

Primary Languages Assessment Criteria : KS2 Languages Programme of study mapped against the Languages Ladder (LL) and the KS2 Framework

| KS2 Programme of study: matters, skills and processes | Stage 1 (linked to LL Grade 1) Pupils can: | Stage 2 (linked to LL Grade 2) Pupils can: | Stage 3 (linked to LL Grade 3) Pupils can: | Stage 4 (linked to LL Grade 4) Pupils can: |
|---|---|--|---|--|
| listen attentively to spoken language and show understanding by joining in and responding | L. Show understanding of a few familiar spoken words and phrases | L. Show understanding of a range of familiar spoken phrases | L. Show understanding of the main points from a short spoken passage made up of familiar language | L. Show understanding of the main points and some of the detail from a spoken passage made up of familiar language in simple sentences |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Exploring the patterns and sounds of language, whilst being essential to the acquisition of language, cannot be awarded a progressive grade. Most of the work in this area is completed in the early stages of language-learning and is subsequently applied and reinforced. However, there is still scope for progression in terms of the types of activities undertaken and pupils' outcomes. | Apply phonic knowledge of the language to support reading and writing. | Apply phonic knowledge of the language to support reading and writing with increasing confidence and regularity. | Match sound to sentences and paragraphs. |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | S. Say and repeat single words and short simple phrases. Ask for repetition and clarification. | S. Answer simple questions and give basic information. Ask for repetition and clarification. | S. Ask and answer simple questions and talk about interests, including simple opinions. Ask for repetition and clarification. | S. Take part in a simple conversation and express opinions in greater detail. Ask for repetition and clarification. |
| speak in sentences, using familiar vocabulary, phrases and basic language structures | S. Say and repeat single words and short simple phrases. | S. Answer simple questions and give basic information in full sentences. | Apply knowledge of rules when building spoken sentences. | Use knowledge of words, text and structure to build simple spoken passages or engage in longer conversations. |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | R. Recognise and read out a few familiar words and phrases. S. Say and repeat single words and short simple phrases with a degree of accuracy. | R. Understand and read out familiar written phrases. Start to reproduce correct intonation when speaking in full sentences. | Pronounce/read some unknown words (containing known letter strings) aloud with a degree of accuracy. When using known language, speak clearly with good pronunciation and intonation. | Read aloud short texts containing some unknown words with a degree of accuracy. Speak confidently, with consistently good pronunciation and intonation. |
| present ideas and information orally to a range of audiences | Memorise a small part of a short spoken text for collaborative presentation. | Memorise and present a short spoken text. | Prepare a short presentation on a familiar topic. | Use spoken language confidently to tell stories or present information. |
| read carefully and show understanding of words, phrases and simple writing | R. Recognise and read out a few familiar words and phrases. | R. Understand and read out familiar written phrases. | R. Understand the main points from a short written text in clear printed script. | R. Understand the main points and some of the detail from short written texts in familiar contexts. |
| appreciate stories, songs, poems and rhymes in the language | Appreciation of authentic materials, whilst being an important aspect of language learning, cannot be awarded a progressive grade. However, there is still scope for progression in terms of the types of materials used and the pupil outcomes of activities. | | | |