**Carlinghow Academy Key Stage 2 Framework Learning Objectives**

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| **Year 3** |  | **Year 4** |
| **O3.1** **O3.2** **O3.3** **O3.4** | Listen and respond to simple rhymes, stories and songs Recognise and respond to sound patterns and wordsPerform simple communicative tasks using single words, phrases and short sentencesListen attentively and understand instructions, everyday classroom language and praise words | **Oracy** | **O4.1** **O4.2** **O4.3** **O4.4** | Memorise and present a short spoken textListen for specific words and phrasesListen for sounds, rhyme and rhythmAsk and answer questions on several topics |
| **L3.1** **L3.2****L3.3** | Recognise some familiar words in written form Make links between some phonemes, rhymes and spellings, and read aloud familiar words Experiment with the writing of simple words | **Literacy** | **L4.1** **L4.2****L4.3****L4.4** | Read and understand a range of familiar written phrasesFollow a short familiar text, listening and reading at the same time Read some familiar words and phrases aloud and pronounce them accurately Write simple words and phrases using a model and some words from memory |
| **IU3.1****IU3.2****IU3.3** **IU3.4** | Learn about the different languages spoken by children in the school Identify social conventions at home and in other culturesMake indirect or direct contact with the country/countries where the language is spoken Locate country/countries where the language is spoken | **IU** | **IU4.1** **IU4.2** **IU4.3****IU4.4** | Learn about festivals and celebrations in different culturesKnow about some aspects of everyday life and compare them to their own Compare traditional stories Learn about ways of travelling to the country/countries |
| **Year 5** |  | **Year 6** |
| **O5.1** **O5.2** **O5.3** **O5.4** | Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contextsUnderstand and express simple opinionsListen attentively and understand more complex phrases and sentencesPrepare a short presentation on a familiar topic | **Oracy** | **O6.1** **O6.2** **O6.3** **O6.4** | Understand the main points and simple opinions in a spoken story, song or passagePerform to an audienceUnderstand longer and more complex phrases or sentencesUse spoken language confidently to initiate and sustain conversations and to tell stories |
| **L5.1** **L5.2****L5.3** | Re-read frequently a variety of short textsMake simple sentences and short textsWrite words, phrases and short sentences, using a reference | **Literacy** | **L6.1** **L6.2****L6.3****L6.4** | Read and understand the main points and some detail from a short written passageIdentify different text types and read short, authentic texts for enjoyment or informationMatch sound to sentences and paragraphsWrite sentences on a range of topics using a model |
| **IU5.1** **IU5.2****IU5.3** | Look at further aspects of their everyday lives from the perspective of someone from another countryRecognise similarities and differences between placesCompare symbols, objects or products which represent their own culture with those of another country | **IU** | **IU6.1** **IU6.2** **IU6.3**  | Compare attitudes towards aspects of everyday lifeRecognise and understand some of the differences between peoplePresent information about an aspect of culture |

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| **Year 3** |  | **Year 4** |
| * Identify specific sounds, phonemes and words
* Recognise commonly used rhyming sounds
* Imitate pronunciation of words
* Hear main word classes
* Recognise question forms and negatives
 | * Recognise how sounds are represented in written form
* Notice the spelling of familiar words
* Recognise that languages describe familiar things differently
* Recognise that many languages are spoken in the UK and across the world
* Recognise conventions of politeness
 | **Knowledge About Language** | * Reinforce and extend recognition of word classes and understand their function
* Recognise and apply simple agreements, singular and plural
* Use question forms
 | * Recognise that texts in different languages will often have the same conventions of style and layout
* Apply phonic knowledge of the language to support reading and writing
* Identify a different writing system
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| * Discuss language learning and share ideas and experiences
* Use actions and rhymes and play games to aid memorisation
* Remember rhyming words
* Use the context of what they see/read to determine some of the meaning
* Practise new language with a friend and outside the classroom
 | * Look at the face of the person speaking and listen attentively
* Use gestures to show they understand
* Recognise words which the teacher mouths silently
* Write new words
* Compare the language with English
 | **Language Learning Strategies** | * Discuss language learning and share ideas and experiences
* Use mental associations to help remember words
* Ask for repetition and clarification
* Use context and previous knowledge to determine meaning and pronunciation
* Practice new language with a friend and outside the classroom
* Plan and prepare for a language activity
 | * Read and memorise words
* Sort words into categories
* Apply knowledge about letters & simple grammatical knowledge to experiment with writing
* Use a dictionary to look up spellings
* Access information sources
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| **Year 5** |  | **Year 6** |
| * Recognise patterns in simple sentences
* Manipulate language by changing an element in a sentence
* Apply knowledge of rules when building sentences
* Develop accuracy in pronunciation and intonation
* Understand and use negatives
 | * Appreciate that different languages use different writing conventions
* Recognise the typical conventions of word order in the foreign language
* Understand that words will not always have a direct equivalent in the language
* Notice different text types and deal with authentic texts
 | **Knowledge About Language** | * Recognise patterns in the foreign language
* Notice and match agreements
* Use knowledge of words, text and structure to build simple spoken and written passages
 | * Use knowledge of word order and sentence construction to support the understanding of the written text
* Use knowledge of word and text conventions to build sentences and short texts
* Devise questions for authentic use
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| * Plan and prepare - analyse what needs to be done to carry out a task
* Integrate new language into previously learnt language
* Apply grammatical knowledge to make sentences
* Use actions and rhymes to aid memorisation
* Ask for repetition and clarification
 | * Use context and previous knowledge to help understanding
* Practise new language with a friend and outside the classroom
* Look and listen for visual and aural clues
* Use a dictionary or a word list
* Pronounce/read aloud unknown words
 | **Language Learning Strategies** | * Discuss language learning and reflect and share ideas and experiences
* Plan and prepare - analyse what needs to be done in order to carry out a task
* Use language known in one context or topic in another context or topic
* Ask for repetition and clarification
* Use context and previous knowledge to help understanding and reading skills
* Practise new language with a friend and outside the classroom
 | * Listen for clues to meaning e.g. tone of voice, key words
* Make predictions based on existing knowledge
* Apply a range of linguistic knowledge to create simple, written production
* Evaluate work
* Compare and reflect on techniques for memorising language
* Use a dictionary
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