



## Languages Curriculum and Core skills

### Breadth

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>• Languages is optional at Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>• In the chosen modern language:               <ul style="list-style-type: none"> <li>• Speak</li> <li>• Read</li> <li>• Write</li> </ul> </li> <li>• Look at the culture of the countries where the language is spoken.</li> <li>• If an ancient language is chosen, read, translate and explore the culture of the time.</li> </ul>

### Learning Pathway

Key Objectives	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>To read fluently</b>	<ul style="list-style-type: none"> <li>• <i>Read out loud everyday words and phrases.</i></li> <li>• <i>Use phonic (or logographic in Mandarin) knowledge to read words.</i></li> <li>• <i>Read and understand short written phrases.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in</li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>Read out loud familiar words and phrases.</i></li> <li>• <i>Use books or glossaries to find out the meanings of new words.</i></li> </ul>		<p>written texts from various contexts, including present, past or future events.</p> <ul style="list-style-type: none"> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>
<b>To write imaginatively</b>	<ul style="list-style-type: none"> <li>• <i>Write or copy everyday words correctly.</i></li> <li>• <i>Label items and choose appropriate words to complete short sentences.</i></li> <li>• <i>Write one or two short sentences.</i></li> <li>• <i>Write short phrases used in everyday conversations correctly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be</li> </ul>



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			<p>understood with little or no difficulty).</p> <ul style="list-style-type: none"> <li>• Use dictionaries or glossaries to check words.</li> </ul>
<p><b>To speak confidently</b></p>	<ul style="list-style-type: none"> <li>• <i>Understand a range of spoken phrases.</i></li> <li>• <i>Understand standard language (sometimes asking for words or phrases to be repeated).</i></li> <li>• <i>Answer simple questions and give basic information.</i></li> <li>• <i>Give responses to questions about everyday events.</i></li> <li>• <i>Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>
<p><b>To understand the culture of the countries in which the language is spoken</b></p>	<ul style="list-style-type: none"> <li>• <i>Identify countries and communities where the language is spoken.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or</li> </ul>	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and</li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</i></li> <li>• <i>Show awareness of the social conventions when speaking to someone.</i></li> </ul>	<p>communities where the language is spoken.</p> <ul style="list-style-type: none"> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	<p>communities where the language is spoken.</p> <ul style="list-style-type: none"> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>
<p><i>Items in italics are not statutory in the English National Curriculum.</i></p>			

### End of School Expectations

*By the time a child leaves St. George's Primary School they will have:*

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.



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### Support

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>• Attempt to repeat, copy or imitate some sounds heard in the target language.</li> <li>• Perform familiar or simple actions on request using repetition, sign or gesture as prompts.</li> <li>• Listen and sometimes responded to familiar rhymes and songs in a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt one or two words in the target language in response to cues in a song or familiar phrase.</li> <li>• Respond to simple questions, requests or instructions about familiar events or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to others in a group.</li> <li>• Attempt to communicate in the target language (may rely heavily upon repetition and gesture, and facial expression and/or intonation to enhance meaning).</li> <li>• Communicate positive and negatives in the target language in response to simple questions.</li> <li>• Match and select symbols for familiar words, actions or objects presented in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce themselves by name in response to a question in the target language.</li> <li>• Contribute to using the target language for a purpose.</li> <li>• Listen, attend to and follow familiar interactions in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and know that the target language conveys meaning.</li> <li>• Understand one or two simple classroom commands in the target language.</li> <li>• Respond briefly using single words, signs or symbols.</li> <li>• Copy out a few words with support.</li> <li>• Label one or two objects.</li> <li>• With some support, use the target language for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Languages are not part of the Early Years curriculum.</li> </ul>



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### Challenge

#### Years 7, 8 and 9

Language opportunities	Grammar and vocabulary	Linguistic competence
<ul style="list-style-type: none"><li>• Choose any modern foreign language.</li><li>• Develop breadth and competence in listening, speaking, reading and writing based on the sound foundation of core grammar and vocabulary.</li><li>• Communicate personal and factual information that goes beyond immediate needs and interests.</li><li>• Develop and justify points of view in speech and writing.</li></ul>	<ul style="list-style-type: none"><li>• Identify and use tenses or other structures which convey the present, past and future.</li><li>• Use a variety of key grammatical structures and patterns, including voices and moods.</li><li>• Develop and use a wide-ranging and deepening vocabulary.</li><li>• Use accurate grammar, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Listen to a variety of forms of spoken language.</li><li>• Transcribe words and short sentences.</li><li>• Initiate and develop conversations.</li><li>• Use important social conventions such as formal modes of address.</li><li>• Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li><li>• Speak coherently and confidently, with accurate pronunciation.</li><li>• Read and show comprehension of written materials.</li><li>• Read literary texts.</li><li>• Write prose using an increasingly wide range of grammar and vocabulary.</li><li>• Write creatively to express ideas and opinions.</li><li>• Translate short written texts accurately into the foreign language.</li></ul>