



Tile Hill Wood School  
& Language College



# Planning for Progress @ KS2



Department  
for Education

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**1. Background**

**2. Key materials**

**3. Course structure**

**4. Taster session**

**5. Evaluation**

**6. Next steps**



# Needs analysis:

- Assessment
- New, higher expectations and making sense of the limited guidance in the statutory requirements
- Developing KS2 requirements into a 4 year programme
- resources and subject knowledge of lesser concern

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# Progression Matrix & Assessment Grids

**End of year expectations for the KS2 Languages Programme of Study**

The starred (\*) content will not be applicable to ancient languages. Based on an average of 30-5mins/week

Developed in collaboration between:

Howes Primary School

Tile Hill Wood School and Language College

The University of Warwick

Funded by the Department for Education



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I. Listening & Speaking					
	Year 3	Year 4	Year 5	Year 6	
Languages programme of study: KS2 (CfE)	Listen to the language and understand the meaning of familiar words and phrases, linked to topics such as me, my family and greetings/ introductions.	Listen to and understand a series of short sentences on a familiar theme.	Listen to and understand longer sentences with some unfamiliar words.	Listen to and understand several longer sentences on a familiar theme with some unfamiliar language.	
	Listen and respond to the language with actions, symbols and pictures.	Listen to information and respond in English to questions	Listen to a short message, dialogue, set of instructions or story and note the main points.	Listen to a range of longer texts of different types and note the main points and some details.	
Listen actively to spoken language and show understanding by joining in and responding	Listen to and follow simple instructions (e.g. 3-5 classroom instructions such as "hands up", "listen and repeat", "stand up/sit down please")	Listen and respond to a wider range of classroom instructions and some simple questions (e.g. "Talk to your partner", "look in", "your turn now", "Get classroom equipment")	Listen and respond to classroom instructions and a range of questions.	Listen and respond to a wide range of spoken language.	
	Communicate orally using words and simple phrases	Communicate orally using several simple phrases	Communicate orally using a range of sentences	Communicate orally linking together several sentences	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Ask and answer simple questions about myself (e.g. "What is your name?" "How old are you?" "Where do you live?")	Ask and answer a range of questions about myself	Hold simple conversations on themes I have been learning about	Hold longer conversations and initiate different themes of conversation	
	Express likes and dislikes ("I like ... I don't like")	Express a simple opinion and understand others ... ("I love/like ... I dislike/hate")	Express and justify an opinion ("I like ... because ...")	Express and justify an opinion on a range of themes ("I like ... because ... but I don't like ...")	Understand and agree or disagree with another opinion.
Speak in sentences, using familiar vocabulary, phrases and basic language structures			Ask for an opinion ("What do you think?" "What do you think of ...?")		

III. Writing			
Language programme of study: KS2 (CPE)	Year 3	Year 4	Year 5
Write phrases from memory	Accurately copy familiar words with developing awareness of punctuation eg. accents, special characters Write 5-10 words from memory with mostly accurate spelling e.g. during a labelling activity of classroom objects, family members, body parts	Copy and adapt short phrases using familiar words. Write 3-5 simple sentences from memory	Write longer compound sentences from memory using basic connectives (and, or, but)
Adapt these to create new sentences to express ideas clearly	Start to build a personal bank of familiar words and phrases including numbers, days of the week, months, colours	Complete a short, spaced text with familiar rhyming words for example completing an identity card or a Christmas present list	Copy and adapt longer, more complex sentences using a writing frame
Describe people, places, things, and actions orally and in writing	Produce their own vocabulary lists, colour coding parts of speech, e.g. gender, adjective	Write short descriptions with support (e.g. by changing key words in a given model)	Start to adapt short texts.
		Use new words in written and spoken work	Use dictionary, glossary and phonic knowledge to support the accurate spelling of new words
			Year 6
			Write a simple text from memory starting to use complex sentences
			Adapt a previously written text to demonstrate increased grammatical awareness moving from 1 <sup>st</sup> to 3 <sup>rd</sup> person or from present tense to future/past tense using familiar verbs. For example they start to write simple descriptions about other people such as a hero or a best friend
			Rethink and draw together several previously written short texts to produce a coherent, more extended piece of writing. For example a personal profile which is used to support transition to the secondary school covering me, my hobbies/family/friends
			Use a dictionary, glossary or online tools with increasing accuracy to help rethink and further develop a piece of writing

