by heart about the vocabulary of the routine and 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 the routine and activities.  Students are able to use a glossary to find new vocabulary.  Writing:  Students can write one or two sentences about the vocabulary of the routine and activities from memory with approximate spelling. | Listening and responding:  Students can understand the main points from a spoken passage containing familiar language with repetition about the vocabulary of the routine and activities.  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 the vocabulary of the routine and activities.  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. |