Adlington Primary School

Languages

End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Languages at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Languages. Information on the organisation and delivery of Languages can be found in the Languages Progression.

At Adlington Primary School we want all of our children to develop the following Language characteristics during their time with us:

- The ability to use understand and respond to spoken and written language from a variety of authentic sources
- The ability to 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
- The ability to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- The ability to discover and develop an appreciation of a range of writing in the language studied.
- Independence, initiative and originality which they can use to develop their understanding of, and response to, different languages
- The ability to reflect on, analyse and critically evaluate their own progress, work and that of others.
- A passion for and a commitment to the engagement with different languages.

Languages End Points Curriculum Plan

	Lower Key Stage 2	Upper Key Stage 2
To listen and show understanding. **To engage in conversation.** **To read and appreciate texts.** **To write and express ideas.** **To learn and develop understanding of culture/history.**	• Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday. • Understand and respond to simple questions e.g. what colour...? • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others • Ask and answer simple questions about e.g.name and age, birthday • Understand and communicate familiar nouns e.g. parts of the body, animals • Use simple adjectives e.g. to describe things. • Use simple sentences e.g. to say what someone looks like • Use some familiar verbs. • Express simple likes and dislikes e.g. food drink, animals. • Understand and communicate higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. • Use a wider range of question forms e.g. for help in the classroom, the time, the date. • Understand and communicate a wider range of familiar nouns e.g. classroom items, sports, animals, family members. • Understand and use adjectives that describe people and things e.g. the characters in a story, animals.	• Understand and use the alphabet for spelling and in context. • Follow and give simple instructions and directions e.g. a recipe, directions to a place, the route to school. • Take part in conversations expressing likes, dislikes and preferences e.g. about food, places, activities. • Making simple statements and present information e.g. about weather, seasons, places. • Understand and communicate simple descriptions in speech and writing e.g. of a scene, a place in town. • Use adjectives to add interest. • Understand and use numbers in context e.g. saying the year, 24 hour clock. • Understand and communicate statements e.g. about the school environment, everyday school routines, break time activities, a visit. • Understand and express opinions about what something was like. • Understand and use transactional language e.g.in a café. • Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure • Give a description e.g. of a town. • Use adjectives to add interest and detail to a description. • Express and justify opinions • Explore and research historical and cultural events. • Use familiar and unfamiliar texts written in the language studied.

	• Understand and use verbs in the first person to say e.g. what they do, play, like, prefer. • Understand and use verbs in the third person to say e.g. what other people or animals do, the weather. • Express likes, dislikes and preference about what they do e.g. in school, sports, spare time activities.	
	• Explore main festivals of a country in which the language is spoken. • Enjoy stories written in the studied language.	

Languages Opportunities

Key Stage 2

- • Understand and respond to simple classroom instructions.
- Begin to learn French Phonics to help pronunciation.
- Ask and answer questions on a limited range of topics such as age, where they live.
- Express likes and are beginning to know how to form the negative in this context.
- Identify nouns, adjectives and verbs in texts that use familiar words.
- Give a short presentation in a small group or with a partner e.g. a brief weather report.
- Begin to use pronouns when responding to questions
- Follow a short, familiar text, reading and listening at the same time.
- Form sentences by selecting words from a word bank and writing some words and phrases from memory .
- Take part in a simple conversation, ask and answer questions and express opinions.

- Find new words in a foreign language by using a bilingual dictionary.
- Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.
- Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as and, but, because to form more complex sentences.
- Perform a role-play or recite a short poem with confidence and accurate pronunciation.
- Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language.