II. Reading					
Language programme of study: KS2 (DfE)	Year 3	Year 4	Year 5	Year 6	
Read carefully and show understanding of words, phrases and simple writing	Read and understand a short list of familiar words and phrases and find the information asked for.	Read and understand a wider range of familiar phrases and find out key information.	Read and understand more complex sentences and different short texts with appropriate grammatical complexity* understanding the main points.	Read and understand texts with some unfamiliar language with appropriate grammatical complexity.*	
Appreciate stories, songs, poems and rhymes in the language	Participate in stories, songs, poems and rhymes	Read and understand familiar language in stories, songs, poems and rhymes	Compare and contrast a range of stories, songs, poems and rhymes and express an opinion in English.	Make and explain reading preferences based on my experience.	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use a simple word list to find out the meaning of unfamiliar words	Use a glossary/simple dictionary to find out the meaning of unfamiliar words	Find out the meaning of an unfamiliar word using a range of sources or strategies	Decode a text using their vocabulary, grammatical knowledge and a dictionary.	
	See the similarities between words in English and where appropriate other languages	Look for clues to help work out the meaning of new words			

		IV. Grammar			
Language programme of study R.32.2 (CSE)		Understand basic grammar appropriate to the language being studied, such as (where relevant):			
		Year 3	Year 4	Year 5	Year 6
Verb forms, masculine and neuter forms (Nouns/pronouns/ adjectives)	<p>Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt</p> <p>Recognise that in many languages nouns have a gender which is signposted by the definite and indefinite article</p>	<p>Start to use possessive pronouns and understand how they change according to the gender of the noun.</p> <p>Be introduced to adjectives and see how they can change word order</p>	<p>Politeness is conveyed in a conversation by using the address</p> <p>Start to use 3-5 familiar adjectives correctly in terms of word order and endings</p>	<p>Understand how politeness is often conveyed by using a different form of you</p> <p>Use adjectives increasingly concisely in writing and speaking</p> <p>Start using adverbs (e.g. when, like, further)</p>	
The conjugation of high-frequency verbs	<p>Start to understand simple commands in singular and plural form in the imperative</p> <p>Develop an understanding of the present tense in the first and second person</p> <p>Develop an awareness of simple negatives.</p>	<p>Start to use simple commands ("Give me – please" to ask for equipment, "Go left/right") using the imperative</p> <p>Extend the understanding of the present tense to the third person</p> <p>Start to recognise that some verbs are more commonly used than others</p> <p>Developing an awareness of structure.</p> <p>Start to sort and categorise verbs according to gender and other features</p> <p>Understand how sentences can be extended through the use of adjectives.</p>	<p>Start to use 3-5 familiar adjectives correctly in terms of word order and endings</p> <p>Start simple conjugations in the present tense of regular and irregular verbs (e.g. to have, to be, to go verb)</p> <p>Understand how to form a negative in simple present tense sentences.</p> <p>Start to understand how words relate to each other.</p> <p>Understand and recognise simple ways of conveying future intent.</p> <p>Start to apply rules of word</p>	<p>Start using adverbs (e.g. when, like, further)</p> <p>Develop use of regularly occurring modal verbs in present tense ("I like")</p> <p>Start to recognise the past tense, the conditional tense / mood ("I would like", "Could you ...")</p> <p>Negative sentences are used consistently and accurately</p> <p>Develop an understanding of word families based on common words.</p> <p>Produce an oral or a written piece demonstrating the correct use of 3-5 key grammatical features of the language (word order, future tense, question formation).</p>	
Key features and patterns of the language (syntax, -) and how to apply these, for instance to build sentences a	<p>Start to develop an awareness of basic sentence structure based on what is modelled by the teacher and recognise simple question formation</p>				

# I. Listening & Speaking

Languages programme of study: KS2 (DfE)	Year 3	Year 4	Year 5	Year 6
<b>Listen attentively to spoken language and show understanding by joining in and responding</b>	Listen to the language and understand the meaning of familiar words and phrases linked to topics such as me, my family and greetings/ introductions.	Listen to and understand a series of short sentences on a familiar theme.	Listen to and understand longer sentences with some unfamiliar words.	Listen to and understand several longer sentences on a familiar theme with some unfamiliar language.
	Listen and respond to the language with actions, symbols and pictures.	Listen to information and respond in English to questions	Listen to a short message, dialogue, set of instructions or story and note the main points.	Listen to a range of longer texts of different types and note the main points and some details.
	Listen to and follow simple instructions (e.g. 3-5 classroom instructions such as “Hands up”, “Listen and repeat”, “Stand up/Sit down please”)	Listen and respond to a wider range of classroom instructions and some simple questions (e.g. “Talk to your partner”, “Join in”, “Your turn now”, “Get <i>classroom equipment</i> ”)	Listen and respond to classroom instructions and a range of questions.	Listen and respond to a wide range of spoken language.

