

KS2 Programme of study: matters, skills and processes	Stage 1 (linked to LL Grade 1) Pupils can:	Stage 2 (linked to LL Grade 2) Pupils can:	Stage 3 (linked to LL Grade 3) Pupils can:	Stage 4 (linked to LL Grade 4) Pupils can:
<p>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>Use the context of what they see/read to determine some of the meaning.</p>	<p>Use context and previous knowledge to determine meaning.</p>	<p>Use context and previous knowledge to help understanding Use a dictionary or word list.</p>	<p>Use context, previous knowledge and an awareness of grammatical conventions to help understanding and reading skills. Use a dictionary.</p>
<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>W. Write or copy simple words or symbols correctly.</p>	<p>W. Write one or two short sentences to a model and fill in the words on a simple form. Write some words from memory.</p>	<p>W. Write a few short sentences with support, using expressions which they have already learnt. Write short phrases from memory.</p>	<p>W. Write a short text on a familiar topic, adapting language which they have already learnt. Write mainly from memory.</p>
<p>describe people, places, things and actions orally and in writing</p>	<p>In order to do this, pupils need to be able to produce more complex sentences and have an understanding of the different parts of speech in the foreign language e.g. nouns, adjectives, verbs and adverbs. These skills form an integral part of other aspects of the Programme of study and do not need to be assessed separately. Contexts allowing scope for description should be included in schemes of work. Some examples illustrating the possible stages of progression are provided in the Assessment Guidance and Exemplification document.</p>			
<p>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</p>				
<p>The assessment of grammatical knowledge is incorporated primarily into the assessment of Speaking and Writing, and to a lesser degree, that of Reading and Listening. The progression relating to grammatical understanding is often language specific. A possible example relating to gender is given in the Assessment Guidance and Exemplification document.</p>				

Key:

- black Languages Ladder (LL) statements (Listening, Speaking, Reading, Writing)
- red relevant statements from the KS2 Framework
- purple additional statements from authors
- green Languages Ladder statements not necessary to fulfil the Programme of study but used to demonstrate the stages of progression

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