



Modern Foreign Languages (German)

Key Stage 2

Framework for Languages	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations (National Curriculum)
Oracy	<ul style="list-style-type: none"> O3.1 Listen and respond to simple rhymes, stories and songs I can identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling. O3.2 Recognise and respond to sound patterns and words I can listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently. O3.3 Perform simple communicative tasks using single words, phrases and short sentences I can recall, retain and use vocabulary. Ask and answer questions. O3.4 Listen attentively and understand new words and phrases, instructions, everyday classroom language and praise words I can repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work. 	<ul style="list-style-type: none"> O4.1 Memorise and present a short spoken text I can learn finger rhymes, songs, poems or a non-fiction text. Learn and say several sentences on a topic. O4.2 Listen for specific words and phrases I can listen with care. Use physical response to show recognition and understanding of specific words and phrases. O4.3 Listen for sounds, rhyme and rhythm I can identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds. O4.4 Ask and answer questions on several topics I can practise asking and answering questions with a partner. Develop and perform simple role plays. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text. 	<ul style="list-style-type: none"> O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new context I can focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning. O5.2 Understand and express simple opinions I can agree and disagree with statements. Understand and express like and dislikes. O5.3 Listen attentively and understand more complex phrases and sentences I can understand the main points from speech which includes unfamiliar language. O5.4 Prepare a short presentation on a familiar topic I can recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> Pick out some of the detail from short spoken passages Enjoy interacting even when they hear unfamiliar language Join in a short conversation Make a short presentation using a model. 	<ul style="list-style-type: none"> O6.1 Understand the main points and simple opinions in a spoken story, song or passage I can listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage. O6.2 Perform to an audience I can present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly. O6.3 Understand longer and more complex phrases or sentences I can re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories I can participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice. <p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> Listen to and understand the main points and some detail from a short spoken passage Give a presentation in a clear audible voice Converse briefly without prompts Enjoy listening and speaking confidently. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>
Literacy	<ul style="list-style-type: none"> L3.1 Recognise some familiar words in written form I can understand words displayed in the classroom identify and read simple words. read and understand simple messages. L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words I can pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem. L3.3 Experiment with the writing of simple words I can write simple, familiar words using a model. Write some single words from memory. 	<ul style="list-style-type: none"> L4.1 Read and understand a range of familiar written phrases I can match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. L4.2 Follow a short familiar text, listening and reading at the same time I can make links between the spoken and written words. Identify common spelling patterns in letter strings. L4.3 Read some familiar words and phrases aloud and pronounce them accurately I can read aloud words which I use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation. L4.4 Write simple words and phrases using a model and some words from memory I can write labels for work on wall displays and in my book. Complete a semi-completed message to someone in a partner school. 	<ul style="list-style-type: none"> L5.1 Re-read frequently a variety of short text I can read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. L5.2 Make simple sentences and short texts I can understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link L5.3 Write words, phrases and short sentences, using a reference I can choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. 	<ul style="list-style-type: none"> L6.1 Read and understand the main points and some detail from a short written passage I can read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are. L6.2 Identify different text types and read short, authentic texts for enjoyment or information I can read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article. L6.3 Match sound to sentences and paragraphs I can use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly. L6.4 Write sentences on a range of topics using a model I can construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description. 	



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	<ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory. 	<ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without help. 	<ul style="list-style-type: none"> Read and understand some of the main points from a text Understand how a simple sentence is written Write words, phrases and a few sentences using a model. 	<ul style="list-style-type: none"> Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage • Write several sentences from memory Develop a short text using a model. 	
Inter-cultural Understanding	<ul style="list-style-type: none"> IU3.1Learn about the different languages spoken by children in the school Increase awareness of linguistic and cultural diversity. IU3.2Locate country/countries where the language is spoken I can identify some of the countries where the language is spoken, drawing on the knowledge of class members where appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks IU3.3Identify social conventions at home and in other cultures I can use polite forms of address. Know how to greet native speakers . IU3.4Make indirect or direct contact with the country/countries where the language is spoken I can make contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> Appreciate the diversity of languages spoken within their school Talk about the similarities and differences of social conventions between different cultures Identify the country or countries where the language is spoken Have some contact with the country/countries Recognise a children's song, rhyme or poem well known to native speakers. 	<ul style="list-style-type: none"> IU4.1Learn about festivals and celebrations in different cultures I can learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of pupils where possible. IU4.2Know about some aspects of everyday life and compare them to their own I can compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies. IU4.3Compare traditional stories I can compare characteristics of simple stories between cultures. Look at the writing system of the language. IU4.4 Learn about ways of travelling to the country/countries I can revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> Talk about celebrations of which they have experienced Know about similar celebrations in other cultures Compare aspects of everyday life at home and abroad Identify similarities in traditional stories 	<ul style="list-style-type: none"> IU5.1Look at further aspects of their everyday lives from the perspective of someone from another country I can consider aspects of everyday life of children in my own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences. IU5.2Recognise similarities and differences between places I can identify geographical features of a contrasting locality. Learn about buildings and places in different countries. IU5.3Compare symbols, objects or products which represent their own culture with those of another country I can learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> Identify similarities and differences in everyday life List some similarities and differences between contrasting localities Recognise how symbols, products, objects can represent the culture/cultures of a country 	<ul style="list-style-type: none"> IU6.1Compare attitudes towards aspects of everyday life I can recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures. IU6.2Recognise and understand some of the differences between people I can discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes. IU6.3Present information about an aspect of culture I can perform songs, plays, dances. I can use ICT to present information, having a greater sense of audience. <p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> Demonstrate understanding of and respect for cultural diversity Present information about an aspect of another country. 	
Knowledge about Language	<ul style="list-style-type: none"> Identify phonemes*, letters and words which are similar to and different from English in spoken and written forms Recognise commonly used rhyming sounds and learn how they are written Understand and use a range of common words from all word classes, especially verbs Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written Understand and use question forms and negatives in spoken and written language Understand that rules and conventions are respected by native speakers and are important for learners Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives Recognise the importance and significance of intonation and punctuation. <p>*Phonics: au ch ß r o eu e en ä ö ü ie ei sch pf w v z j s</p>				