



Mill Hill Community Primary School
Language Key Skills and Knowledge

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 Knowledge

	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Name and describe people, a place and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Start to speak, using a full sentence 	<ul style="list-style-type: none"> • Name and describe people, a place and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Start to speak, using a full sentence 	<ul style="list-style-type: none"> • Hold a simple conversation with at least 4 exchanges • Use knowledge of grammar to speak correctly • Understand a short story or factual text and note the main points • Use the context to work out unfamiliar words 	<ul style="list-style-type: none"> • Hold a simple conversation with at least 4 exchanges • Use knowledge of grammar to speak correctly • Understand a short story or factual text and note the main points • Use the context to work out unfamiliar words



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	<ul style="list-style-type: none"> • Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic 	<ul style="list-style-type: none"> • Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic 	<ul style="list-style-type: none"> • Write a paragraph of 4-5 sentences • Substitute words and phrases 	<ul style="list-style-type: none"> • Write a paragraph of 4-5 sentences • Substitute words and phrases
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Language Key Skill

Aspect	Y3	Y4	Y5	Y6
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.
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.



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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 or purposes and audiences.
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.		6.8 Use accurate pronunciation and intonation by listening to



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Descriptions	3.9 Describe themselves using familiar words and Phrases.	4.9 Describe a place using key words and phrases.	5.8 Use accurate pronunciation so that others understand, self-correcting as necessary.	modelled examples (e.g. native speakers and recordings).
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.	5.9 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.
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.	5.10 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.
			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.