



Mill Hill Community Primary School
Language Key Skills

Languages

National Curriculum

KS2

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.

Language Key Skill

| Aspect | Y3 | Y4 | Y5 | Y6 |
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| Listening | 3.1 Listen attentively and repeat what they have heard. | 4.1 Listen carefully and follow up simple commands (e.g. put up your hand, stand up, hold up an object, picture or card). | 5.1 Play games that require active and attentive listening e.g. True or False? Simon Says, or Bingo. | 6.1 Interpret simple dialogue, instructions and messages. Listen to some speech and note down information, the main points, or interesting detail. |



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| Speaking | 3.2 Say/repeat a simple sentence using familiar vocabulary. | 4.2 Respond to what they see and hear by answering a question, using modelled responses. | 5.2 Engage in a simple conversation with a partner including asking/answering simple questions and expressing likes, dislikes and feelings. | 6.2 Speak with increasing confidence and fluency in a range of circumstances. |
| Reading | 3.3 Read key words correctly, using visual cues to support. | 4.3 Read words and phrases in familiar texts. | 5.3 Pick out specific detail from longer passages of familiar language (e.g. names, places, cost) | 6.3 Read simple texts independently, showing understanding of familiar words and phrases, using a bilingual dictionary or glossary to look up new words and phrases. |
| Writing | 3.4 Choose simple words or phrases, copying them correctly. | 4.4 Label items and select appropriate words to complete short sentences. Make simple words that include words and phrases used regularly in class. | 5.4 Write down sentences and familiar phrases correctly, including some from memory, and contribute to group writing. | 6.4 Write a short text on a familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases. |
| Spelling | 3.5 Copy simple words correctly | 4.5 Spell key words and phrases correctly being aware of symbols (e.g. acute, grave and circumflex accents in French). | 5.5 Use a dictionary or glossary to check spelling. | 6.5 Spell an increasing number of words correctly in a short piece of writing. |
| Vocabulary | 3.6 Identify objects using key words. | 4.6 Describe objects using simple phrases. Use simple phrases. | 5.6 Integrate previously learnt language with newly learnt language, using a dictionary to look up unfamiliar words. | 6.6 Use a widening vocabulary, referring to bilingual dictionaries and glossaries for alternatives. Manipulate language, using vocabulary and structures for a range of purposes and audiences. |



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| Grammar | 3.7 Use an article such as 'the', 'a', or 'an' when learning the names of objects. | 4.7 Use modelled prepositions and pronouns (e.g. the pen/it is on the table). | 5.7 Recognise and understand infinitive verbs, nouns and adjectives. | 6.7 Conjugate verbs for person, then tense. |
| Pronunciation | 3.8 Pronounce their name and other familiar phrases correctly. | 4.8 Pronounce single words and key phrases correctly. | 5.8 Use accurate pronunciation so that others understand, self-correcting as necessary. | 6.8 Use accurate pronunciation and intonation by listening to modelled examples (e.g. native speakers and recordings). |
| Descriptions | 3.9 Describe themselves using familiar words and Phrases. | 4.9 Describe a place using key words and phrases. | 5.9 Describe the actions of a person or object using appropriate words and pictures. | 6.9 Describe people, places, objects and actions orally, then apply to writing. |
| Appreciation | 3.10 Join in with repetitive phrases in chants, songs and rhymes in a given language. | 4.10 Listen attentively to/watch short scenarios in a given language, using a range of pictures/animations to support. | 5.10 Learn to, listen by heart and respond to songs, poems or stories, and listen for certain details, information, repeated or rhyming words. | 6.10 Listen attentively to identify cultural features of a story, poem or song, such as the type of street/housing. |
| Presenting / Performing | 3.11 Perform a simple chant, rhyme or song as part of a large group to an audience, after much practice. | 4.11 Present a short description to a familiar audience, using learnt words and phrases. | 5.11 Perform or present a song, poem or story, as part of a group, to a specific audience. | 6.11 Perform and present ideas and information to a wider range of audiences. |