



# **KS1 and KS2 Foreign Language Skills**

**Planning and Assessment Document**

## Knowledge, Skills and Understanding Breakdown for Year 1

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> <li>•Do they understand simple classroom commands?</li> <li>•Do they understand short statements?</li> <li>•Do they understand simple questions?</li> <li>•Do they understand clearly spoken speech?</li> </ul> <p><i>May need a lot of help, e.g. gesture and repetition.</i></p>	<ul style="list-style-type: none"> <li>•Can they answer with a single word?</li> <li>•Can they answer with a short phrase?</li> </ul> <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> <li>•Can they read and understand a single word?</li> </ul> <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<ul style="list-style-type: none"> <li>•Can they copy a single word correctly?</li> <li>•Can they label items?</li> <li>•Can they choose the right words to complete a phrase?</li> <li>•Can they choose the right words to complete a short sentence?</li> </ul>

## Knowledge, Skills and Understanding Breakdown for Year 2

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> <li>•Do they understand a range of familiar statements?</li> <li>•Do they understand a range of familiar questions?</li> </ul> <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> <li>•Can they give short and simple responses to what they see and hear?</li> <li>•Can they name and describe people?</li> <li>•Can they name and describe places?</li> <li>•Can they name and describe objects?</li> <li>•Can they use (set) phrases?</li> </ul> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<ul style="list-style-type: none"> <li>•Can they read and understand short phrases?</li> <li>•Can they read aloud single words and phrases?</li> <li>•Can they use books or glossaries to find the meanings of new words?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they copy a short familiar phrase?</li> <li>•Can they write or word-process set phrases we use in class?</li> </ul> <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>

## National Curriculum Requirements of Languages at Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### Year 3 Languages Progression Overview

Skills	Example Context and Language	Arriving in Year 4 able to:
<ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words, phrases and sentences e.g. <i>simple instructions, rhymes, songs</i></li> <li>• Communicate with others using simple words, phrases and short sentences e.g. <i>greetings, simple personal information</i></li> <li>• Recognise and understand some familiar written words and phrases e.g. <i>familiar nouns, adjectives and simple verb forms in poems and rhymes</i></li> <li>• Read aloud familiar text in chorus</li> <li>• Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></li> <li>• Use correct pronunciation when speaking and show awareness of sound spelling links</li> <li>• Understand basic grammar appropriate to the language being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday</li> <li>• Understand and respond to simple questions e.g. <i>how many ...?</i></li> <li>• Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others</i></li> <li>• Ask and answer simple questions about e.g. <i>name and age, birthday</i></li> <li>• Understand and communicate familiar nouns e.g. <i>parts of the body, animals</i></li> <li>• Use simple adjectives e.g. <i>to describe people (size, colour)</i></li> <li>• Use simple sentences e.g. <i>to say what someone looks like</i></li> <li>• Use some simple familiar verbs</li> <li>• Express simple likes and dislikes e.g. <i>food and drink</i></li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and understand that to pick out familiar words and phrases in songs, poems and stories they need to listen carefully. Show they can do this by giving a physical response e.g. pointing to a picture, holding up a card.</li> <li>• Recognise, with confidence, numbers to 20.</li> <li>• Understand and respond to simple classroom instructions.</li> <li>• Understand that making accurate sounds in another language means they will have to make different mouth movements and pronounce very familiar language with good pronunciation and intonation.</li> <li>• Take risks when practising new language and be willing to 'have a go.' as well as valuing the contribution of others. Practise language in pairs and small groups.</li> <li>• Greet their teacher and classmates with confidence. Introduce himself or herself to another classmate and ask how she/he is.</li> <li>• Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</li> <li>• Express likes and are beginning to know how to form the negative in this context e.g. <i>I don't like milk.</i></li> <li>• Identify familiar words in a short text e.g. a short verse of a poem, a few sentences taken from a familiar story or song, and give their meaning in English.</li> <li>• Identify nouns, adjectives and verbs in texts that use familiar words.</li> <li>• Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</li> <li>• Read aloud a simple, conversation with a partner which uses familiar language.</li> <li>• Write two or three sentences on a familiar topic using a writing frame and word bank and write a few familiar words from memory.</li> <li>• Understand that some sounds are written in different ways to English</li> <li>• Notice (where relevant) that the definite/indefinite changes according to gender of noun.</li> <li>• Begin to understand that adjectives can sometimes follow the noun.</li> </ul>

