

KS2 Foreign Languages Curriculum Compliance Checklist

EARLY LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
1	<i>"Listen attentively to spoken language and show understanding by joining in and responding."</i>	LISTENING	All units (except: I Am Learning...)
2	<i>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."</i>	LISTENING	Phonetics 1, Instruments, Little Red Riding Hood
3	<i>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</i>	SPEAKING	I Am Learning..., Animals, Instruments, I Can..., Fruit, Vegetables
4	<i>"Speak in sentences, using familiar vocabulary, phrases and basic language structures."</i>	SPEAKING	All units
5	<i>"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</i>	SPEAKING	All units (plus: Phonetics 1)
6	<i>"Present ideas and information orally to a range of audiences."</i>	SPEAKING	All units
7	<i>"Read carefully and show understanding of words, phrases and simple writing."</i>	READING	All units
8	<i>"Appreciate stories, songs, poems and rhymes in the language."</i>	READING	Instruments, Little Red Riding Hood, Shapes
9	<i>"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."</i>	READING	All units
10	<i>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</i>	WRITING	All units
11	<i>"Describe people, places, things and actions orally and in writing."</i>	WRITING	Animals (THINGS), I Can... (ACTIONS), Ancient Britain (PEOPLE)

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EARLY LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
12	<i>"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." *</i>	GRAMMAR (GENDER & ARTICLES)	Animals, Instruments, Ancient Britain, Fruits, Vegetables, Shapes
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	I Am Learning..., Animals, Instruments, I Can..., Ancient Britain, Fruit, Vegetables
		GRAMMAR (POSSESSIVES)	
		GRAMMAR (ADJECTIVAL AGREEMENT)	
		GRAMMAR (USING THE NEGATIVE)	Fruit
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	
		GRAMMAR (OPINIONS)	Fruit
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	

* Individual grammar points are also explored in depth in our dedicated 'Grammar Explained' lessons.

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INTERMEDIATE LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Intermediate Language Units
1	<i>"Listen attentively to spoken language and show understanding by joining in and responding."</i>	LISTENING	All units
2	<i>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."</i>	LISTENING	Phonetics 2, Phonetics 3, Family, Tudors, Goldilocks, Olympics, Romans, Habitats
3	<i>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</i>	SPEAKING	Presenting Myself, Family, Do You Have A Pet?, At The Café, In The Classroom, What Is The Date?, The Weather, Clothes, My Home
4	<i>"Speak in sentences, using familiar vocabulary, phrases and basic language structures."</i>	SPEAKING	All units
5	<i>"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</i>	SPEAKING	All units (plus: Phonetics 2 + 3)
6	<i>"Present ideas and information orally to a range of audiences."</i>	SPEAKING	All units
7	<i>"Read carefully and show understanding of words, phrases and simple writing."</i>	READING	All units
8	<i>"Appreciate stories, songs, poems and rhymes in the language."</i>	READING	Family, Goldilocks, Tudors, Olympics, Romans
9	<i>"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."</i>	READING	All units
10	<i>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</i>	WRITING	All units (except: At The Café, Goldilocks)
11	<i>"Describe people, places, things and actions orally and in writing."</i>	WRITING	Presenting Myself (PEOPLE), Family (PEOPLE), Tudors (PEOPLE), In The Classroom (THINGS), Pets (THINGS), The Weather (THINGS), Clothes (THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS), My Home (PLACES)

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INTERMEDIATE LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Intermediate Language Units
12	<i>"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." *</i>	GRAMMAR (GENDER & ARTICLES)	Family, At The Café, In The Classroom, Pets, Clothes, Olympics, My Home
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	Presenting Myself, At The Café, In The Classroom, Pets, Clothes, Olympics, Romans, My Home
		GRAMMAR (POSSESSIVES)	Family, In The Classroom, Clothes
		GRAMMAR (ADJECTIVAL AGREEMENT)	Presenting Myself, Clothes
		GRAMMAR (USING THE NEGATIVE)	In The Classroom, Pets, Romans, My Home
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	In The Classroom, Pets, My Home
		GRAMMAR (OPINIONS)	
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	Clothes, Olympics

* Individual grammar points are also explored in depth in our dedicated 'Grammar Explained' lessons.

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PROGRESSIVE LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Progressive Language Units
1	<i>"Listen attentively to spoken language and show understanding by joining in and responding."</i>	LISTENING	All units
2	<i>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."</i>	LISTENING	Phonetics 4, At School
3	<i>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</i>	SPEAKING	All units (except: Regular Verbs, Irregular Verbs)
4	<i>"Speak in sentences, using familiar vocabulary, phrases and basic language structures."</i>	SPEAKING	All units (except: Regular Verbs, Irregular Verbs)
5	<i>"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</i>	SPEAKING	All units (plus: Phonetics 4)
6	<i>"Present ideas and information orally to a range of audiences."</i>	SPEAKING	All units (except: Regular Verbs, Irregular Verbs)
7	<i>"Read carefully and show understanding of words, phrases and simple writing."</i>	READING	World War II, Planets, Habitats
8	<i>"Appreciate stories, songs, poems and rhymes in the language."</i>	READING	At School, World War II, Me In The World
9	<i>"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."</i>	READING	All units
10	<i>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</i>	WRITING	All units (except: Regular Verbs, Irregular Verbs)
11	<i>"Describe people, places, things and actions orally and in writing."</i>	WRITING	At School (THINGS), Weekend Activities (THINGS & ACTIONS), World War II (THINGS & PLACES), Healthy Lifestyles (THINGS & ACTIONS), Planets (THINGS & PLACES), Habitats (PEOPLE, PLACES & THINGS), Me In The World (PEOPLE & PLACES)

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PROGRESSIVE LANGUAGE TEACHING TYPE

KS2 Programme Of Study Requirement		Main Skill Focus	Progressive Language Units
12	<i>"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." *</i>	GRAMMAR (GENDER & ARTICLES)	At School, Healthy Lifestyles
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	At School, Weekend, World War II, Healthy Lifestyles, Regular Verbs, Irregular Verbs, Me In The World
		GRAMMAR (POSSESSIVES)	
		GRAMMAR (ADJECTIVAL AGREEMENT)	At School, Planets
		GRAMMAR (USING THE NEGATIVE)	At School, Weekend, Healthy Lifestyles, Planets
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	At School, Weekend, Me In The World
		GRAMMAR (OPINIONS)	At School, Weekend
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	At School, Habitats, Regular Verbs, Irregular Verbs

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