

# Languages

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CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

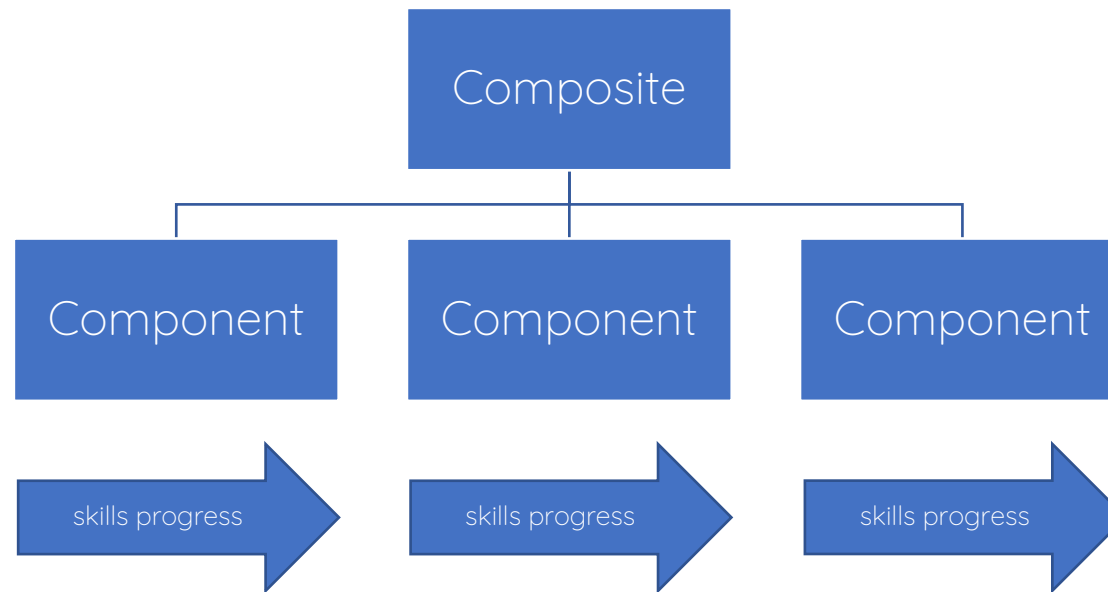
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



## Languages – Key Stage 2

### National Curriculum

#### 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

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

Languages – Key Stage 2				
	Listening and responding	Speaking	Reading and responding	Writing
Years 3 and 4	<p><b>Asking and responding to questions</b></p> <ul style="list-style-type: none"> <li>recognise a familiar question and respond with a simple rehearsed response</li> <li>ask and answer a simple and familiar question with a response</li> <li>express simple opinions such as likes, dislikes and preferences when asked</li> <li>ask and answer at least two simple and familiar questions with a response</li> <li>identify and note the main points and give a personal response</li> </ul> <p><b>Joining in and responding</b></p> <ul style="list-style-type: none"> <li>repeat modelled words</li> <li>listen and show understanding of single words through physical response</li> <li>repeat modelled short phrases</li> <li>listen and show understanding of short phrases through physical response</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding</li> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding</li> <li>join in with actions to accompany familiar songs, stories and rhymes</li> <li>join in with words of a song or storytelling</li> </ul>	<p><b>Phrases and conversations</b></p> <ul style="list-style-type: none"> <li>name objects, actions and link words with a simple connective</li> <li>use familiar vocabulary to say a short sentence using a language scaffold</li> <li>speak about everyday activities and interests</li> <li>refer to recent experiences or future plans</li> <li>use short phrases to give a personal response</li> <li>say simple familiar words to describe people, places, things and actions using a model</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions</li> <li>name nouns and present a simple rehearsed statement to a partner</li> <li>present simple rehearsed statements about themselves, objects and people to a partner</li> <li>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people</li> </ul> <p><b>Pronunciation and intonation</b></p> <ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled</li> <li>start to recognise the sound of some letter strings in familiar words and pronounce when modelled</li> <li>adapt intonation to ask questions or give instructions</li> <li>show awareness of accents, elisions and silent letters</li> <li>begin to pronounce words appropriately</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read and show understanding of familiar single words</li> <li>read and show understanding of simple phrases and sentences containing familiar words</li> <li>use strategies for memorisation of vocabulary</li> <li>make links with English or known language to work out the meaning of new words</li> <li>use context to predict the meaning of new words</li> <li>read and understand short texts using familiar language</li> <li>identify and note the main points and give a personal response</li> <li>identify and note the main points and give a personal response on a passage</li> <li>use a bilingual dictionary or glossary to look up new words</li> <li>begin to read independently</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write single familiar words/phrases from memory</li> <li>replace familiar vocabulary in short phrases written from memory to create new short phrases</li> <li>copy simple familiar words to describe people, places, things and actions using a model</li> <li>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</li> <li>write 1-2 simple sentences that may contain an adjective to describe people, places, things and actions</li> <li>write 2-3 short sentences on [topic]</li> <li>say what they like and dislike about [topic]</li> </ul>

Languages – Key Stage 2				
Year 3	Listening and responding	Speaking	Reading and responding	Writing and grammar
Software/websites/ texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				
SMSC	<p><b>Spiritual</b></p> <p>Languages support spiritual development by exploring new language, culture and vocabulary. Children are encouraged to express themselves in the target language. They are taught to accept and embrace other languages and cultures through the teaching of languages. In relation to this, pupils are educated on the religious beliefs of the people in countries of the language they are learning.</p>	<p><b>Moral</b></p> <p>Languages support moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures. Pupils are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from different cultures have made.</p>	<p><b>Social</b></p> <p>Languages support social development by encouraging a collaborative approach to learning. Children regularly converse in the target language. They are encouraged to experiment with language and learn from their mistakes.</p>	<p><b>Cultural</b></p> <p>Languages support the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Pupils are encouraged to discuss and challenge stereotypes within a national and international context.</p>