### Year 3 assessment opportunities

- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 - 20 and finally 1 - 20. Children show understanding by holding the correct number in the air.
- Play *Simon Says* as a whole class activity using instructions such as: *sit down, stand up, put your hand up*.
- Play some music and ask children to walk around the room. When music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out the name, age and birthday of their partner. They perform their conversation to the whole class. Puppets could be used for this activity. Look for correct pronunciation. They use this language to prepare a mini-presentation about themselves e.g. *Hello. My name is ..... I am seven/eight years old. I live in ..... I like .....* Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. *Do you like milk?* The partner replies *I like milk/I don't like milk*.
- Working with a group of up to 10 children, give each child a selection of no more than six text cards for e.g. food. Hold up a picture card for an item of food and children show you the correct word.
- Give each child a simple description of e.g. a snowman. Ask children to underline the parts of the body in one colour and clothing in another
- Display up to four lines of a familiar song, poem or story and read aloud to the class. Give pairs of children the text and ask them to underline the verbs/adjectives/nouns.
- Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem.
- Give pairs of children cut-up strips of paper with familiar written language e.g. *Hello, how are you? What's your name? Goodbye*. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children may like to read their conversation to the class. Look for correct pronunciation.
- Children create a party invitation using a writing frame.
- Children make a model of an animal using play dough or clay. They write a simple description using a model and word bank e.g. *Here is my dog. His name is. He is green/blue/red*. Encourage children to write familiar words from memory.
- Give children an extract from a song, story or poem, which practises a phoneme/grapheme which children have learnt. Read the extract aloud and ask children to circle the grapheme (corresponding to the selected phoneme) each time they can hear it.

## Year 4 Languages Progression Overview

Skills	Example contexts and language	Arriving in Year 5 able to...
<ul style="list-style-type: none"> <li>• Listen for specific words and phrases e.g. <i>in instructions and other spoken sources such as songs stories, poems</i></li> <li>• Communicate by asking and answering a wider range of questions and presenting short pieces of information</li> <li>• Read and understand familiar written words, phrases and short text made of simple sentences e.g. <i>in familiar stories, character descriptions, poems and rhymes</i></li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Follow text while listening and reading at the same time.</li> <li>• Write some familiar words, phrases and simple sentences</li> <li>• Apply phonic knowledge to support reading, writing and pronunciation</li> <li>• Understand basic grammar appropriate to the language being studied</li> <li>• Understand (where relevant): feminine, masculine and neuter forms</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and communicate higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i></li> <li>• Use a wider range of question forms e.g. <i>for help in the classroom, the time, the date</i></li> <li>• Understand and communicate a wider range of familiar nouns e.g. <i>classroom items, sports, animals, items of clothes</i></li> <li>• Understand and use adjectives that describe people and things e.g. <i>the characters in a story, animals</i></li> <li>• Understand and use verbs in the first person to say e.g. <i>what they do, play, like, prefer</i></li> <li>• Understand and use verbs in the third person to say e.g. <i>what other people or animals do, the weather</i></li> <li>• Use some simple adverbs to make sentences more interesting</li> <li>• Express likes, dislikes and preference about what they do e.g. <i>in school, sports, spare time activities</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific key phonemes, words and phrases when listening to songs, poems and stories and understand that some sounds and letter combinations are pronounced differently in the new language.</li> <li>• Recognise numbers 1 – 31 and multiples of 10 up to one hundred when they hear them and use this knowledge to work out age appropriate calculations.</li> <li>• Follow and respond to a wider range of classroom instructions.</li> <li>• Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build simple sentences orally e.g. <i>I have brown eyes.</i></li> <li>• Ask and answer questions confidently on a range of topics e.g. personal information, sports and hobbies, characters in a familiar story. Children appreciate the importance of rising intonation when asking questions.</li> <li>• Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like ....</i> They use a wider range of verbs to express opinion such as love, hate, adore, detest.</li> <li>• Recite a few lines from a story, poem or song with good pronunciation.</li> <li>• Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</li> <li>• Begin to use pronouns when responding to questions e.g. <i>The prince is handsome. He loves the princess.</i></li> <li>• Use a few common adverbs e.g. <i>The horse is eating slowly. I can run fast.</i></li> <li>• Ask and answer questions in 1st, 2nd, 3rd person singular.</li> <li>• Read familiar words, phrases and short sentences aloud with good pronunciation and apply phonic knowledge when reading aloud.</li> <li>• Follow a short, familiar text, reading and listening at the same time.</li> <li>• Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural.</li> <li>• Begin to understand the concept of agreement of adjectives.</li> <li>• Form sentences by selecting words from a word bank.</li> <li>• Write some words and phrases from memory and know how to apply strategies to help them with memorisation.</li> <li>• Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</li> </ul>

