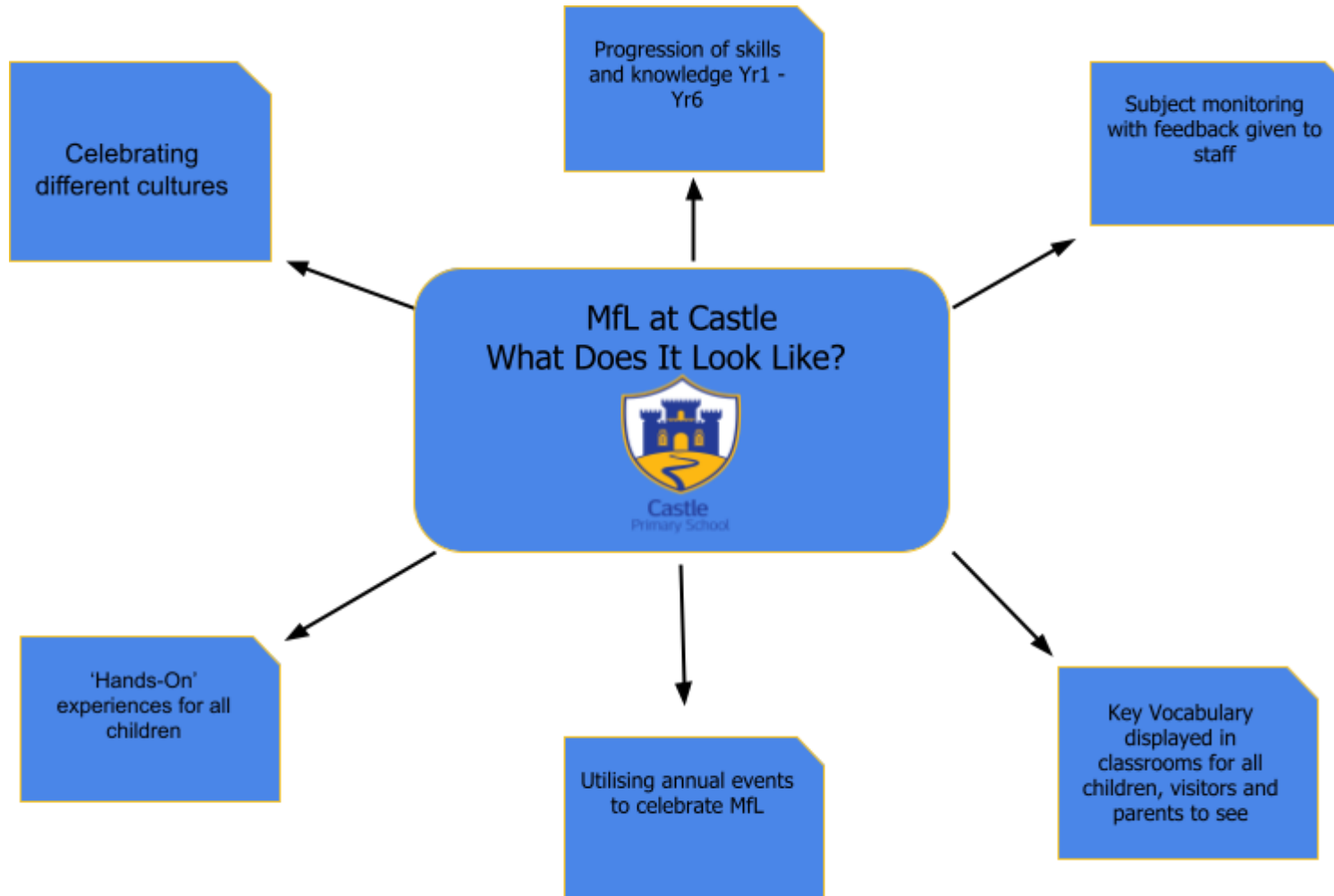


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## Castle Primary School Languages Curriculum 2021



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<b>Purpose of study (from the National Curriculum)</b>	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
<b>Aims</b>	<ul style="list-style-type: none"><li>• understand and respond to spoken and written language from a variety of authentic sources</li><li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li><li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li><li>• discover and develop an appreciation of a range of writing in the language studied.</li></ul>
<b>In KS1:</b>	Schools are not required to teach Languages in Key Stage 1.
<b>In KS2:</b>	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li></ul>

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	<ul style="list-style-type: none"><li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>● speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>● develop accurate pronunciation and intonation so that others understand when they are</li><li>● reading aloud or using familiar words and phrases*</li><li>● present ideas and information orally to a range of audiences*</li><li>● read carefully and show understanding of words, phrases and simple writing</li><li>● appreciate stories, songs, poems and rhymes in the language</li><li>● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>● write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>● describe people, places, things and actions orally* and in writing</li><li>● 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.</li></ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>
<b>Year Group</b>	What <b>key concepts</b> do we want children to know and remember in this subject?
<b>Year 3</b>	<ul style="list-style-type: none"><li>● 3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</li><li>● 3.2 Can follow and repeat key words from a song, rhyme or poem.</li><li>● 3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation.</li><li>● 3.4 Can read key words (and gestures), and read them aloud with good pronunciation.</li><li>● 3.5 Can ask and answer simple pre-learned questions from memory.</li><li>● 3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary</li><li>● 3.7 Can indicate that there is a problem using a pre-learned phrase.</li><li>● 3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li><li>● 3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.</li></ul>

