



Key stage 2 National curriculum expectation

Foreign language 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 Languages 195
- 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.

The starred (*) content above will not be applicable to ancient languages.



Listening			
Year 3	Year 4	Year 5	Year 6
<p>Pupils will be able to: Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> • The teacher's instructions • A few words and phrases in a song or a rhyme • Days of the week • Colours • Numbers 	<p>Pupils will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, my school, the weather. 	<p>Pupils will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> • A short rhyme or song, a telephone message, • Announcement or weather forecast. • Sentences describing what people are wearing, what they are doing, an announcement or message. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources.

Speaking			
Year 3	Year 4	Year 5	Year 6
<p>Pupils will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Greeting someone • Saying 'oui', non,' s'il vous plait', 'merci' • Naming classroom objects • Days of the week • Saying what the weather is like 	<p>Pupils will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am • Saying the date <p><i>Know how to pronounce all single letter sounds. Show an awareness</i></p>	<p>Pupils will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> • Taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear • Discussing a picture with a partner, describing colours, shapes and saying whether I 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • Give a short prepared talk, on a topic of choice,



<p><i>Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.</i></p>	<p><i>of sound patterns. Be clearly understood.</i></p>	<p>like it or not; asking for and giving directions; discussing houses, pets, food</p> <p><i>Know how to pronounce some letter strings</i></p>	<p>including expressing opinions</p> <ul style="list-style-type: none"> • Talking on a familiar subject; describing a picture or part of a story
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Reading			
Year 3	Year 4	Year 5	Year 6
<p>Pupils will be able to: Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • From stories and rhymes • Labels on familiar objects • The date • The weather <p><i>Use visual clues to help with reading.</i></p>	<p>Pupils will be able to: Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> • Simple phrases • Weather phrases • Simple description of objects • Someone writing about their pet 	<p>Pupils will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> • Very simple messages on a postcard or e-mail or part of a story • Three to four sentences of information about my e-pal; a description of someone's school day <p><i>Use a glossary to find out the meanings of new words</i></p>	<p>Pupils will be able to: Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story • Discover and develop an appreciation of a range of writing in French <p><i>Use a bilingual dictionary to look up new words</i></p>

Writing			
Year 3	Year 4	Year 5	Year 6
<p>Pupils will be able to:</p>	<p>Pupils will be able to:</p>	<p>Pupils will be able to:</p>	<p>Pupils will be able to:</p>



<p>Can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> • Numbers • Days of week • Colours • Classroom objects • A shopping list 	<p>Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> • Personal information • Where I live • How old I am • Holiday greetings by e-mail or on a postcard <p><i>Begin to spell some commonly used words correctly.</i></p>	<p>Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> • A postcard, a simple note or message, an identity card • Write a short text on a familiar topic, adapting language which they have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message 	<p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> • A paragraphs of three to four sentences about myself • About a story or a picture; a message containing three to four sentences; a postcard or greetings card <p><i>Spell commonly used words correctly.</i></p>
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Intellectual understanding			
Year 3	Year 4	Year 5	Year 6
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand and respect that there are people and places in the world around me that are different to where I live and play. • Understand that some people speak a different language to my own. • Think about the linguistic diversity of our own school and talk about the languages they would like to learn. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences in my culture to that of another. • Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. • Identify common elements in traditional • stories from other cultures 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Respect and understand cultural diversity. • Understand how symbols, objects and pictures can represent a country. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Talk about, discuss and present information about a particular country's culture. • Discuss stereotypes and reflect on the • importance of developing tolerance and • understanding between people.