## Year 4 assessment opportunities

- Choose a poem or a song, which practises a phoneme/ word/ phrase children have learnt. Practise the phoneme as a class. Ask the children to listen to the song/poem and to keep a tally, every time they hear the phoneme.
- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 – 20, 21 – 31 and finally 1 – 31. Children show understanding by holding the correct number in the air. This activity can be adapted to show understanding of multiples of 10 up to 100.
- Give children mental calculations to solve using digit cards and working with numbers up to 31 and multiples of 10.
- Play 'What's the time Mr Wolf?' The teacher stands at one end of the room and the children at the other end. The children chorus, *What's the time Mr Wolf?* and the teacher calls out a time. Children take the appropriate number of steps forward according to the time called out. If the teacher calls out *I'm coming*, the children run back to their end of the hall. The first child to reach the teacher is the next 'Mr Wolf'.
- Ask children to draw their portrait and describe it to a partner eg *I have blue eyes. I have brown hair*. Alternatively children could draw an imaginary animal and describe it. *My animal has six legs. It has a big head*.
- Play 'Find Your Partner'. Give each child a piece of paper with some information regarding identity – e.g. name, age and town. Within the class, there will be two children with the same identity and the object of the activity is for children to find their partner. Play some music. When the music stops, children ask the person nearest them what their name is, how old they etc. to establish if they are/are not their partner. The activity continues until all partners have been found. You may want to organise children into groups of 10 i.e. 5 pairs to speed up the process of finding partners.
- Display e.g. a selection of familiar items of food on the board/pictures to represent sports/hobbies. Working in pairs, children ask their partner e.g. *Do you like milk/cycling?* Look for children who reply using a wider range of verbs such as adore, hate, love and who can use the negative correctly i.e. *I don't like cycling*.
- Children memorise a short spoken text e.g. a short verse from a poem or song, or extract from a story. Children present the text in small groups.
- In pairs or small groups, and with the support of props/picture cards, prepare and present a short weather report to include day, date, month and weather.
- Ask and answer questions about characters in a familiar story in the third person e.g. *What is the horse doing? The horse/ is eating/walking/galloping*. Encourage children to include an adverb in their answer eg. *The horse is eating slowly*.
- Play 'Pass the Word Parcel'. Put cards showing familiar words and short phrases from recent work into a bag. Children pass the bag around. When the music stops, the child holding the bag takes out one card and reads it aloud. To make it more challenging. Put cards showing familiar phrases into a bag. When the music stops, the child holding the bag takes out one card, reads it aloud and performs an action to show understanding.
- Distribute phrases or sentences from a familiar story, cut into strips. Re-read the story and, when children hear their phrase or sentence they wave it in the air.
- Children work in groups. Give each group a large foam dice labelled with a selection of definite/indefinite article (singular and plural) and picture cards of nouns from current area of learning. Children throw the dice and match e.g. feminine article with correct noun.
- In pairs, children order word cards to make a sentence which includes an adjective. Repeat the above activity but include colour adjectives in their masculine and feminine. Children have to select the correct adjective which agrees with its noun.
- In pairs or small groups, ask children to design a poster to show what they have been learning in a recent series of lessons. They use a word bank to support writing but write some words and phrases from memory.
- Create a mini book with illustrations using familiar language.
- Design a wanted poster describing an escaped criminal.



