

KS2 Programme of Study. Pupils should be taught to:	By end of year 3 (or in their 1 st year of language learning at KS2) Pupils:	By end of year 4 (or in their 2 nd year of language learning at KS2) Pupils:	By end of year 5 (or in their 3 rd year of language learning at KS2) Pupils:	By end of year 6 (or in their 4 th year of language learning at KS2) Pupils:
1. Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. (L, Sp, R)	<p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</p> <p>Can follow along and repeat key words from a song, rhyme or poem.</p>	<p>Can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Can join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Can join in with familiar short songs, rhymes or poems, or parts of them.</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.</p>
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L, R)	<p>Can recall key phonics words (and gestures), and read them aloud with good pronunciation.</p>	<p>Can recognise and match key sounds and words that rhyme.</p>	<p>Can write high frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, with understandable spelling.</p>	<p>Can write individual words accurately, building them from written syllables.</p> <p>Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated</p>
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others (L, Sp)	<p>Can ask and answer simple pre-learned questions from memory.</p> <p>May be restricted to a couple of topics covered in class.</p> <p>May not understand the formation of questions and answer</p>	<p>Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p>May still not understand how to form questions / answers independently.</p>	<p>Can ask and answer simple questions on the current topic.</p> <p>Can adapt models successfully to give own information, including simple questions, substituting individual words.</p>	<p>Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p>

4. Seek clarification and help (Sp)	Can indicate that there is a problem using a pre-learned phrase.	Can use simple pre-learned words and phrases for routine	Can use several short phrase and questions in predictable classroom	Can use a repertoire of classroom language with teacher and peers.
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		situations.	interaction.	
5. Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences (Sp)	Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Can produce short pre prepared phrases on a familiar topic, with secure pronunciation.	Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
6. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. (Sp, R)	Can read aloud some very familiar words and short phrase with accurate pronunciation.	Can match sound to print, by reading aloud familiar words and phrases.	Can read short phrase accurately that contain mostly familiar language.	Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
7. Read carefully and show understanding of words, phrases and simple writing (R)	Can understand some familiar written words and short phrases.	Can read and understand a range of familiar written phrases.	Can understand familiar words and simple sentences	Can understand a short text made up of short sentences with familiar languages on a familiar topic.
8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. (R)	Can use the visuals cues and context to follow the gist of a short text.	Can identify the overall type of text from its layout, contextual cues and a few familiar words.	Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
9. Use a dictionary (R)	Can use a word list to locate specific words.	Can use a word list (or dictionary or online resource) to check the spelling of a word.	Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can appreciate that FL words do not always have a direct equivalent in English.

10. Write words and phrases from memory (W)	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable	Can write words, phrases and short simple sentences from his/her repertoire from memory with	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
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		spelling.	understandable spelling.	
11. Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing (Sp, W)	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Can write sentences on a few topics using a model, e.g. a writing frame.

<p>12. Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. (Sp, W)</p>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can recognise definite articles and plural indefinites.</p> <p>Can form regular plural nouns.</p> <p>Can identify adjective and noun position.</p> <p>Can use some singular masculine and plural adjectives correctly.</p> <p>Can use the highfrequency verb forms (I have, it is, they are, there is/are) confidently.</p> <p>Can use the connectives 'and', 'but', and 'also'.</p>	<p>Can use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Can use a variety of plural nouns, including some irregular ones.</p> <p>Can use adjectives (agreement and position) with more confidence.</p> <p>Can create greater variety of sentences using the key verb forms from Y3.</p> <p>Can use Tiene (3rd person tener) and esta (3rd person estar)</p> <p>Retell story with 3rd person AR verbs (nonexplicit focus)</p> <p>Use sequencers – un día, luego, después, al final.</p> <p>Use preposition of place (arriba, encima de etc...)</p>	<p>Can use the definite article with verbs of like / dislike.</p> <p>Can correctly omit the definite article e.g. when talking about what you eat or drink. Can use the definite article correctly with verbs of sport.</p> <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>Can use the days of the week in sentence formation.</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Can agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p> <p>Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
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