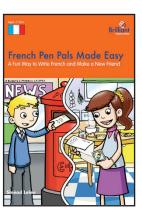


French Pen Pals Made Easy

A Fun Way to Write French and Make a New Friend



| | Cov | ered? |
|-------------------------------|---|----------|
| READI | NG | |
| Finding and using information | | |
| 2-08a | I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example | > |
| 2-08b | I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language | > |
| Using | knowledge about language | |
| 2-11a | I can understand how a bilingual dictionary works and use it with support | > |
| 2-11b | I can make comparisons and explore connections between spelling patterns in English and the language I am learning | ✓ |
| 2-11c | I experiment with new language, working out the meaning or words and phrases using vocabulary I have learned so far | ✓ |
| 2-11d | I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning | ~ |
| WRITI | NG | |
| Organi | sing and using information | |
| 2-12a | I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate | > |
| 2-13a | I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense | ~ |
| 2-13b | I can use familiar language to describe myself and to exchange straightforward information | ~ |
| Using | knowledge about language | |
| 2-14a | I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately | ~ |

Many of the Talking and Listening statements may also be addressed, using the letter writing activities as a stimulus.

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