

Key Assessment Criteria



Being an international speaker

The key assessment criteria for languages have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as international speakers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.

What the National Curriculum requires in foreign language at KS2

Pupils should be taught to:

- 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

Key Stage 2

The starred (*) content above will not be applicable to ancient languages.

A Year 1/2 international speaker	A Year 3/4 international speaker	A Year 5/6 international speaker
<p>Non Statutory</p>		
<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I join in with songs and rhymes. • I respond to a simple command. • I answer with a single word. • I answer with a short phrase. • I ask an appropriate question. • I name people. • I name places. • I name objects. • I use set phrases. • I choose the right word to complete a phrase. • I choose the right word to complete a short sentence. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I read and understand single words. • I read and understand short phrases. • I use simple dictionaries to find the meaning of words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I write single words correctly. • I label a picture. • I copy a simple word or phrase. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I name and describe people. • I name and describe a place. • I name and describe an object. • I have a short conversation saying 3-4 things. • I give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I read and understand a short passage using familiar language. • I explain the main points in a short passage. • I read a passage independently. • I use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I write phrases from memory. • I write 2-3 short sentences on a familiar topic. • I say what I like/dislike about a familiar topic. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I hold a simple conversation with at least 4 exchanges. • I use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I understand a short story or factual text and note the main points. • I use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I write a paragraph of 4-5 sentences. • I substitute words and phrases.