



KS2 Languages Progression Overview and Assessment Guidance

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Introduction

This guidance has been produced in collaboration with primary language practitioners and class teachers in the Ensemble Languages project. It provides a framework for progression in Key Stage 2 languages and guidance on assessment. The progression framework shows how children can make progress in their language skills, knowledge and understanding. The skills section includes all aspects of the new National Curriculum programmes of study and where required, amplifies the description so it is appropriate to the age-related expectations for each year group. Appendix A provides a breakdown of the programme of study to show how the progression framework supports coverage across the key stage. The assessment guidance provides example assessment opportunities, ideas for carrying out assessment in the classroom and how teachers can give effective feedback to children.

The main aims of the guidance are to support teachers in planning activities which build on children's previous learning and to ensure an appropriate level of challenge. It also supports teachers in identifying assessment opportunities in the classroom in order to confirm that children are achieving the expectations for their year group. End of year expectations are outlined in order to report to others, including parents, other teachers and governors. The framework can be used for:

- Curriculum planning
- Auditing current planning, practice and resources
- Monitoring and evaluation
- Formative assessment
- Reporting attainment

The progression framework for KS2 languages

For each year group in Key Stage 2 there is a progression overview which includes:

- **Skills** - this expands the skills identified in the KS2 programme of study in order to identify expectations for each year group and to support teaching and learning. It identifies what children should cover in terms of listening, speaking, reading and writing as well as phonology and grammar.
- **Example contexts and language** - this shows how the skills can be developed in different contexts with examples of language learning activities. The example contexts and language are based on the revised schemes of work produced for the new KS2 national curriculum. However the contexts and language can be mapped to any scheme of work and support teachers in planning for the contexts and language that suit their children's needs.
- **Arriving in year...able to** - this describes the likely achievement of children in each year group and supports reporting as well as transition from year to year. It helps teachers identify what children can do at the end of each year and to assess whether their pupils are in line with these expectations, exceeding them or below. It also helps to identify gaps when planning for the next stage.

Assessment opportunities as part of teaching and learning languages

Assessment opportunities

The assessment opportunities suggested for each year group outline different assessment activities that can take place in the classroom as part of everyday teaching and learning. They describe a range of activities that match the progression framework which teachers can use as they are; use as models for creating their own activities; or adapt to meet the needs of their children or their own schemes of work. There is no need to always assess children individually. The activities can be used for whole class assessment or for a targeted group of pupils as well as individual children. Through these activities, teachers can observe whether most children are successful in the activities, those who are exceeding expectations and those who may be struggling. The activities can provide evidence of achievement which can be:

- easily recorded
- used to provide information for completing reports to parents
- passed on to the next teacher
- used to provide information to secondary schools at the end of year 6

Assessment for learning

Through observation, reviews of children's work in exercise books or for display, informal assessment of children working in pairs and groups and individual activities, teachers can assess children across the skills. Assessment in the classroom should support children to:

- know where they are in their learning at any given time;
- understand the criteria for success
- understand and agree next steps; and
- understand how to get there.

To support this, teachers can also use assessment for learning strategies used in other areas of the curriculum such as:

- peer and self assessment
- two stars and a wish
- thumbs up thumbs down
- traffic lighting
- target setting

These strategies can be used to check comprehension of structures, target language instructions as well as understanding of new language. They can also be used to check for misunderstanding or misconceptions.

Using the 'Arriving in year...able to' statements to support assessment

Useful assessment information must be manageable, reliable and meaningful for teachers and children and provide a shared language for discussing progress and improvement. There is no expectation that all children will achieve all the statements in the *Arriving in year...able to* column. Children may also achieve them to different degrees e.g. with less confidence, better in some skills than others, smaller range of language etc. The statements can be used to develop success criteria as well as for reporting or noting achievement. They can be used to describe whole class achievement as in – Most children can ... Some children have achieved less well and can.... Some children have exceeded expectations and can.... They can also be used to describe individual pupil achievement as appropriate.

Principles of effective feedback to improve learning in languages

Most assessment is carried out during teaching and learning time. It is formative and is used to support teaching and learning and inform future planning. In lessons the teacher uses assessment for learning strategies to observe and record where appropriate pupil progress and areas for development, to identify gifted linguists and those requiring extra support and to plan future differentiated learning tasks. Assessment for learning is also used to inform children of how they are doing and how to improve.

