

National Curriculum Requirements of Language at Key Stage 2 only

Teaching should focus on enabling pupils to make substantial progress in one of the following languages: French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek. 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, while the focus in Latin or Ancient Greek will be to provide a linguistic foundation for learning modern languages and for reading comprehension. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

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 conversation; 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

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

National Curriculum Requirements of Language at Key Stage 2 only

Teaching should focus on enabling pupils to make substantial progress in one of the following languages: French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek. 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, while the focus in Latin or Ancient Greek will be to provide a linguistic foundation for learning modern languages and for reading comprehension. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

Pupils should be taught to (continued):

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, such as (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.

Knowledge, Skills and Understanding breakdown for Foreign Languages

Although the National Curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier

Year 2

Listening and responding	Speaking	Reading and responding	Writing
<p>Do they understand a range of familiar statements? Do they understand a range of familiar questions?</p> <p><i>May need items repeated.</i></p>	<p>Can they give short and simple responses to what they see and hear? Can they name and describe people? Can they name and describe places? Can they name and describe objects? Can they use (set) phrases?</p> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<p>Can they read and understand short phrases? Can they read aloud single words and phrases? Can they use books or glossaries to find the meanings of new words?</p>	<p>Can they copy a short familiar phrase? Can they write or word-process set phrases we use in class?</p> <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>

Knowledge, skills & Understanding breakdown for Foreign Languages: Using the Languages Ladder

		Listening	Speaking	Reading	Writing
Early Stage	Grade1	Do they understand a few familiar spoken words and phrases?	Can they say and repeat single words in short and simple phrases?	Can they recognise and read out a few familiar words and phrases?	Can they write or copy simple words or symbols correctly?
	Grade 2	Do they understand a range of familiar spoken phrases?	Can they answer simple questions and give basic information?	Can they understand and read out familiar written phrases?	Can they write one or two short sentences to a model? Can they fill in the words on a simple form?
	Grade 3	Do they understand the main points from a short spoken passage made up of familiar language?	Can they ask and answer simple questions and talk about their interests?	Can they understand the main points from a short written text in clear printed script?	Can they write a few short sentences with support, using expressions which have already been learnt?
On completing the early stage		<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 sound system of the language. Should be aware how to address people</i>	<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</i>	<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>	<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</i>

		<i>both formally and informally as appropriate.</i>	<i>informally as appropriate.</i>		<i>address people both formally and informally as appropriate.</i>
Prelim Stage	Grade 4	Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	Can they take part in a simple conversation and express their own opinions?	Can they understand the main points and some detail from short written texts in familiar contexts?	Can they write a short text on a familiar topic, adapting language which they have already learned?
	Grade 5	Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?	Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?	Can they understand the main points and opinions in written texts from various contexts?	Can they write a short text on a range of familiar topics, using simple sentences?