

## National Curriculum Programme of Study 2014 mapped against the KS2 Framework for Languages

Programme of Study	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> <li>• O3.1 Listen and respond to simple rhymes, stories and songs</li> <li>• O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</li> <li>• KAL Imitate pronunciation of sounds</li> <li>• KAL Recognise conventions of politeness</li> <li>• LLS Look at the face of the person and listen attentively</li> <li>• LLS Use gestures to show they understand</li> </ul>	<ul style="list-style-type: none"> <li>• O4.2 Listen for specific words and phrases</li> <li>• O4.3 Listen for sounds rhyme and rhythm</li> <li>• LLS Ask for repetition and clarification</li> <li>• LLS Use context and previous knowledge to determine meaning and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• O5.3 Listen attentively and understand more complex phrases and sentences</li> <li>• KAL Develop accuracy in pronunciation and intonation</li> <li>• LLS Ask for repetition and clarification.</li> <li>• LLS Look and listen for visual and aural clues</li> </ul>	<ul style="list-style-type: none"> <li>• O6.1 Understand the main points and simple opinions in a spoken story, song or passage</li> <li>• O6.3 Understand longer and more complex phrases or sentences</li> <li>• <i>L6.3 Match sound to sentences and paragraphs</i></li> <li>• LLS Ask for repetition and clarification</li> <li>• LLS Listen for clues to meaning e.g. tone of voice, key words</li> </ul>
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<ul style="list-style-type: none"> <li>• O3.1 Listen and respond to simple rhymes, stories and songs</li> <li>• O3.2 Recognise and respond to sound patterns and words</li> <li>• L3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words</li> <li>• KAL Identify specific sounds, phonemes and words</li> <li>• KAL Recognise commonly used rhyming sounds</li> <li>• KAL Imitate pronunciation of sounds</li> <li>• KAL Recognise how sounds are represented in written</li> </ul>	<ul style="list-style-type: none"> <li>• O4.3 Listen for sounds rhyme and rhythm</li> <li>• L4.2 Follow a short familiar text, listening and reading at the same time</li> <li>• L4.3 Read some familiar words and phrases aloud and pronounce them accurately</li> <li>• KAL Apply phonic knowledge of the language to support reading and writing</li> <li>• LLS Apply knowledge about letters and simple grammatical knowledge to experiment with writing</li> </ul>	<ul style="list-style-type: none"> <li>• KAL Develop accuracy in pronunciation and intonation</li> <li>• LLS Pronounce/read aloud unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• <i>L6.3 Match sound to sentences and paragraphs</i></li> </ul>

	<ul style="list-style-type: none"> <li>form</li> <li>LLS Compare the language with English</li> </ul>			
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> <li>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</li> <li>KAL Recognise question forms and negatives</li> <li>KAL Recognise conventions of politeness</li> <li>LLS Practise new language with a friend and outside the classroom</li> <li>LLS Look at the face of the person speaking and listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>O4.4 Ask and answer questions on several topics</li> <li>KAL Use question forms</li> <li>LLS Ask for repetition and clarification</li> <li>LLS Practise new language with a friend and outside the classroom</li> <li>LLS Plan and prepare for a language activity</li> </ul>	<ul style="list-style-type: none"> <li>O5.1 Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts</li> <li>O5.2 Understand and express simple opinions</li> <li>KAL Manipulate language by changing an element in a sentence</li> <li>LLS Integrate new language into previously learnt language</li> <li>LLS Ask for repetition and clarification.</li> <li>LLS Practise new language with a friend and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>O6.4 use spoken language confidently to initiate and sustain conversations and to tell stories</li> <li>KAL Devise questions for authentic use</li> <li>LLS Ask for repetition and clarification</li> <li>LLS Practise new language with a friend and outside the classroom</li> <li><i>LLS Evaluate work</i></li> </ul>
Speak in sentences, using familiar vocabulary, phrases and basic language structures	<ul style="list-style-type: none"> <li>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>O4.1 Memorise and present a short spoken text</li> <li>LLS Use mental associations to help remember words</li> </ul>	<ul style="list-style-type: none"> <li>O5.1 Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts</li> <li>O5.4 Prepare a short presentation on a familiar topic</li> <li>KAL Recognise patterns in simple sentences</li> <li>KAL Manipulate language by changing an element in a sentence</li> <li>KAL Apply knowledge of rules when building sentences</li> <li>KAL Recognise typical</li> </ul>	<ul style="list-style-type: none"> <li>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</li> <li>KAL Recognise patterns in the foreign language</li> <li>KAL Use knowledge of words, text and structure to build simple spoken and written passages</li> <li>LLS Compare and reflect on techniques for memorising language</li> </ul>

