



End of Key Stage 2 Expectations

| By the end of Key Stage 2, in French and/or Spanish, pupils will be able to: | |
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| Listening and Speaking/Oracy | <p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. |
| | <p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. |
| | <p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. |
| | <p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. |

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| Listening and Speaking/Oracy | <p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. |
| | <p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. |
| Reading and Writing/Literacy | <p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. |
| | <p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. |

KS2 Languages National Curriculum

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
- b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c adapt intonation to ask questions;
- d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

KS2 Languages National Curriculum

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children can:

- a write single familiar words from memory with understandable accuracy;
- b write familiar short phrases from memory with understandable accuracy;
- c replace familiar vocabulary in short phrases written from memory to create new short phrases.

KS2 Languages National Curriculum

Children describe people, places, things and actions in writing.

Children can:

- a copy simple familiar words to describe people, places, things and actions using a model;
- b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

KS2 Languages National Curriculum

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Children can:

- a listen and identify specific words in songs and rhymes and demonstrate understanding;
- b listen and identify specific phrases in songs and rhymes and demonstrate understanding.

KS2 Languages National Curriculum

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- a join in with actions to accompany familiar songs, stories and rhymes;
- b join in with words of a song or storytelling.

KS2 Languages National Curriculum

Children 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.

Children can:

- a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c recognise and use partitive articles;
- d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- f use a simple negative form (ne... pas);
- g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- h recognise and use the first person possessive adjectives (mon, ma, mes);
- i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- k use simple prepositions in their sentences;
- l use the third person singular and plural of the verb 'être' in the present tense.