Learning objectives should be shared with the children at the start of the lesson. Learning objectives might be in English or the language, for example:

- To learn about the Epiphany and to describe a crown.
- *Écouter et lire une histoire traditionnelle*

Success criteria for a task should also be made explicit. The success criteria for a task might be the for example:

- Use of a sentence opener
- Using grammatical features such as adjectives, a conjunction, adjectival agreement
- Correct word order
- Listening carefully and responding
- Understanding a story
- Reading aloud with good pronunciation
- Taking part in a conversation asking and answering questions
- Finding new words in a dictionary

Feedback

Feedback for all skills should be very positive and encouraging, in order to foster confidence and enjoyment in using and understanding the target language. Feedback includes praise and targets for improvement.

Aspects of children's written and spoken work to be praised might include for example:

- Achievements relevant to individual student's ability
- Following instructions in the target language
- Attempting to speak/communicate in the target language
- Showing resilience when completing a task
- Creativity
- Independence
- Good listening and responding
- Attempts to manipulate language learned to say something different
- Use of a dictionary to up-level work e.g. using new adjectives
- Achievement against the given success criteria and learning objectives. These should be shared explicitly with the children.

Written Feedback

Marking should be constructive and motivational and recognise pupil effort. All feedback should include acknowledgement of what the child has done well (see praise criteria), a target based on something that the child has not yet grasped or is having difficulty with and a challenge to take them to the next step.

Teachers can provide a focused prompt which should help the child to 'close the gap between what they have achieved and what they could have achieved. Examples of prompts might be:

- An example prompt- Can you use a conjunction?
- An example prompt- Can you add more detail by including other adjectives?
- A scaffolded prompt- What is ... in French?
- A reminder prompt- What other colours could you include?
- A choice prompt- Can you choose a better word than...?

The children can then act on these targets when work is returned to them. It is good practice for children to always respond to teacher feedback and they can initial comments to show that they have read and understood them. Teachers can also ensure that children access feedback physically by ensuring it is in their exercise books or other written work. It should be legible and comprehensible for the child to read as well as appropriate for their ability.

The value of children marking their own work is also recognised and seen as a good way to allow the children to reflect, and so understand and apply the success criteria for themselves. Certain pieces of work are well suited to this, and the strategy can be adopted where appropriate. Assessment methods could include self- and peer assessment as well as teacher assessment.

Reports

All Key Stage 2 annual reports will now include information regarding progress in languages. Exercise books or other written work can provide evidence of feedback and progress over the Key Stage and are available for parents/carers to see. Teachers can also use their observation of children's achievement in other skills to describe and provide evidence of what children can do that is not written work.

Year 3 Languages Progression Overview



Skills	Example contexts and language	Arriving in Year 4 able to...
<p>Listen and respond to familiar spoken words, phrases and sentences e.g. <i>simple instructions, rhymes, songs</i></p> <p>Communicate with others using simple words, phrases and short sentences e.g. <i>greetings, simple personal information</i></p> <p>Recognise and understand some familiar written words and phrases e.g. <i>familiar nouns, adjectives and simple verb forms in poems and rhymes</i></p> <p>Read aloud familiar text in chorus</p> <p>Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p> <p>Understand basic grammar appropriate to the language being studied</p>	<ul style="list-style-type: none"> • Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday • Understand and respond to simple questions e.g. <i>how many ...?</i> • Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others</i> • Ask and answer simple questions about e.g. <i>name and age, birthday</i> • Understand and communicate familiar nouns e.g. <i>parts of the body, animals</i> • Use simple adjectives e.g. <i>to describe people (size, colour)</i> • Use simple sentences e.g. <i>to say what someone looks like</i> • Use some simple familiar verbs • Express simple likes and dislikes e.g. <i>food and drink</i> • 	<ul style="list-style-type: none"> • Appreciate and understand that to pick out familiar words and phrases in songs, poems and stories they need to listen carefully. Show they can do this by giving a physical response e.g. pointing to a picture, holding up a card. • Recognise, with confidence, numbers to 20. • Understand and respond to simple classroom instructions. • Understand that making accurate sounds in another language means they will have to make different mouth movements and pronounce <u>very</u> familiar language with good pronunciation and intonation. • Take risks when practising new language and be willing to 'have a go.' as well as valuing the contribution of others. Practise language in pairs and small groups. • Greet their teacher and classmates with confidence. Introduce himself or herself to another classmate and ask how she/he is. • Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. • Express likes and are <u>beginning</u> to know how to form the negative in this context e.g. <i>I don't like milk.</i> • Identify familiar words in a short text e.g. a short verse of a poem, a few sentences taken from a familiar story or song, and give their meaning in English. • Identify nouns, adjectives and verbs in texts that use familiar words. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud a simple, conversation with a partner which uses familiar language. • Write two or three sentences on a familiar topic using a writing frame and word bank and write a few familiar words from memory. • Understand that some sounds are written in different ways to English • Notice (where relevant) that the definite/indefinite changes according to gender of noun. • Begin to understand that adjectives can sometimes follow the noun.

