

Learning Objectives

from the KS2

Framework

for Languages

Learning Objectives from the KS2 Framework for Languages

	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work 	<ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text 	<ul style="list-style-type: none"> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories
Literacy	<ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory 	<ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without help 	<ul style="list-style-type: none"> Re-read frequently a variety of short texts Make simple sentences and short texts Write words, phrases and short sentences, using a reference source 	<ul style="list-style-type: none"> Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information Match sound to sentences and paragraphs Write sentences on a range of topics using a model
Intercultural Understanding	<ul style="list-style-type: none"> Appreciate the diversity of languages spoken within their school Talk about the similarities and differences of social conventions between different cultures Identify the country or countries where the language is spoken Have some contact with the country/countries Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> Talk about celebrations of which they have experience Know about similar celebrations in other cultures Compare aspects of everyday life at home and abroad Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives 	<ul style="list-style-type: none"> Compare symbols, objects or products which represent their own culture with those of another country Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places 	<ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture

Year 3

Term 1	Term 2	Term 3
Numbers 0 - 10 greetings classroom phrases colours rojo, verde, azul, amarillo, gris asking and giving name asking how something is spelt Hola, señor / señora / señorita ¿Quién es? Buenos días Aquí hay y Felices Navidades un gato un mono un perro some alphabet letters	Numbers 11- 15 ¡Feliz año nuevo! some alphabet letters vocal consonante ¿Lobo estás? en voz alta en voz baja quiero por favor gracias aquí tienes un caballo un cocodrilo un cisne un tigre una araña una paloma ¿Qué es? no	Numbers 16 - 31 days of the week months of the year presente hoy es punto coma en la bolsa hay ¿Qué fecha es hoy?

Year 4

Term 1	Term 2	Term 3
<p>Greetings and replies ¿Cómo estás ? bien/así así/no muy bien</p> <p>Questions & answers ¿Quién está + present participle? ¿Qué están haciendo?</p> <p>Adjectives e.g. blanco, negro</p> <p>Adverbial phrase En la jungla</p> <p>Present participles volando, nadando, trotando, corriendo</p> <p>Vocabulary for creating sentences, e.g.</p> <ul style="list-style-type: none"> • a preposition - hay • a conjunction - y • some nouns - un erizo, un zorro, un jabalí, una jirafa, el jardín, el zoo. 	<p>Verb Tengo hambre/sed/sueño</p> <p>Possessive adjective Mi</p> <p>Questions and answers ¿Dónde vives? E.g. Vivo en Jaca. ¿Cuántos años tienes? E.g. Tengo ocho años ¿Qué hora es? E.g. Son las dos.</p> <p>Some nouns amigo, amiga</p> <p>Conjunction con</p>	<p>Verb Quiero comer/beber/dormir</p> <p>Questions and answers ¿Qué te pasa? E.g, Tengo hambre. ¿Qué quieres hacer? E.g. Quiero comer. ¿Cuándo es tu cumpleaños?</p>

