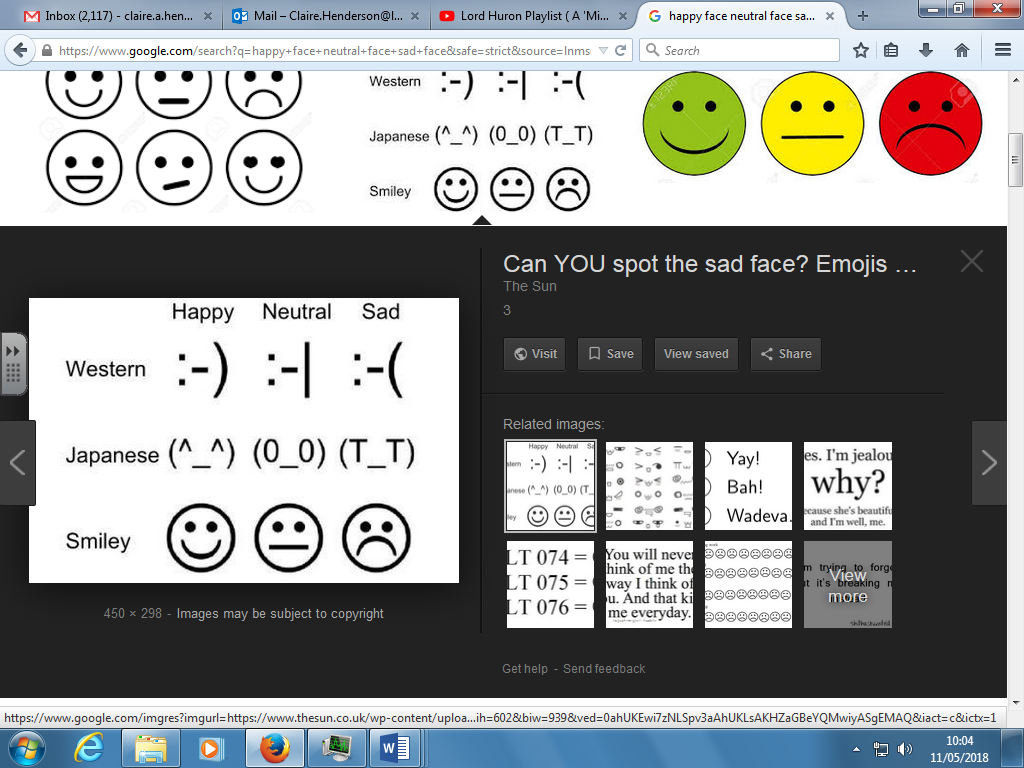
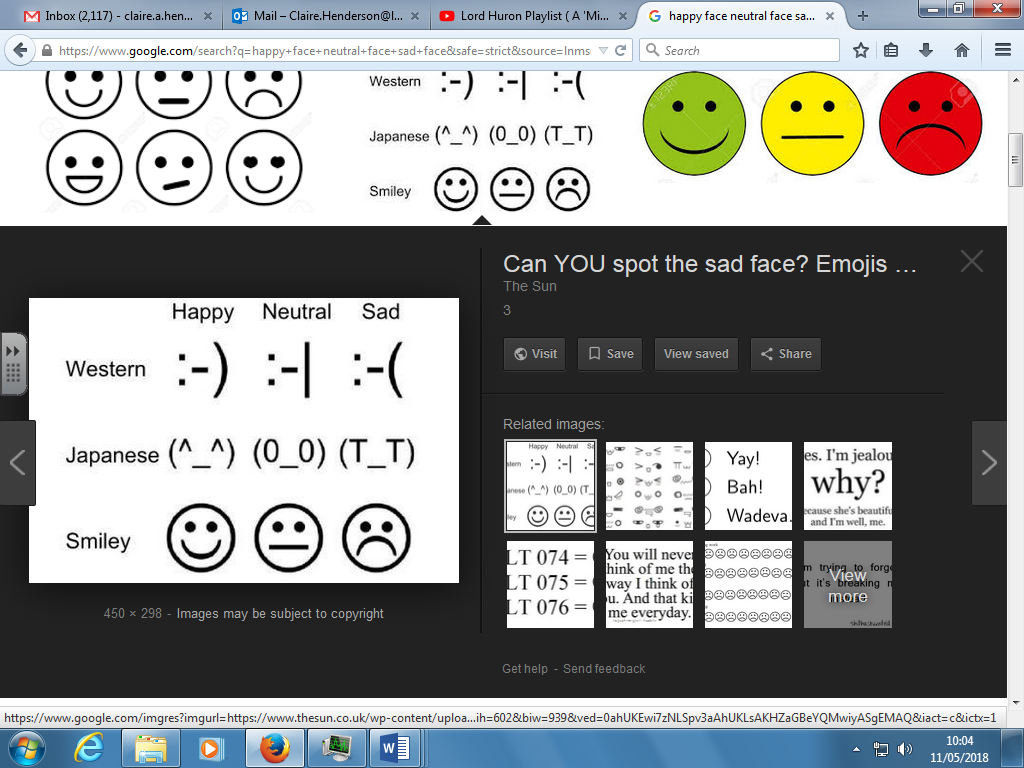
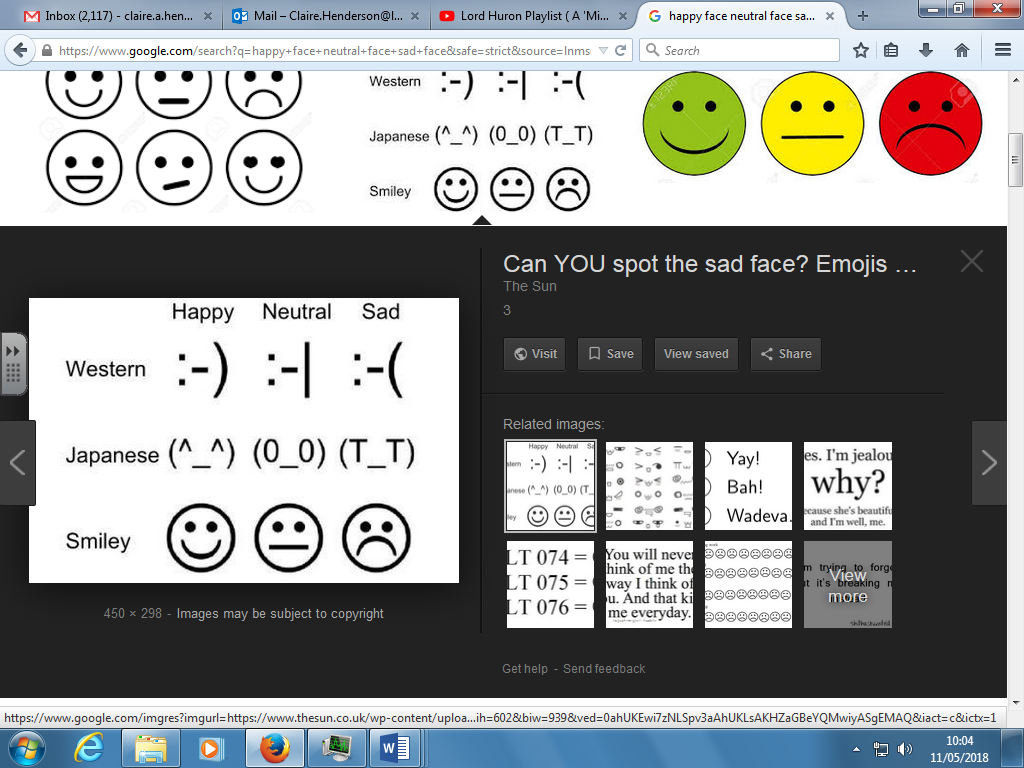
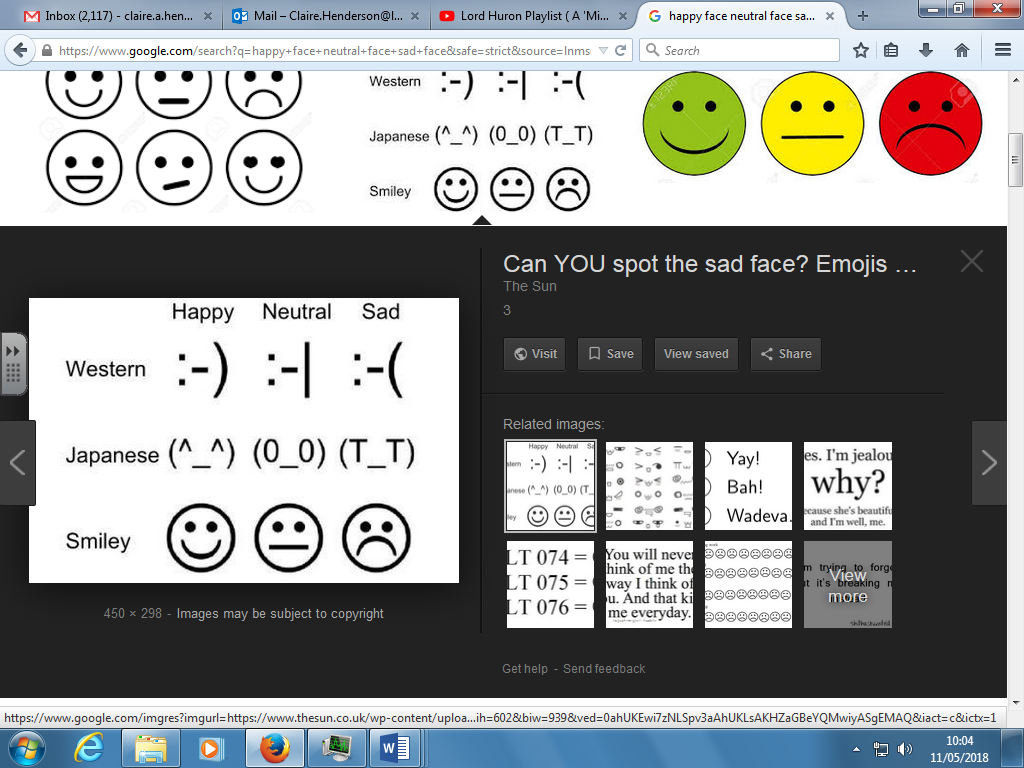
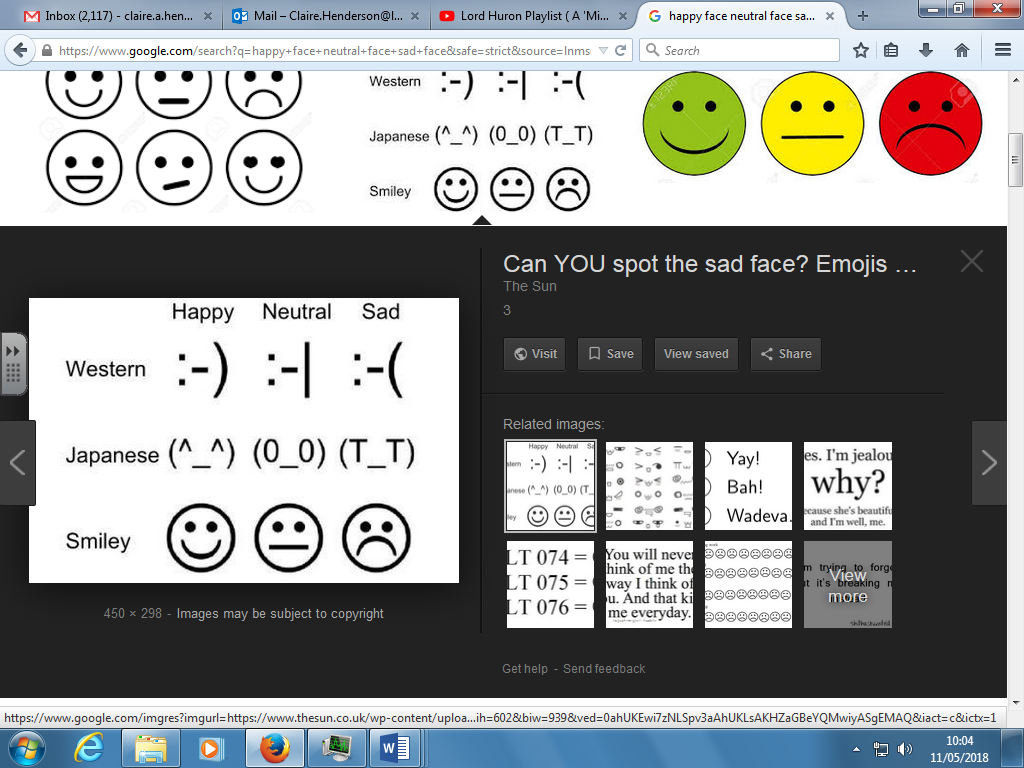
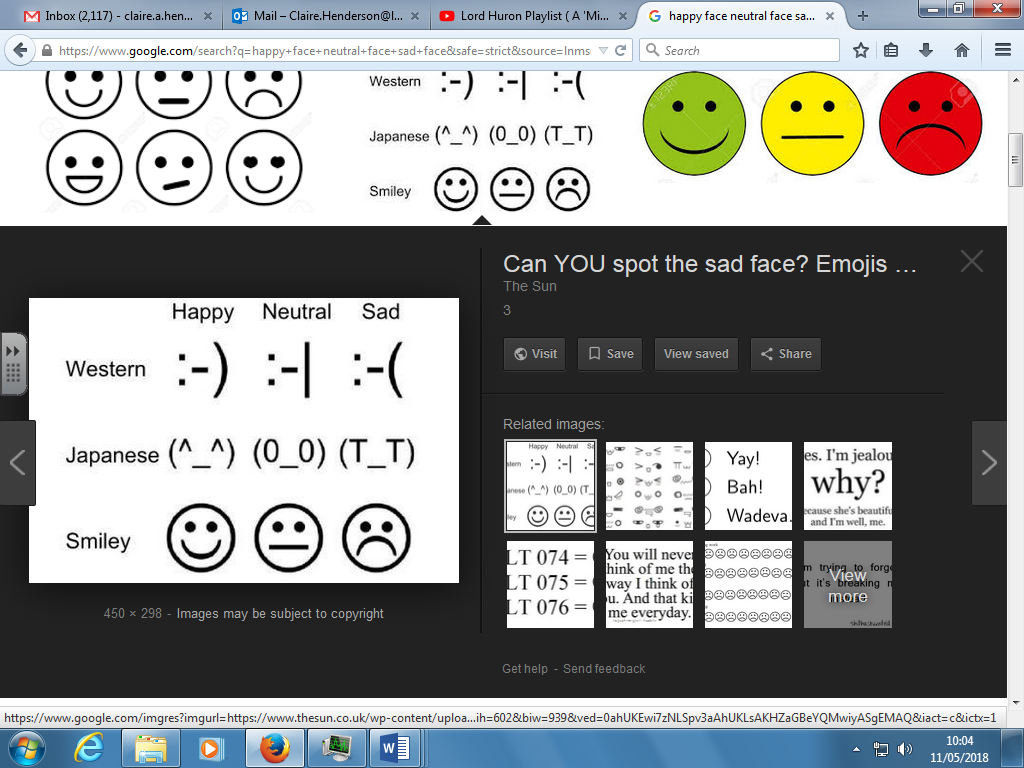
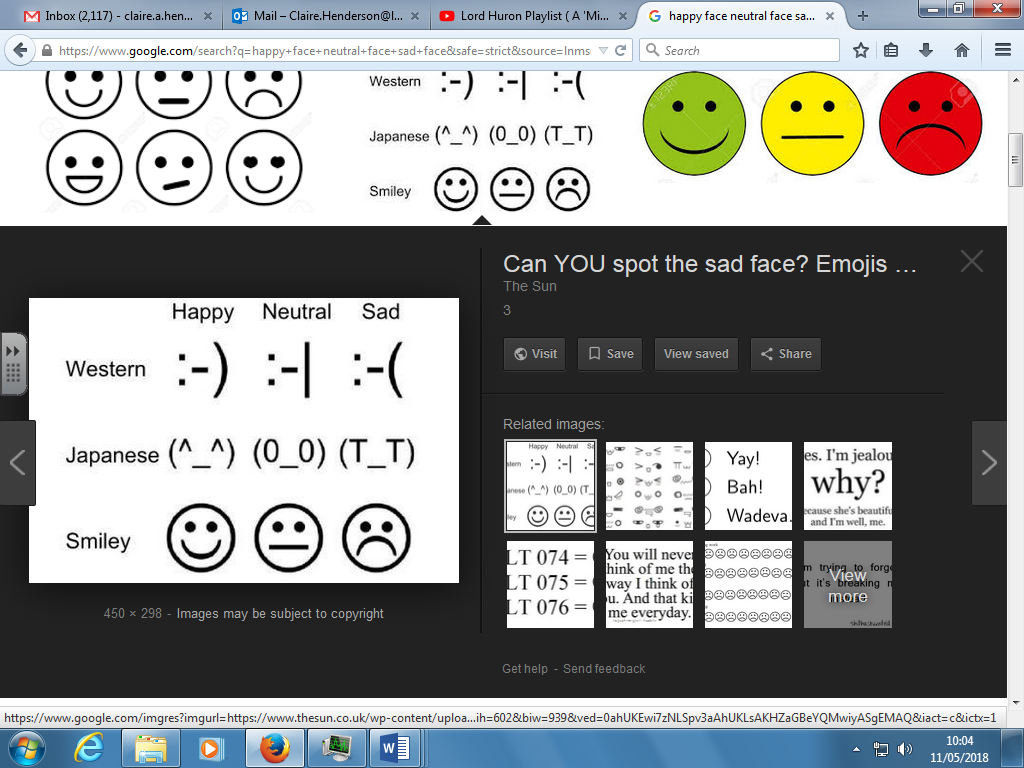
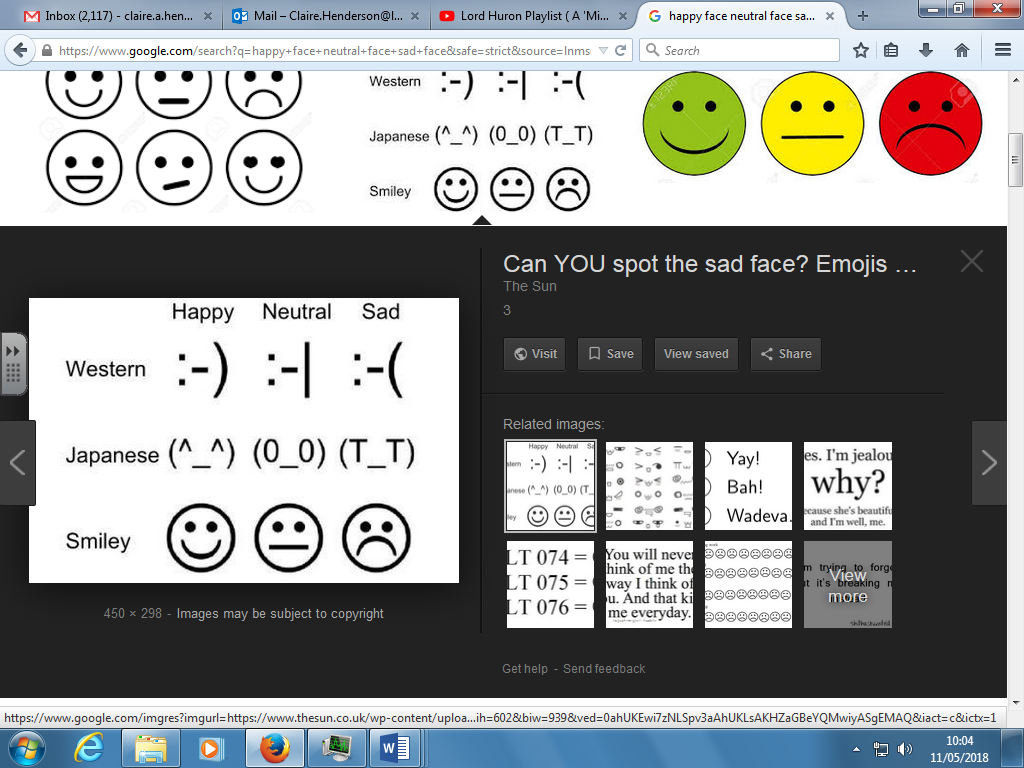
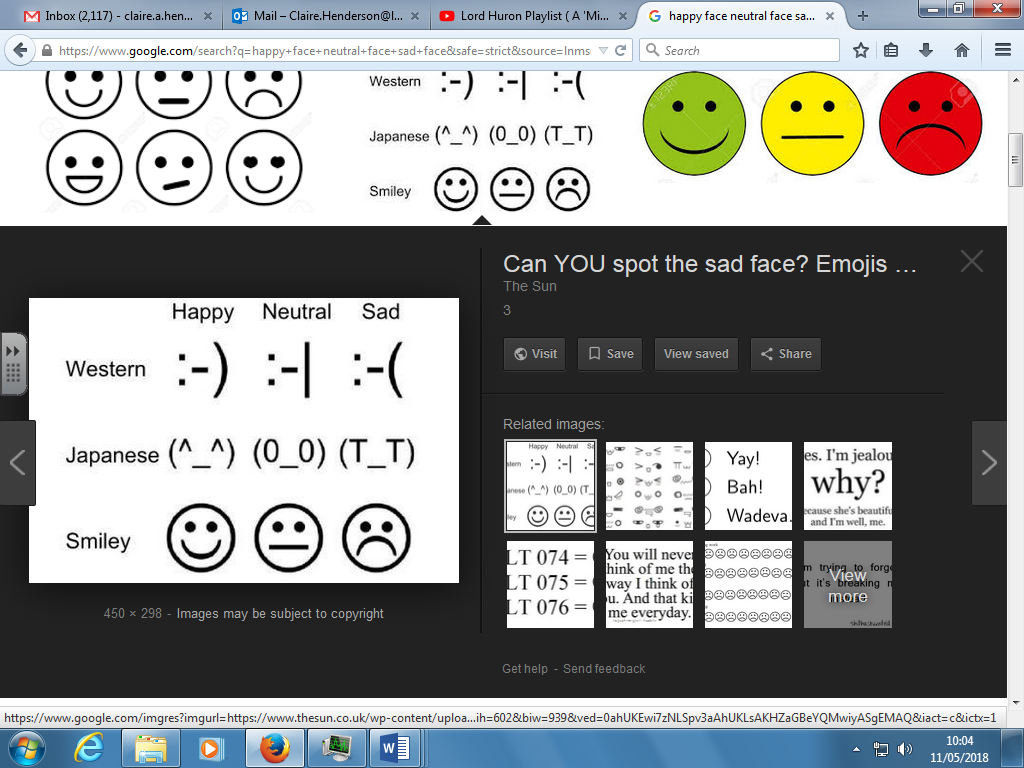
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| --- |
| Listening and Talking |