Year 3 assessment opportunities

- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 – 20 and finally 1 – 20. Children show understanding by holding the correct number in the air.
- Play Simon Says as a whole class activity using instructions such as: *sit down, stand up, put your hand up*.
- Play some music and ask children to walk around the room. When music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out the name, age and birthday of their partner. They perform their conversation to the whole class. Puppets could be used for this activity. Look for correct pronunciation. They use this language to prepare a mini-presentation about themselves e.g. *Hello. My name is I am seven/eight years old. I live in I like* Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. *Do you like milk?* The partner replies *I like milk/I don't like milk*.
- Working with a group of up to 10 children, give each child a selection of no more than six text cards for e.g. food. Hold up a picture card for an item of food and children show you the correct word.
- Give each child a simple description of eg a snowman. Ask children to underline the parts of the body in one colour and clothing in another
- Display up to four lines of a familiar song, poem or story and read aloud to the class. Give pairs of children the text and ask them to underline the verbs/adjectives/nouns.
- Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem.
- Give pairs of children cut-up strips of paper with familiar written language e.g. *Hello, How are you? What's your name? Goodbye*. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children may like to read their conversation to the class. Look for correct pronunciation.
- Children create a party invitation using a writing frame.
- Children make a model of an animal using play dough or clay. They write a simple description using a model and word bank e.g. *Here is my dog. His name is. He is green/blue/red*. Encourage children to write familiar words from memory.
- Give children an extract from a song, story or poem, which practises a phoneme/grapheme children have learnt. Read the extract aloud and ask children to circle the grapheme (corresponding to the selected phoneme) each time they can hear it.

Year 4 Languages Progression Overview



Skills	Example contexts and language	Arriving in Year 5 able to...
<ul style="list-style-type: none"> • Listen for specific words and phrases e.g. <i>in instructions and other spoken sources such as songs stories, poems</i> • Communicate by asking and answering a wider range of questions and presenting short pieces of information • Read and understand familiar written words, phrases and short text made of simple sentences e.g. <i>in familiar stories, character descriptions, poems and rhymes</i> • Read a wider range of words, phrases and sentences aloud • Follow text while listening and reading at the same time. • Write some familiar words, phrases and simple sentences • Apply phonic knowledge to support reading, writing and pronunciation • Understand basic grammar appropriate to the language being studied • Understand (where relevant): feminine, masculine and neuter forms 	<ul style="list-style-type: none"> • Understand and communicate higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> • Use a wider range of question forms e.g. <i>for help in the classroom, the time, the date</i> • Understand and communicate a wider range of familiar nouns e.g. <i>classroom items, sports, animals, items of clothes</i> • Understand and use adjectives that describe people and things e.g. <i>the characters in a story, animals</i> • Understand and use verbs in the first person to say e.g. <i>what they do, play, like, prefer</i> • Understand and use verbs in the third person to say e.g. <i>what other people or animals do, the weather</i> • Use some simple adverbs to make sentences more interesting • Express likes, dislikes and preference about what they do e.g. <i>in school, sports, spare time activities</i> 	<ul style="list-style-type: none"> • Identify specific key phonemes, words and phrases when listening to songs, poems and stories and understand that some sounds and letter combinations are pronounced differently in the new language. • Recognise numbers 1 – 31 and multiples of 10 up to one hundred when they hear them and use this knowledge to work out age appropriate calculations. • Follow and respond to a wider range of classroom instructions . • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build simple sentences orally e.g. <i>I have brown eyes.</i> • Ask and answer questions confidently on a range of topics e.g. personal information, sports and hobbies, characters in a familiar story. Children appreciate the importance of rising intonation when asking questions. • Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> They use a wider range of verbs to express opinion such as love, hate, adore, detest. • Recite a few lines from a story, poem or song with good pronunciation. • Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies. • Begin to use pronouns when responding to questions e.g. <i>The prince is handsome. He loves the princess.</i> • Use a few common adverbs e.g. <i>The horse is eating slowly. I can run fast.</i> • Ask and answer questions in 1st, 2nd, 3rd person singular. • Read familiar words, phrases and short sentences aloud with good pronunciation and apply phonic knowledge when reading aloud. • Follow a short, familiar text, reading and listening at the same time. • Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural. • Begin to understand the concept of agreement of adjectives. • Form sentences by selecting words from a word bank. • Write some words and phrases from memory and know how to apply strategies to help them with memorisation. • Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.