### Primary MFL Assessment Year 3

Speaking and listening	• Listen and understand familiar words			
	• Listen and respond to the language with actions, symbols and pictures.			
	• Listen to the language and follow simple instructions			
	• Communicate using simple words and phrases			
	• Ask and answer simple questions			
	• Express simple like and dislike			
	• Communicate understanding			
	• Know that sounds are different in another language			
	• Understand that pronunciation is important			
	• Demonstrate accuracy in pronunciation in key words			
	• Can present simple personal information			
	• Can join in a song or rhyme in a group			
Reading	• Read and understand a short list of familiar words/phrases			
	• Participate in stories, songs, poems and rhymes			
	• Use simple word list to find out meanings			
	• Find similarities between English and target language			
Writing	• Accurately copy familiar words			
	• Write 5-10 words from memory			
	• Start to build personal word bank			
	• Produce own vocabulary lists			
Grammar	• Start to recognise that nouns have a plural form which may change			
	• Recognise that nouns can have a gender			
	• Start to recognise imperatives			
	• Develop an understanding of present tense in first and second persons			
	• Develop an awareness of simple negatives			
	• Have an awareness of basic sentence structure			
	• Recognise that words are spelt differently and might have accents and different punctuation			



## Primary MFL Assessment Year 3

Speaking and listening	• Listen and understand familiar words			
	• Listen and respond to the language with actions, symbols and pictures.			
	• Listen to the language and follow simple instructions			
	• Communicate using simple words and phrases			
	• Ask and answer simple questions			
	• Express simple like and dislike			
	• Communicate understanding			
	• Know that sounds are different in another language			
	• Understand that pronunciation is important			
	• Demonstrate accuracy in pronunciation in key words			
	• Can present simple personal information			
	• Can join in a song or rhyme in a group			



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A Bonjour!

### Emerging

B Bonjour!

A Je m'appelle Mary et toi ?

B Je m'appelle John. Tu as des animaux?

A Oui! J'ai un chat. Tu aimes les chiens ?

B Je n'aime pas les chiens.

A Au revoir.

B Au revoir.

A Bonjour!

### Exceeding

B Salut!

A Tu t'appelles comment?

B Je m'appelle Mary.

A Ca va Mary?

B Ca va bien merci. Et toi, tu t'appelles comment ?

A Je m'appelle John.

B Tu aimes des animaux?

A Oui! J'adore les animaux. J'ai un chat. Tu aimes des animaux ?

B Non ! Je déteste les animaux.

A Au revoir!

B À bientôt!

A Bonjour!

### Expected

B Salut!

A Tu t'appelles comment?

B Je m'appelle Mary.

A Ca va Mary?

B Ca va bien merci. Et toi, tu t'appelles comment?

A Je m'appelle John.

B Tu as des animaux?

A Oui! J'ai un chat.

B Tu aimes les chiens ?

A Non! Je déteste les chiens.

B Oh, j'aime les chiens ! Au revoir !

A Salut.

# Year 4

# Exemplification

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# Primary TeachMeet – 28<sup>th</sup> April 2015



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AUDIO & VIDEO



Fit Page

Slide 12

PARTICIPANTS

MAIN ROOM (36)

- Bertram Richter Moderator
- Rebecca Bollands Moderator
- Adele Hiddleston
- Alex
- Anne Silverstone 1
- Callum Morrow 1
- Ceri

CHAT - Supervised

I agree for the y6 comment re: songs that are simple yet not too babyish!

Pamela Rafferty 16:16

I currently get the children to answer in french with the register and how they are feeling.

