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| 1. | | Unit /  Topic | | 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 | |
|  | | Viva  Module 1  Mi  Vida | | Module 1  Listening and responding:  I can understand and recognise adjectives of personality, numbers from 1 to 31, the dates, the vocabulary of pets, the colours, and the vocabulary useful to introduce myself.  Students can understand and recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud my name, my age, the date, the date of my birthday, the place where I live, my personality, if I have siblings, the pets I have, the colours.  Reading and responding :  I can understand and recognise adjectives of personality, numbers from 1 to 31, the dates, the vocabulary of pets, the colours, and the vocabulary useful to introduce myself.  Writing:  I can label images or fill gaps with the words learnt in class. | | Listening and responding:  I can recognise adjectives of personality, numbers from 1 to 31, the dates, the vocabulary of pets, the colours, and the vocabulary useful to introduce myself 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 adjectives of personality, numbers from 1 to 31, the dates, the vocabulary of pets, the colours, and the vocabulary useful to introduce myself.  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 sentence 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. | |
| 2 | Module 2  Mi tiempo libre | | Module 2:  Listening and responding:  I can understand and recognise the vocabulary of activities, opinions and the weather.  Students can understand & recognise the meanings of short spoken phrases that they have learnt in class.  Speaking:  I can read out loud information about activities, opinions and the weather.  Reading and responding :  I can understand and recognise information about activities, opinions and the weather.  Writing:  I can label images or fill gaps with the words learnt in class. | | Listening and responding:  I can recognise the vocabulary of activities, opinions, the weather 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 activities, opinions, and the weather.  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 activities, opinions, and the weather.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two short sentences about activities, opinions, the weather 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 activities, opinions, and the weather.  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 activities, opinions, and the weather.  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 activities, opinions, and the weather containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about activities, opinions, the weather 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. | |
|  | Module 3  Mi insti | | Module 3  Listening and responding:  I can understand and recognise the vocabulary of school subjects, school facilities, and activities I do at school.  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, school facilities, and activities I do at school.  Reading and responding :  I can understand and recognise the vocabulary of school subjects, school facilities, and activities I do at school.  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, school facilities, and activities I do at school 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, school facilities, and activities I do at school.  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, school facilities, and activities I do at school.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two short sentences using the vocabulary of school subjects, school facilities, and activities I do at school from memory with approximate spelling.  Students can fill in information on a simple form. | | 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 can take part in a simple conversation, answering and asking simple questions about school subjects, school facilities, and activities I do at school.  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, school facilities, and activities I do at school containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about school subjects, school facilities, and activities I do at school 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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| Module 4  Mi Familia y mis amigos | 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 4  Listening and responding:  I can understand and recognise the vocabulary of family, physical description, accommodation and celebrations.  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 family, physical description, accommodation and celebrations.  Reading and responding :  I can understand and recognise the vocabulary of family, physical description, accommodation and celebrations.  Writing:  I can label images or fill gaps with the words learnt in class. | Listening and responding:  I can recognise the vocabulary of family, physical description, accommodation and celebrations 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 family, physical description, accommodation and celebrations.  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 family, physical description, accommodation and celebrations.  Students are able to use a  glossary to find new vocabulary  Writing:  Students can write one or two short sentences using the vocabulary of family, physical description, accommodation and celebrations.  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 family, physical description, accommodation and celebrations.  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 family, physical description, accommodation and celebrations.  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 family, physical description, accommodation and celebrations containing familiar language in simple sentences with repetition.  Speaking:  Students are able to take part in short conversations about family, physical description, accommodation and celebrations 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. |