Year 4 assessment opportunities

- Choose a poem or a song, which practises a phoneme/ word/ phrase children have learnt. Practise the phoneme as a class. Ask the children to listen to the song/poem and to keep a tally, every time they hear the phoneme.
- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 – 20, 21 – 31 and finally 1 – 31. Children show understanding by holding the correct number in the air. This activity can be adapted to show understanding of multiples of 10 up to 100.
- Give children mental calculations to solve using digit cards and working with numbers up to 31 and multiples of 10.
- Play ‘What’s the time Mr Wolf?’ The teacher stands at one end of the room and the children at the other end. The children chorus, *What’s the time Mr Wolf?* and the teacher calls out a time. Children take the appropriate number of steps forward according to the time called out. If the teacher calls out *I’m coming*, the children run back to their end of the hall. The first child to reach the teacher is the next ‘Mr Wolf’.
- Ask children to draw their portrait and describe it to a partner eg *I have blue eyes. I have brown hair*. Alternatively children could draw an imaginary animal and describe it. *My animal has six legs. It has a big head*.
- Play ‘Find Your Partner’. Give each child a piece of paper with some information regarding identity – e.g. name, age and town. Within the class, there will be two children with the same identity and the object of the activity is for children to find their partner. Play some music. When the music stops, children ask the person nearest them what their name is, how old they etc. to establish if they are/are not their partner. The activity continues until all partners have been found. You may want to organise children into groups of 10 i.e. 5 pairs to speed up the process of finding partners.
- Display e.g. a selection of familiar items of food on the board/pictures to represent sports/hobbies. Working in pairs, children ask their partner e.g. *Do you like milk/cycling?* Look for children who reply using a wider range of verbs such as adore, hate, love and who can use the negative correctly i.e. *I don’t like cycling*.
- Children memorise a short spoken text e.g. a short verse from a poem or song, or extract from a story. Children present the text in small groups.
- In pairs or small groups, and with the support of props/picture cards, prepare and present a short weather report to include day, date, month and weather.
- Ask and answer questions about characters in a familiar story in the third person e.g. *What is the horse doing? The horse/ is eating/walking/galloping*. Encourage children to include an adverb in their answer eg. *The horse is eating slowly*.
- Play ‘Pass the Word Parcel’. Put cards showing familiar words and short phrases from recent work into a bag. Children pass the bag around. When the music stops, the child holding the bag takes out one card and reads it aloud. To make it more challenging. Put cards showing familiar phrases into a bag. When the music stops, the child holding the bag takes out one card, reads it aloud and performs an action to show understanding.
- Distribute phrases or sentences from a familiar story, cut into strips. Re-read the story and, when children hear their phrase or sentence they wave it in the air.
- Children work in groups. Give each group a large foam dice labelled with a selection of definite/indefinite article (singular and plural) and picture cards of nouns from current area of learning. Children throw the dice and match e.g. feminine article with correct noun.
- In pairs, children order word cards to make a sentence which includes an adjective. Repeat the above activity but include colour adjectives in their masculine and feminine. Children have to select the correct adjective which agrees with its noun.
- In pairs or small groups, ask children to design a poster to show what they have been learning in a recent series of lessons. They use a word bank to support writing but write some words and phrases from memory.
- Create a mini book with illustrations using familiar language.
- Design a wanted poster describing an escaped criminal.

