

## Primary Languages Assessment Criteria : KS2 Languages Programme of study linked to the Languages Ladder (LL) and the KS2 Framework

<b>KS2 Programme of study: matters, skills and processes</b>	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:
listen attentively to spoken language and show understanding by joining in and responding	Show understanding of a few familiar spoken words and phrases.	Show understanding of a range of familiar spoken phrases.	Show understanding of the main points from a short spoken passage <b>or conversation</b> , made up of familiar language.	Show understanding of the main points and some of the detail from a spoken passage <b>or conversation</b> , made up of familiar language.
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Although most of the work in this area is completed in the early stages of language-learning and is subsequently applied and reinforced, there is still scope for progression in terms of the types of activities undertaken and pupils' outcomes.			
	Identify specific sounds, phonemes and words.	Begin to apply phonic knowledge of the language to support reading and writing.	Apply phonic knowledge of the language with increasing confidence to support reading and writing.	Apply phonic knowledge of the language with confidence and increasing regularity to support reading and writing.
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Give some correct information in response to simple questions. Ask for repetition and clarification.	Answer simple questions in full sentences. Ask one to two questions with support. Ask for repetition and clarification.	Ask a few simple questions. Respond to questions with answers of varying length and detail, including simple opinions. Ask for repetition and clarification.	Take part in a simple conversation and express opinions, responding to what is said with a degree of spontaneity. Ask for repetition and clarification.
speak in sentences, using familiar vocabulary, phrases and basic language structures	Say and repeat single words and short simple phrases.	Ask for or give basic information in full sentences with a degree of accuracy.	Use knowledge of a few simple grammatical structures when building spoken sentences of varying length.	Apply a range of grammatical knowledge when building spoken sentences of varying length and complexity. Speak with a degree of spontaneity.
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Recognise and read out a few familiar words and phrases.  Say and repeat single words and short simple phrases with a degree of accuracy.	Recognise and read out short sentences made up of familiar language.  Start to reproduce correct intonation when speaking in full sentences.	Pronounce/read some unknown words (containing known letter strings) aloud with a degree of accuracy.  When using known language, speak clearly with good pronunciation and intonation.	Read aloud short texts containing some unknown words with a degree of accuracy.  Speak confidently, with consistently good pronunciation and intonation.
present ideas and information orally to a range of audiences	Memorise a small part of a short spoken text for collaborative presentation.	Memorise and present a short spoken text.	Prepare a short presentation on a familiar topic.	Use spoken language confidently to tell stories or present information.
read carefully and show understanding of words, phrases and simple writing	Understand a few familiar words and phrases.	Understand the main points from a few written sentences made up of familiar language.	Understand the main points from a short written text.	Understand the main points and some of the detail from short written texts in familiar contexts.
appreciate stories, songs, poems and rhymes in the language	Appreciation of authentic materials, whilst being an important aspect of language learning, cannot be awarded a progressive Stage. However, there is still scope for progression in terms of the types of materials used and the pupil outcomes of activities.			

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broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use the context of what they see/read to determine some of the meaning. Use a word list.	Use context and previous knowledge to determine meaning. Begin to use a bi-lingual dictionary.	Use context and previous knowledge to help understanding. Use a bi-lingual dictionary independently.	Use context, previous knowledge and an awareness of grammatical conventions to help understanding and reading skills. Use a bi-lingual dictionary with confidence and increasing expertise.
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Copy simple words or symbols correctly. Write a few words from memory with sufficient accuracy for comprehension.	Write two to three short sentences to a model. Write familiar words from memory with a degree of accuracy.	Write a few sentences of varying length, with support, using knowledge of a few simple grammatical structures. Write short phrases from memory with a degree of accuracy.	Write a short text/paragraph. Apply a range of grammatical knowledge and build sentences of varying length and complexity. Write mainly from memory with a degree of accuracy.
describe people, places, things and actions orally and in writing	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 in French are provided in the <b>Assessment Guidance and Exemplification</b> document.			
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	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 <b>Assessment Guidance and Exemplification</b> document. In addition, <b>Getting to grips with teaching French grammar in Key Stage 2</b> breaks the language into key elements and provides a model of progression in each one.			

**Key:**

- black Languages Ladder (LL) statements (Listening, Speaking, Reading, Writing)  
red relevant statements from the KS2 Framework  
purple additional statements from authors

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