## Year 5 Languages Progression Overview

Skills	Example contexts and language	Arriving in Year 6 able to...
<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources such as songs stories, poems</li> <li>• Take part in short conversations using familiar structures and vocabulary and present information to others</li> <li>• Understand and express simple opinions</li> <li>• Read a variety of short simple texts in different formats and in different contexts e.g. stories, poems, texts from the internet, nonfiction texts, emails from a partner school</li> <li>• Write simple sentences and short texts using a model and a dictionary to check the spelling of words</li> <li>• Recognise patterns when building sentences and apply knowledge of grammatical rules</li> <li>• ☐ Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the alphabet for spelling and in context</li> <li>• Follow and give simple instructions and directions e.g. a recipe, directions to a place, the route to school</li> <li>• Understand and express future intentions e.g. about playing a musical instrument, leisure activities</li> <li>• Take part in conversations expressing likes, dislikes and preferences e.g. about food, places, activities</li> <li>• Making simple statements and present information e.g. about weather, seasons, places</li> <li>• Talk and write about the past in simple terms e.g. What has been eaten/ drunk, the weather</li> <li>• Use simple adverbial phrases of time</li> <li>• Understand and communicate simple descriptions in speech and writing e.g. of a scene, a place in town, the weather,</li> <li>• Use adjectives to add interest to a description</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main spoken points of a short text that contains familiar and unfamiliar language in a new context</li> <li>• Identify specific sounds in familiar and unfamiliar words.</li> <li>• Present information to others. Express simple opinions.</li> <li>• Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</li> <li>• Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as and, but, because to form more complex sentences.</li> <li>• Begin to use the past tense in spoken language.</li> <li>• Perform a role-play or recite a short poem with confidence and accurate pronunciation, using appropriate tone and intonation.</li> <li>• Give constructive feedback to classmates.</li> <li>• Work with a partner to decipher a short text.</li> <li>• Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language.</li> <li>• Begin to use a bi-lingual dictionary to check spelling.</li> <li>• Manipulate language by changing an element in a sentence when writing short text using a model.</li> <li>• Understand word order and agreement when including high frequency adjectives of e.g. colour and six and demonstrate this, with reasonable accuracy, in their writing.</li> </ul>

## Year 5 assessment opportunities

- The teacher reads or plays a recording of a text containing familiar and some unfamiliar vocabulary e.g. a description of a person, place or event. Children show understanding by selecting picture or text cards and putting them in the correct order. Alternatively, they may draw a sketch to show the information they hear.
- Repeat the above activity but this time children listen for a specific phoneme.
- Give pairs of children photos, flashcards or real items linked to a recent area of learning. They take it in turns to select one of the above and give some basic information including an opinion.
- Encourage children to use phrases to seek clarification and help e.g. *Can you repeat that? I'm sorry I don't understand? How is that written in French/German/Spanish?*
- Children work in pairs. They each have a grid to record what their partner has eaten at lunchtime during the school week. They complete their grid by asking their partner e.g. *What did you eat on Monday?* They listen to the reply and draw the food on their grid.
- Children take part in a brief interview asking and answering up to six familiar questions. They extend their range of connectives to include e.g. *because*, and try to include elements of the past tense.
- Revise previously learnt conversational language. Children work in pairs to develop their own conversations. Puppets can be used to create new characters to give opportunities to include a wider range of questions and answers. Other members of the class use '2 stars and a wish' approach to give feedback on performance
- Children work in pairs on a text of 80 – 100 words. For example, an email from their partner school. They summarise its meaning in English orally or in writing.
- Give each child a text of 80 – 100 words which describes e.g. an animal, person or place. Children complete a fact file in English, recording key information.
- Display a familiar text on the board. Children work in pairs to create new sentences, substituting alternatives for selected words.
- Children prepare a booklet based on a recent area of learning such as the planets based on an example which they have discussed as a class. Children seek support from word and phrase bank and check their spelling in a bi-lingual dictionary.