			conventions of word order in the foreign language <ul style="list-style-type: none"> <li>• LLS Integrate new language into previously learnt language</li> <li>• LLS Apply grammatical knowledge to make sentences</li> </ul>	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<ul style="list-style-type: none"> <li>• O3.2 Recognise and respond to sound patterns and words</li> <li>• L3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words</li> <li>• KAL Identify specific sounds, phonemes and words</li> <li>• KAL Recognise commonly used rhyming sounds</li> <li>• KAL Imitate pronunciation of sounds</li> <li>• KAL Recognise how sounds are represented in written form</li> <li>• LLS Look at the face of the person speaking and listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>• O4.3 Listen for sounds rhyme and rhythm</li> <li>• L4.2 Follow a short familiar text, listening and reading at the same time</li> <li>• L4.3 Read some familiar words and phrases aloud and pronounce them accurately</li> <li>• KAL Apply phonic knowledge of the language to support reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• KAL Develop accuracy in pronunciation and intonation</li> <li>• LLS Pronounce/read aloud unknown words</li> </ul>	
Present ideas and information orally to a range of audiences		<ul style="list-style-type: none"> <li>• O4.1 Memorise and present a short spoken text</li> <li>• LLS Use mental associations to help remember words</li> <li>• LLS Plan and prepare for a language activity</li> <li>• LLS Access information sources</li> </ul>	<ul style="list-style-type: none"> <li>• O5.4 Prepare a short presentation on a familiar topic</li> <li>• LLS Plan and prepare – analyse what needs to be done to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li>• O6.2 Perform to an audience</li> <li>• O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</li> <li>• IU6.3 Present information about an aspect of culture</li> <li>• KAL Use knowledge of words, text and structure</li> </ul>

				<p>to build simple spoken and written passages</p> <ul style="list-style-type: none"> <li>• LLS Plan and prepare – analyse what needs to be done to carry out a task</li> <li>• LLS Use language known in one context or topic in another context or topic</li> <li>• <i>LLS Evaluate work</i></li> </ul>
Read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> <li>• L3.1 Recognise some familiar words in written form</li> <li>• LLS Use the context of what they see/read to determine some of the meaning</li> <li>• LLS Compare the language with English</li> </ul>	<ul style="list-style-type: none"> <li>• L4.1 Read and understand a range of written phrases</li> <li>• L4.2 Follow a short familiar text, listening and reading at the same time</li> <li>• KAL Recognise that texts in different languages will often have the same conventions of style and layout</li> <li>• LLS Use context and previous knowledge to determine meaning and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• L5.1 Re-read frequently a variety of short texts</li> <li>• KAL Understand that words will not always have a direct equivalent in the language</li> <li>• KAL Notice different text types and deal with authentic texts</li> <li>• LLS Use a dictionary or wordlist</li> <li>• LLS Use context and previous knowledge to help understanding</li> </ul>	<ul style="list-style-type: none"> <li>• L6.1 Read and understand the main points and some detail from a short written passage</li> <li>• L6.2 Identify different text types and read short, authentic texts for enjoyment or information</li> <li>• KAL Use knowledge of word order and sentence construction to support the understanding of the written text</li> <li>• LLS Use context and previous knowledge to help understanding and reading skills</li> <li>• LLS Use a dictionary</li> </ul>
Appreciate stories, songs poems and rhymes in the language	<ul style="list-style-type: none"> <li>• O3.1 Listen and respond to simple rhymes, stories and songs</li> <li>• LLS Remember rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• IU4.3 Compare traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>• L5.1 Re-read frequently a variety of short texts</li> <li>• KAL Notice different text types and deal with authentic texts</li> <li>• IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</li> </ul>	<ul style="list-style-type: none"> <li>• O6.1 Understand the main points and simple opinions in a spoken story, song or passage</li> <li>• L6.1 Read and understand the main points and some detail from a short written passage</li> <li>• L6.2 Identify different text types and read short, authentic texts for enjoyment or information</li> </ul>