Year 5 Languages Progression Overview



Skills	Example contexts and language	Arriving in Year 6 able to...
<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. <i>in instruction, directions and other spoken sources such as songs stories, poems</i> • Take part in short conversations using familiar structures and vocabulary and present information to others • Understand and express simple opinions • Read a variety of short simple texts in different formats and in different contexts e.g. <i>stories, poems, texts from the internet, nonfiction texts, emails from a partner school</i> • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Recognise patterns when building sentences and apply knowledge of grammatical rules • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning 	<ul style="list-style-type: none"> • Understand and use the alphabet for spelling and in context • Follow and give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i> • Understand and express future intentions e.g. <i>about playing a musical instrument, leisure activities</i> • Take part in conversations expressing likes, dislikes and preferences e.g. <i>about food, places, activities</i> • Making simple statements and present information e.g. <i>about weather, seasons, places</i> • Talk and write about the past in simple terms e.g. <i>What has been eaten/ drunk, the weather</i> • Use simple adverbial phrases of time • Understand and communicate simple descriptions in speech and writing e.g. <i>of a scene, a place in town, the weather,</i> • Use adjectives to add interest to a description 	<ul style="list-style-type: none"> • Understand the main spoken points of a short text that contains familiar and unfamiliar language in a new context • Identify specific sounds in familiar and unfamiliar words. • Present information to others. Express simple opinions. • Use spontaneously, a limited range of phrases and sentences to seek clarification and help. • Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as <i>and, but, because</i> to form more complex sentences. • Begin to use the past tense in spoken language. • Perform a role-play or recite a short poem with confidence and accurate pronunciation, using appropriate tone and intonation. • Give constructive feedback to classmates. • Work with a partner to decipher a short text. • Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language. • Begin to use a bi-lingual dictionary to check spelling. • Manipulate language by changing an element in a sentence when writing short text using a model. • Understand word order and agreement when including high frequency adjectives of eg colour and six and demonstrate this, with reasonable accuracy, in their writing.

Year 5 assessment opportunities

- The teacher reads or plays a recording of a text containing familiar and some unfamiliar vocabulary e.g. a description of a person, place or event. Children show understanding by selecting picture or text cards and putting them in the correct order. Alternatively they may draw a sketch to show the information they hear.
- Repeat the above activity but this time children listen for a specific phoneme.
- Give pairs of children photos, flashcards or real items linked to a recent area of learning. They take it in turns to select one of the above and give some basic information including an opinion.
- Encourage children to use phrases to seek clarification and help e.g. *Can you repeat that? I'm sorry I don't understand? How is that written in French/German/Spanish?*
- Children work in pairs. They each have a grid to record what their partner has eaten at lunchtime during the school week. They complete their grid by asking their partner e.g. *What did you eat on Monday?* They listen to the reply and draw the food on their grid.
- Children take part in a brief interview asking and answering up to six familiar questions. They extend their range of connectives to include e.g. *because*, and try to include elements of the past tense.
- Revise previously learnt conversational language. Children work in pairs to develop their own conversations. Puppets can be used to create new characters to give opportunities to include a wider range of questions and answers. Other members of the class use '2 stars and a wish' approach to give feedback on performance
- Children work in pairs on a text of 80 – 100 words. For example, an email from their partner school. They summarise its meaning in English orally or in writing.
- Give each child a text of 80 – 100 words which describes e.g. an animal, person or place. Children complete a fact file in English, recording key information.
- Display a familiar text on the board. Children work in pairs to create new sentences, substituting alternatives for selected words.
- Children prepare a booklet based on a recent area of learning such as the planets based on an example which they have discussed as a class. Children seek support from word and phrase bank and check their spelling in a bi-lingual dictionary.

Year 6 Languages Progression Overview



Skills	Example contexts and language	Arriving in Year 7 able to...
<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i> • Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i> • Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience • Understand and express simple opinions about past events • Present to an audience e.g. <i>role-play, presentation, performance, read aloud from a text</i> • Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, email, message, poem, information, nonfiction text</i> • Read aloud with expression • Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure 	<ul style="list-style-type: none"> • Understand and use numbers in context e.g. <i>saying the year, 24 hour clock, quantities</i> • Understand and communicate statements with reference to the past e.g. <i>about the school environment, everyday school routines, break time activities, a visit</i> • Understand and express opinions about what something was like • Understand and use transactional language e.g. <i>in a café</i> • Seek clarification of meaning • Ask questions (about places in a town) • Give a description e.g. <i>of a town, geographical features in a country</i> • Antonyms • Use adjectives to add interest and detail to a description • Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV, a story, an email)</i> • Express and justify opinions 	<ul style="list-style-type: none"> • Understand that some sounds and letter combinations need to be said and written differently to English • Listen to spoken foreign language for details and gist. Can identify key points and some detail. • Also understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • Follow a wide range of classroom instructions. • Take part in a simple conversation, ask and answer questions and express opinions. • Use spoken language confidently to initiate and sustain a simple conversation. • Present simple information on a familiar topic to the class. • Use peer and self-assessment strategies to support language learning • Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. • Use a range of questions and statements spontaneously to seek clarification and help. • Understand key points and some detail in short written texts in familiar contexts. • Find new words in a foreign language by using a bilingual dictionary. • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • Feel confident in tackling the pronunciation of new and unfamiliar words. • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. • Use peer and self-assessment strategies to support language learning.