## Year 6 Languages Progression Overview

Skills	Example contexts and language	Arriving in Year 7 able to...
<ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in spoken sources e.g. story, song or passage</li> <li>• Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</li> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</li> <li>• Understand and express simple opinions about past events</li> <li>• Present to an audience e.g. role-play, presentation, performance, read aloud from a text</li> <li>• Read and understand the main points and some detail from a short written passage e.g. extract from a story, email, message, poem, information, nonfiction text</li> <li>• Read aloud with expression</li> <li>• □ Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use numbers in context e.g. saying the year, 24 hour clock, quantities</li> <li>• Understand and communicate statements with reference to the past e.g. about the school environment, everyday school routines, break time activities, a visit</li> <li>• Understand and express opinions about what something was like</li> <li>• Understand and use transactional language e.g. in a café</li> <li>• Seek clarification of meaning</li> <li>• Ask questions (about places in a town)</li> <li>• Give a description e.g. of a town, geographical features in a country</li> <li>• Antonyms</li> <li>• Use adjectives to add interest and detail to a description</li> <li>• Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV, a story, an email)</li> <li>• Express and justify opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written differently to English</li> <li>• Listen to spoken foreign language for details and gist. Can identify key points and some detail.</li> <li>• Also understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>• Use spoken language confidently to initiate and sustain a simple conversation.</li> <li>• Present simple information on a familiar topic to the class.</li> <li>• Use peer and self-assessment strategies to support language learning</li> <li>• Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</li> <li>• Use a range of questions and statements spontaneously to seek clarification and help.</li> <li>• Understand key points and some detail in short written texts in familiar contexts.</li> <li>• Find new words in a foreign language by using a bilingual dictionary.</li> <li>• Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</li> <li>• Feel confident in tackling the pronunciation of new and unfamiliar words.</li> <li>• Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</li> <li>• Use peer and self-assessment strategies to support language learning.</li> </ul>

## Year 6 assessment opportunities

- Children listen to a conversation between two people and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). **NB** In Y6, children should be listening to texts read by people other than their teacher.
- Children listen to a new story containing familiar language and extract information to show understanding as above.
- Understand a wide range of classroom instructions such as *Please get into groups of 6. Find a partner to work with. Clear up your things. Can someone on each table collect the cards/books etc.*
- Children work in small groups and plan a role-play e.g. buying food in a market, ordering drinks in a café, arriving at a new school, meeting up with friends on a playground. Allow sufficient time for each group to practise and prepare their role-play for performance to the class. Other class members give feedback.
- Children prepare individual presentations to describe a school day. They express opinions and use statements which make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Children re-tell, from memory, part of a story.
- Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example, *How is that written in Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?*
- Children re-order several sentences from an extract of a familiar story. Alternatively, they match paragraphs of three to four sentences to pictures of the story.
- Children read an information leaflet about a place to visit and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). Set a time limit so that children know when to answer independently and when to use a dictionary.
- Children read aloud an extract (a paragraph of up to 6 lines) from a new story or non-fiction text containing familiar language.
- Children produce a leaflet about their school, town or place to visit. This activity lends itself to group, pair or individual work and peer assessment of first draft.
- Children re-write a 'chapter' of a story adapting language to change e.g. description of character and setting.