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	<ul style="list-style-type: none"> <li>● 3.10 Can understand some familiar written words and short phrases.</li> <li>● 3.11 Can use the visual cues and context to follow the gist of a short text.</li> <li>● 3.12 Can use a word list to locate specific words.</li> <li>● 3.13 Can use classroom prompts (such as display) as an aid to spelling.</li> <li>● 3.14 Can write some single words from memory, with plausible spelling.</li> <li>● 3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</li> <li>● 3.16 Can use indefinite articles in the singular with masculine and feminine nouns.</li> <li>● 3.17 Can form regular plural nouns.</li> <li>● 3.18 Can identify adjective and noun position.</li> <li>● 3.19 Can use some singular masculine and plural adjectives correctly.</li> </ul> <p>3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular –ar verbs in 1st person singular form, confidently.</p>
	<p>What <b>key concepts</b> do we want children to know and remember in this subject?</p>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>● 4.1 Can understand and respond to a range of familiar spoken words and short phrases.</li> <li>● 4.2 Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</li> <li>● 4.3 Can recognise key sounds and words that rhyme.</li> <li>● 4.4 Can match key sounds and words that rhyme.</li> <li>● 4.5 Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</li> <li>● 4.6 Are beginning to understand how to form questions/answers independently.</li> <li>● 4.7 Can use simple pre-learned words and phrases for routine situations.</li> <li>● 4.8 Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</li> <li>● 4.9 Can match sound to print, by reading aloud familiar words and phrases.</li> <li>● 4.10 Can read and understand a range of familiar written phrases.</li> <li>● 4.11 Can identify the overall type of text from its layout, contextual cues and a few familiar words.</li> <li>● 4.12 Can use a word list to check the spelling of a word.</li> <li>● 4.13 Can use a dictionary or online resource to check the spelling of a word.</li> <li>● 4.14 Can write simple words and several short phrases from memory with understandable spelling.</li> <li>● 4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g the colour adjective or the noun.</li> <li>● 4.16 Can use indefinite articles in singular and plural and definite articles in both singular and plural.</li> <li>● 4.17 Can recognise qualifiers, adverbs of time and prepositions of place.</li> <li>● 4.18 Can use adjectives (agreement and position) with more confidence.</li> <li>● 4.19 Can use 'tiene' (3rd person tener) and 'está' (3rd person estar).</li> </ul> <p>4.20 Can use the connectives 'and', 'but', 'also'.</p>

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<b>Year 5</b>	<ul style="list-style-type: none"><li>● 5.1 Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li><li>● 5.2 Can join in with familiar short songs, rhymes or poems, or parts of them.</li><li>● 5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</li><li>● 5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</li><li>● 5.5 Can ask and answer simple questions on the current topic.</li><li>● 5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words.</li><li>● 5.7 Can use several short phrases and questions in predictable classroom interactions.</li><li>● 5.8 Can produce some short phrases within a familiar topic, with good pronunciation.</li><li>● 5.9 Can read short phrases accurately that contain mostly familiar language.</li><li>● 5.10 Can understand familiar words and simple sentences</li><li>● 5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</li><li>● 5.12 Can use alphabetical order confidently.</li><li>● 5.13 Can recognise and use the main dictionary codes for nouns.</li><li>● Can appreciate that there may be more than one entry for each word.</li><li>● 5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</li><li>● 5.15 Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</li><li>● 5.16 Can use the definite article with verbs of like / dislike.</li><li>● 5.17 Can understand and use devices to make verb forms negative.</li><li>● 5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</li><li>● 5.19 Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</li><li>5.20 Can create complex sentences (with the support of a frame)</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>● 6.1 Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</li><li>● 6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</li><li>● 6.3 Can write individual words accurately, building them from written syllables.</li><li>● 6.4 Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</li><li>● 6.5 Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</li><li>● 6.6 Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</li><li>● 6.7 Can use a repertoire of classroom language with teacher and peers.</li><li>● 6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</li><li>● 6.9 Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</li><li>● 6.10 Can understand a short text made up of short sentences with familiar language on a familiar topic.</li><li>● 6.11 Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</li></ul>

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|  | <ul style="list-style-type: none"><li>● 6.12 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.</li><li>● 6.13 Can appreciate that Spanish words do not always have a direct equivalent in English.</li><li>● 6.14 Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</li><li>● 6.15 Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.</li><li>● 6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li><li>● 6.17 Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</li><li>● 6.18 Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</li><li>● 6.19 Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</li><li>● 6.20 Can use subordinating connectives, e.g. 'because'.</li></ul> |
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