				<ul style="list-style-type: none"> <li>IU6.3 Present information about an aspect of culture</li> </ul>
<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>	<ul style="list-style-type: none"> <li>L3.1 Recognise some familiar words in written form</li> <li>LLS Use actions and rhymes and play games to aid memorisation</li> <li>LLS Use the context of what they see/read to determine some of the meaning</li> <li>LLS Compare the language with English</li> </ul>	<ul style="list-style-type: none"> <li>L4.1 Read and understand a range of familiar written phrases</li> <li>KAL Recognise that texts in different languages will often have the same conventions of style and layout</li> <li>LLS Use context and previous knowledge to determine meaning and pronunciation</li> <li>LLS Read and memorise words</li> </ul>	<ul style="list-style-type: none"> <li>L5.1 Re-read frequently a variety of short texts</li> <li>KAL Understand that words will not always have a direct equivalent in the language</li> <li>KAL Notice different text types and deal with authentic texts</li> <li>LLS Use actions and rhymes to aid memorisation</li> <li>LLS Use a dictionary or wordlist</li> <li>LLS Use context and previous knowledge to help understanding</li> </ul>	<ul style="list-style-type: none"> <li>L6.1 Read and understand the main points and some detail from a short written passage</li> <li>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</li> <li>KAL Use knowledge of word order and sentence construction to support the understanding of the written text</li> <li>LLS Use context and previous knowledge to help understanding and reading skills</li> <li>LLS Make predictions based on existing knowledge</li> <li>LLS Compare and reflect on techniques for memorising language</li> <li>LLS Use a dictionary</li> </ul>
<p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly</p>	<ul style="list-style-type: none"> <li><i>L3.3 Experiment with the writing of simple words</i></li> <li><i>KAL Notice the spelling of familiar words</i></li> <li><i>LLS Write new words</i></li> </ul>	<ul style="list-style-type: none"> <li><i>L4.4 Write simple words and phrases using a model and some words from memory</i></li> <li><i>KAL Apply phonic knowledge of the language to support reading and writing</i></li> <li><i>KAL Identify a different writing system</i></li> <li><i>LLS Read and memorise words</i></li> </ul>	<ul style="list-style-type: none"> <li><i>L5.2 Make simple sentences and short texts</i></li> <li>L5.3 Write phrases and short sentences, using a reference</li> <li>KAL Manipulate language by changing an element in a sentence</li> <li>KAL Apply knowledge of rules when building sentences</li> <li>KAL Recognise the typical</li> </ul>	<ul style="list-style-type: none"> <li>L6.4 Write sentences on a range of topics using a model</li> <li>KAL Use knowledge of words, text and structure to build simple spoken and written passages</li> <li>KAL Use knowledge of word and text conventions to build sentences and short texts</li> <li>LLS Use language known in one context or topic in</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>LLS Apply knowledge about letters and simple grammatical knowledge to experiment with writing</i></li> <li>• <i>LLS use a dictionary to look up spellings</i></li> </ul>	<p>conventions of word order in the foreign language</p> <ul style="list-style-type: none"> <li>• LLS Integrate new language into previously learnt language</li> <li>• LLS Use a dictionary or wordlist</li> </ul>	<p>another context or topic</p> <ul style="list-style-type: none"> <li>• LLS Apply a range of linguistic knowledge to create simple, written production</li> <li>• LLS Use a dictionary</li> <li>• <i>LLS Evaluate work</i></li> </ul>
Describe people, places, things and actions orally and in writing	In order to do this, pupils need to have an understanding of the different parts of speech in the foreign language – e.g. nouns, adjectives, verbs and adverbs. The KS2 Framework for Languages is content free so no reference is made specifically to ‘description’. However, following the grammar development will provide pupils with the skills required.			
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and 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	<ul style="list-style-type: none"> <li>• KAL Hear main word classes</li> <li>• LLS Compare the language with English</li> </ul>	<ul style="list-style-type: none"> <li>• KAL Reinforce and extend recognition of word classes and understand their function</li> <li>• KAL Recognise and apply simple agreements, singular and plural</li> <li>• LLS Sort words into categories</li> </ul>	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in simple sentences</li> <li>• KAL Understand and use negatives</li> <li>• KAL Recognise the typical conventions of word order in the foreign language</li> <li>• LLS Apply grammatical knowledge to make sentences</li> </ul>	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Notice and match agreements</li> <li>• KAL Devise questions for authentic use</li> <li>• LLS Make predictions based on existing knowledge</li> </ul>

**Key:**

- O Oracy
- L Literacy
- IU Intercultural Understanding
- KAL Knowledge about Language
- LLS Language learning Strategies

**Notes:**

1. IU constituted a stand-alone strand in the KS2 Framework for Languages. It does not feature as part of the National Curriculum KS2 Subject Content, however it is referenced in the Purpose of Study section. Use the KS2 Framework to support progression in IU.
2. *Red italics* indicates where the KS2 Framework supports and extends development beyond the requirements of the PoS.

**Source:**

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