End of KS2

Common Language Agreement for Languages

**Rationale: to improve transition from KS2 to KS3 in Languages**

*‘Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must be delivered at least in part in class time.’ – KS2 Entitlement to Languages*

Secondary schools welcome many children from numerous primaries every September with varying experience of language-learning at KS2. It is right that Primary schools should decide which schemes and approaches are best for their own children and staff but a degree of commonality is needed for KS3 to be able to build upon this experience and to avoid restarting from scratch. The following is a minimum of prior learning for Year 6 to have achieved over the entire 4 years at KS2. We have deliberately avoided the mention of ANY topics and instead stress **dictionary skills**.

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| **Yr.6 children should know these core elements well after 4 yrs. of entitlement:**  **Any additional language to be considered a bonus and non-essential.** | |
| **Nouns** | awareness that nouns can be masculine or feminine  how to recognise singular or plural  understanding of the article |
| **Phonic awareness** | Key phoneme/graphemes: g, j, ll, ñ, rr, v, z  an awareness of silent letters eg: h  an awareness of the importance and role of accents and punctuation |
| **Adjectives** | colour, size and some common adjectives  a basic awareness of adjectival position and agreement |
| **Core structures** | **Verbs – in all forms**  Tener to have  Ser/Estar to be  Ir to go  *+ no with negative construct*  **Common verbs including...**  Hacer to do/make  Comer to eat  Beber to drink  Jugar to play  Preferir to prefer  Querer to want  *+ no.. with negative construct*  Impersonal verbs eg...  Gustar to like (me gusta/n)  Encantar to love (me encanta/n)  **Other structures**  Es…  *It is…*  No es… *It isn’t…*  Hay…. *There is / there are…*  No hay… *There isn’t / aren’t...*  *Pienso que… I think that...*  *En mi opinión In my opinion…* |
| **Numbers** | 0-100 |
| **Days/Month/**  **Birthday/weather** | *Days of week*  *Months of year*  *¿Qué es la fecha hoy ?*  *¿Cuándo es tu cumpleaños ?*  ¿Qué tiempo hace ? |
| **Prepositions** | En/sobre, debajo de, delante de, detrás de, enfrente de, en, entre, al lado de |
| **Telling the time**  (On the hour) | *Es la una. It is 1 O’Clock.*  *Son las dos. It is 2 O’Cock.* |
| **Recognise some questions and key question words** | ¿Qué es? *What is it?*  ¿Dónde está..? *Where is..?*  ¿Quién ? Who ?  ¿Cuándo ? When ?  ¿Cómo ? How ?  ¿Cuánto/s How much/many ?  ¿Qué ? What ?  ¿Cuál ? Which ?  ¿Es ? Is…. ?  ¿Tienes ? *Do you have?*  *¿Te gusta/n? Do you like …..?*  *¿Por qué/no ? Why/not?* |
| **Recognise and use some connectives** | Y, pero, porque, también, sin embargo |
| **High Frequency classroom imperatives** | Mirad, escuchad, repetid, abrid, cerrad, escribid, discutid, encontrad, tomad, trabajad, cantad, levantaos, sentaos. |

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