Year 6 assessment opportunities

- Children listen to a conversation between two people and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). **NB** In Y6, children should be listening to texts read by people other than their teacher.
- Children listen to a new story containing familiar language and extract information to show understanding as above.
- Understand a wide range of classroom instructions such as *Please get into groups of 6. Find a partner to work with. Clear up your things. Can someone on each table collect the cards/books etc.*
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- Children work in small groups and plan a role-play e.g. buying food in a market, ordering drinks in a café, arriving at a new school, meeting up with friends on a playground. Allow sufficient time for each group to practise and prepare their role-play for performance to the class. Other class members give feedback.
- Children prepare individual presentations to describe a school day. They express opinions and use statements which make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Children re-tell, from memory, part of a story.
- Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example *How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?*
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- Children re-order several sentences from an extract of a familiar story. Alternatively they match paragraphs of three to four sentences to pictures of the story.
- Children read an information leaflet about a place to visit and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). Set a time limit so that children know when to answer independently and when to use a dictionary.
- Children read aloud an extract (a paragraph of up to 6 lines) from a new story or non-fiction text containing familiar language.
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- Children produce a leaflet about their school, town or place to visit. This activity lends itself to group, pair or individual work and peer assessment of first draft.
- Children re-write a 'chapter' of a story adapting language to change e.g. description of character and setting.

KS2 Languages National Curriculum Strands

Appendix A

This section divides the *Languages programme of study: key stage 2* (September 2013) into the four skills of listening, speaking, reading and writing and the underpinning strands of phonology, grammar and intercultural understanding. It includes key aspects of the *Purpose of study, Aims* and *Subject content*. This presentation of the national curriculum in this way links clearly to the progression framework and supports teachers in demonstrating appropriate coverage.

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • listen attentively to spoken language • listen to songs and rhymes • show understanding by responding • show understanding by joining in • appreciate stories, songs, poems and rhymes in the language • appreciate songs, poems and rhymes in the language • appreciate stories in the language • understand ideas, facts and feelings 	<ul style="list-style-type: none"> • ask and answer questions • engage in conversations • express opinions • respond to the opinions of others • seek clarification and help • speak in sentences, using familiar vocabulary, phrases • present ideas and information to a range of audiences • describe people, places, things and actions • communicate for practical purposes • speak with increasing confidence, fluency and spontaneity • communicate ideas, facts and feelings 	<ul style="list-style-type: none"> • read carefully and show understanding of words • read carefully and show understanding of phrases • read carefully and show understanding of simple writing • appreciate poems and rhymes in the language • appreciate stories, in the language • broaden vocabulary through reading • develop the ability to understand new words that are introduced in familiar written material • find out the meaning of new words through using a dictionary • understand ideas, facts and feelings 	<ul style="list-style-type: none"> • write words and phrases from memory • express ideas in writing through substituting words • adapt words and phrases to create new sentences • express ideas in writing through adapting, phrases and sentences • describe people, places, things and actions • communicate for practical purposes • write at varying length, for different purposes • write at varying length, for different audiences • communicate ideas, facts and feelings
<p>Phonology</p> <ul style="list-style-type: none"> • explore the patterns and sounds of language and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • understand and communicate using knowledge of phonology 			
<p>Grammar - Use basic language structures</p> <ul style="list-style-type: none"> • understand basic grammar appropriate to the language being studied • understand key features and patterns of the language • understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs • know how to apply the basic grammar they have learnt, for instance, to build sentences • know how these patterns and grammar differ from or are similar to English 			
<p>Intercultural understanding</p> <ul style="list-style-type: none"> • foster pupils' curiosity and deepen their understanding of the world • learn new ways of thinking and read great literature in the original language • understand and respond to spoken and written language from a variety of authentic sources • discover and develop an appreciation of a range of writing in the language studied 			



**Ensemble Languages Project, 2015
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