



Key Learning in **Languages**

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What is *Key Learning in Languages*?

The *Key Learning in Languages* statements relate to the age appropriate language skills, knowledge and understanding that are needed for each phase within Key Stage 2 in primary schools. These age appropriate key pieces of learning will support pupils in becoming competent in understanding and responding to spoken and written language and speaking and writing with increased confidence.

Where have they come from?

The *Key Learning in Languages* have been identified primarily from the National Curriculum 2014 programmes of study with additional content complementing the statutory requirements to support cohesive learning and progression through a broad and balanced curriculum.

How might *Key Learning in Languages* be useful?

The extensive set of Key Learning statements are separated into Years 3/4 and Years 5/6. The statements are further divided into different areas: Listening, Speaking, Reading, Writing and Grammar. The key learning was intended to support schools in designing a progressive sequence of learning across Key Stage 2 of the primary curriculum and also day to day planning.

Key Learning in Modern Foreign Languages: Years 3 and 4

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm. Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> Speak with increasing confidence. Perform simple communicative tasks using single words, phrases and short sentences. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. Recognise some familiar words in written form. Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. Read some familiar words and phrases aloud and pronounce them accurately. Begin to use a dictionary to look words up and find meaning. Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> Experiment with the writing of simple words. Write simple words and phrases using a model. Write some phrases from memory. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> Nouns. Gender. Singular and plural forms. Definite and indefinite article. Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Personal pronouns I, you, it, they. Recognise and use high frequency verbs. Question words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements. Simple adverbs of time (time phrases including O'clock) Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences.

Key Learning in Modern Foreign Languages: Years 5 and 6

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. ▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Listen for gist. ▪ Understand longer and more complex phrases / sentences. ▪ Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Prepare a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity. ▪ Use repair strategies to keep a conversation going. 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Re-read frequently a variety of short texts. ▪ Read and understand the main points and some detail from a short written passage. ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Match sound to sentences and paragraphs. ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> ▪ Write phrases from memory and adapt these to make new sentences. ▪ Express ideas clearly. ▪ to write words, short phrases and short sentences, using a reference. ▪ Be able to write at varying length, for different purposes and audiences. ▪ Write sentences on a range of topics using a model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<p>All above and:</p> <ul style="list-style-type: none"> ▪ Personal pronouns. ▪ I , you, he, she, it, we, they. ▪ Develop an awareness of verb patterns. ▪ Conjugate regular high frequency verbs. ▪ Conjugate some basic high frequency irregular verbs. ▪ Begin to use adjectival agreements with accuracy. ▪ Use of prepositions. ▪ À + definite article. ▪ De + definite article. ▪ Prepositions. ▪ Use a range of adverbs to make messages more interesting. ▪ Apply correct verb endings to write accurately. ▪ Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.