| 1. I can show understanding of familiar words and phrases in TV and film clips. 2. **I can listen, take turns and contribute in mostly pre-prepared conversations.** 3. I can ask for help in a conversation or express that something is not understood. 4. **I can use polite social phrases to start and finish conversations.** 5. I can work in a pair or a team to create a conversation or a role play. 6. **I can work with others to practise new vocabulary through games and speaking.** |
| Writing |
| 1. I can work as part of a team to plan, create a review a piece of writing. 2. **I can use a dictionary or digital technology to check the accuracy of a piece of writing.** 3. I can apply memory skills and knowledge to spell familiar words correctly. 4. **I can write longer sentences using literacy skills well (commas, full stops, accents).** |
| **Reading** |
| 1. I can use a bilingual dictionary to check and spell unfamiliar words in the foreign language. 2. **I can use grammar skills to identify nouns, pronouns, adjectives and verbs in a reading text.** 3. I can use reading skills to identify the main point of a text in the foreign language. |
| **Reading for pleasure** |
| 1. I can show understanding of authentic foreign texts by making notes and answering questions. 2. **I can use knowledge of grammar, contextual clues and cognates to understand texts.** 3. I can read texts and discuss the similarities and difference between Scotland and the foreign country. |
| **Presenting** |
| 1. I can work as part of a team to deliver a presentation in the Modern Language. 2. **I can recognise one or more tense when someone is speaking in the Modern Language.** 3. I can communicate confidently in a foreign language so others can understand. 4. **I can use resources (dictionary, help sheets, vocabulary lists) to plan a presentation**. |



**S1 Tracking**

**Tracking Three:**

**Progression: Level - Stage:**

**Feedback to teacher:**

***Challenge:***

***Pace:***

***Differentiation:***

**Reflections from round three:**

**Reflections from round two:**

***Challenge:***

***Pace:***

***Differentiation*:**

**Feedback to teacher:**

**Progression: Level - Stage:**

**Tracking Two:**

**Tracking One:**

**Feedback to teacher:**

**Progression: Level - Stage:**

**Reflections from round one:**

***Challenge:***

***Pace:***

***Differentiation:***