Year 5

<p>Nouns e.g. la cocina, el salón, la calle, el cine, el parque, la biblioteca, la piscina.</p> <p>Spanish food e.g. aceitunas, chorizo, tortilla española, ensaladilla rusa, croquetas</p> <p>Spanish products and brands e.g. Vichy Catalán, Cola Cao, Don Simón, Pascual, Calvo.</p> <p>Expressing opinion e.g. Me gusta/No me gusta + noun (e.g. Me gusta el rojo.) With an infinitive (e.g. Me gusta bailar.).</p> <p>Adverbs mucho (e.g. Me gusta mucho el azul.); nada (e.g. No me gusta nada el verde.)</p> <p>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. ¿Qué? ¡Qué va! ¡Madre mía! ¡Caramba! ¡Vaya!</p>	<p>Adjectives feo/fea, guapo/guapa, feroz</p> <p>Infinitives bailar, cantar, roncar, nadar, silbar</p> <p>Adverbial phrase of time Esta mañana</p> <p>Immediate future tense Voy a + infinitive (e.g. Voy a bailar) ; voy + noun (e.g. Voy al parque)</p> <p>Asking questions, e.g. ¿Te gusta? and ¿Te gustan? ¿Cómo es? ¿Adónde vas? ¿Por qué?</p> <p>Leave taking hasta luego, hasta mañana</p>	<p>Telling the time y cuarto, y media, menos cuarto; a (e.g. a las dos ...)</p> <p>Relative pronoun que (e.g. un perro que baila)</p> <p>Conjunctions pero, porque</p> <p>Numbers 30 - 99 treinta, treinta y uno, treinta y dos, treinta y tres, treinta y cuatro, treinta y cinco, treinta y seis, treinta y siete, treinta y ocho, treinta y nueve, cuarenta, cuarenta y uno, cuarenta y dos, cuarenta y tres, cuarenta y cuatro, cuarenta y cinco, cuarenta y seis, cuarenta y siete, cuarenta y ocho, cuarenta y nueve, cincuenta, cincuenta y uno, cincuenta y dos, cincuenta y tres, cincuenta y cuatro, cincuenta y cinco, cincuenta y seis, cincuenta y siete, cincuenta y ocho, cincuenta y nueve, sesenta, sesenta y uno, sesenta y dos, sesenta y tres, sesenta y cuatro, sesenta y cinco, sesenta y seis, sesenta y siete, sesenta y ocho, sesenta y nueve, setenta, setenta y uno, setenta y dos, setenta y tres, setenta y cuatro, setenta y cinco, setenta y seis, setenta y siete, setenta y ocho, setenta y nueve, ochenta, ochenta y uno, ochenta y dos, ochenta y tres, ochenta y cuatro, ochenta y cinco, ochenta y seis, ochenta y siete, ochenta y ocho, ochenta y nueve, noventa, noventa y uno, noventa y dos, noventa y tres, noventa y cuatro, noventa y cinco, noventa y seis, noventa y siete, noventa y ocho, noventa y nueve</p>
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Year 6

Term 1	Term 2	Term 3
<p>Nouns Familia, madre, padre, hermano, hermana</p> <p>Questions & answers ¿Qué tiempo hace? Hace sol/frío/calor/viento; Está lloviendo, está nevando, está nublado</p> <p>Adjectives Alto, bajo, gordo, delgado</p> <p>Verbs Se llama, tiene, quiere Gustar with 'a' (e.g. A mi padre le gusta bailar).</p> <p>Possessive adjective Tu</p> <p>Consolidation ¿Por qué? and porque revisiting 'c', 'g', 'h', 'll', 'rr' adjectival agreement spelling Me gusta</p>	<p>Possessive adjectives Su, mis</p> <p>Nouns Padres, hermanos, abuelos Teatro, restaurante, iglesia Pelo, ojos</p> <p>Points of the compass Norte, sur, este, oeste</p> <p>Adjectives Largo, corto</p> <p>Verb está</p> <p>Consolidation Numbers 1-100 Questions: ¿Cómo estás? ¿Qué hora es? ¿Dónde vives? ¿Adónde vas mañana? ¿Por qué comes hamburguesas? ¿Qué fecha es hoy? Months of the year The weather</p>	<p>Verbs Vamos; Verbs in the preterite tense: fui, fuimos; vi, vimos</p> <p>Adverbs and adverbial phrases Ayer, la semana pasada, el sábado pasado</p> <p>Nouns Tenis, fútbol, cricket, golf, pingpong, balonmano</p> <p>Infinitive Jugar + al (e.g. Me gusta jugar al balonmano).</p> <p>Consolidation Questions The weather</p>

Assessment

Each child has their own copy of the European Language Portfolio (ELP). Alternatively children can record evidence of their progress electronically and store it in their on-line personal learning space. In this way they can share their progress with parents or carers and others.

Children need regular opportunities to assess their progress and to record it in the ELP. The learning focus and teaching sequence in the lesson plans are almost always based on oracy or literacy learning objectives. However, the core strand of Intercultural Understanding (IU), and the two cross-cutting strands of Language Learning Strategies (LLS) and Knowledge About Language (KAL) are clearly displayed at the foot of each lesson plan. They are there to help the teacher make links within each lesson, but it is left to the creativity and expertise of the teacher as how best to do this with his or her own class.

A study of the IU, LLS and KAL statements at the foot of each lesson plan gives the teacher a picture of the progression being made in these areas. The display parcel suggests how to make this progress visibly explicit to the children, parents and the rest of the school.

Teachers should consider consulting the voluntary assessment scheme known as Asset Languages www.assetlanguages.org.uk.

Celebrating Success

At the end of year 6 each child could have a bank of evidence showing the progress they have made, which could include a photo library and digital video clips.