*Languages overview and assessment guidance adapted from Ensemble Languages Project*

## Using the Languages Ladder

		Listening	Speaking	Reading	Writing
<b>Early Stage</b>	<b>Grade 1</b>	<ul style="list-style-type: none"> <li>Do they understand a few familiar spoken words and phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they say and repeat single words in short and simple phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they recognise and read out a few familiar words and phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write or copy simple words or symbols correctly?</li> </ul>
	<b>Grade2</b>	<ul style="list-style-type: none"> <li>Do they understand a range of familiar spoken phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they answer simple questions and give basic information?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand and read out familiar written phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write one or two short sentences to a model?</li> <li>Can they fill in the words on a simple form?</li> </ul>
	<b>Grade3</b>	<ul style="list-style-type: none"> <li>Do they understand the main points from a short spoken passage made up of familiar language?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask and answer simple questions and talk about their interests?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand the main points from a short written text in clear printed script?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write a few short sentences with support, using expressions which have already been learnt?</li> </ul>
<b>On completing the early stage</b>		<p><i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate.</i></p>	<p><i>Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate.</i></p>	<p><i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i></p>	<p><i>Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i></p>
<b>Prelim Stage</b>	<b>Grade 4</b>	<ul style="list-style-type: none"> <li>Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?</li> </ul>	<ul style="list-style-type: none"> <li>Can they take part in a simple conversation and express their own opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand the main points and some detail from short written texts in familiar contexts?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write a short text on a familiar topic, adapting language which they have already learned?</li> </ul>
	<b>Grade 5</b>	<ul style="list-style-type: none"> <li>Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?</li> </ul>	<ul style="list-style-type: none"> <li>Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand the main points and opinions in written texts from various contexts?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write a short text on a range of familiar topic, using simple sentences?</li> </ul>

## KS2 Languages National Curriculum Strands

### Appendix A

This section divides the *Languages programme of study: key stage 2* (September 2013) into the four skills of listening, speaking, reading and writing and the underpinning strands of phonology, grammar and intercultural understanding. It includes key aspects of the *Purpose of study, Aims and Subject content*. This presentation of the national curriculum in this way links clearly to the progression framework and supports teachers in demonstrating appropriate coverage.

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>listen attentively to spoken language</li> <li>listen to songs and rhymes</li> <li>show understanding by responding</li> <li>show understanding by joining in</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>appreciate songs, poems and rhymes in the language</li> <li>appreciate stories in the language</li> <li>understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>engage in conversations</li> <li>express opinions</li> <li>respond to the opinions of others</li> <li>seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases</li> <li>present ideas and information to a range of audiences</li> <li>describe people, places, things and actions</li> <li>communicate for practical purposes</li> <li>speak with increasing confidence, fluency and spontaneity</li> <li>communicate ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>read carefully and show understanding of words</li> <li>read carefully and show understanding of phrases</li> <li>read carefully and show understanding of simple writing</li> <li>appreciate poems and rhymes in the language</li> <li>appreciate stories, in the language</li> <li>broaden vocabulary through reading</li> <li>develop the ability to understand new words that are introduced in familiar written material</li> <li>find out the meaning of new words through using a dictionary</li> <li>understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>write words and phrases from memory</li> <li>express ideas in writing through substituting words</li> <li>adapt words and phrases to create new sentences</li> <li>express ideas in writing through adapting, phrases and sentences</li> <li>describe people, places, things and actions</li> <li>communicate for practical purposes</li> <li>write at varying length, for different purposes</li> <li>write at varying length, for different audiences</li> <li>communicate ideas, facts and feelings</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>explore the patterns and sounds of language and link the spelling, sound and meaning of words</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>understand and communicate using knowledge of phonology</li> </ul>			
<p><b>Grammar - Use basic language structures</b></p> <ul style="list-style-type: none"> <li>understand basic grammar appropriate to the language being studied</li> <li>understand key features and patterns of the language</li> <li>understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs</li> <li>know how to apply the basic grammar they have learnt, for instance, to build sentences</li> <li>know how these patterns and grammar differ from or are similar to English</li> </ul>			
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>foster pupils' curiosity and deepen their understanding of the world</li> <li>learn new ways of thinking and read great literature in the original language</li> <li>understand and respond to spoken and written language from a variety of authentic sources</li> <li>discover and develop an appreciation of a range of writing in the language studied</li> </ul>			