TERM 3	
speaking	Ask and answer simple questions "What is your name? How old are you? Where do you live?"
listening	
Song/Rhyme	perform a song in a group
pronunciation	demonstrate accuracy in pronunciation with 10-20 words and phrases
	know sounds are different in another language and that it is important to pronounce words accurately

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## 1. Introduction

## 2. Progression in Writing

## 3. Potential barriers & suggested solutions

## 4. Exemplification & Assessment

## 5. Resources

# AIMS

Suggested Pathway Year 6	by the end of Term 1	by the end of Term 2	by the end of Term 3
Write phrases from memory Describe people, places, things and actions ... in writing	Use a range of connectives (e.g. although, however, because).  Write simple sentences showing awareness of a range of grammatical structures eg. 1 <sup>st</sup> person, 3 <sup>rd</sup> person	Start to write complex sentences using a range of familiar connectives.  Rewrite sentences showing grammatical awareness eg. 1 <sup>st</sup> to 3 <sup>rd</sup> person or tense shift	Use their knowledge of sentence construction to write a simple text using complex sentences.  Adapt a previously written text demonstrating increased grammatical awareness (e.g. 1 <sup>st</sup> to 3 <sup>rd</sup> person or tense shift).
Adapt these to create new sentences to express ideas clearly	Start to write a range of short texts (1-3 paragraphs) across a range of text types eg. poetry; reports; recounts; stories; plays  Introduce a range of tools to increase accuracy in spelling including online tools ( <a href="http://www.wordreference.com">www.wordreference.com</a> , <a href="http://www.google.com">www.google.com</a> )	Edit and redraft own writing	Draw together several previously written short texts to produce a more extended piece of writing and/or portfolio of work  Use a dictionary, glossary or online tools with increasing accuracy to help redraft and further develop a piece of writing.

## Potential barriers for Writing

- 'mismatch' of cognitive and linguistic level
- fear of making mistakes (spelling, endings, word order, ...)
- teachers' confidence (particularly Y5/6)
- keeping writing integrated with other skills to progress
- making the jump from word/phrase/sentence level to several sentences using connectives
- 'keeping it real' – writing for a purpose/audience



## Teaching Ideas – practical tips

- 'snowball' – shared writing
- pattern poems
- ranking activities (copy these words/ phrases according to your like/dislikes): diamond nine
- labelling activities (from magazines)
- relay races, team games with mini-whiteboards
- countdown, word snakes
- creative writing techniques:



- Write a simple text from memory using complex sentences
- Adapt text to show grammatical awareness
- Produce extended piece of writing
- Use a dictionary, glossary or other online tools to develop a piece of writing

My name is Alex and I am nearly 11 years old. I live in Coventry and I go to Wood End Primary School. In September I am going to start secondary school. At school my favourite subject is Maths because I like solving problems. I really like PE because I am good at football. Sometimes I play football in the school team. I don't like history and I hate geography.

In my free time I like going to the cinema with my friends. If the film finishes early we go to Pizza Hut for dinner. My favourite flavour pizza is cheese and tomato but I also like ham and pineapple. I never have pepperoni. Usually we take the bus home.

1. [www.tagxedo.com](http://www.tagxedo.com) Wordle on steroids

2. [www.glogster.com](http://www.glogster.com): a bit like an online noticeboard where you can embed all sorts of things: photos, videos, word/pdf documents.

3. [www.xtranormal.com](http://www.xtranormal.com) is a web application that allows you to produce short films with virtual characters and a text to speech facility.

4. <http://www.pimpampum.net/bubblr/> is a collection of web applications that allow you to work with Flickr photographs and turn them into books, comics and more...

5. [www.toondoo.com](http://www.toondoo.com) is a web application that allows you to create your own comic characters and comic strips.

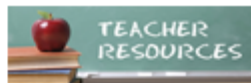
6. [www.animoto.com](http://www.animoto.com): ask for an educators account and you will get a code for 30 students to create unlimited Animoto videos

7. [www.goanimate.com](http://www.goanimate.com) is a web application with which you can create animated comic strips and cartoons.

8. Cartoon making [www.comiclife.com](http://www.comiclife.com)

9. Create online books for free with professional art work [www.storybird.com](http://www.storybird.com)

10. [www.voki.com](http://www.voki.com) create your own speaking avatar by typing in what you want them to say



[www.storybird.com](http://www.storybird.com)



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AIMS



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# ANY QUESTIONS ?

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