

What are the key features of 'knowledge-rich' assessment for Foreign Languages?

| Subject | Features |
|--------------------------|---|
| Foreign Languages | <ul style="list-style-type: none">❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none">❑ Speaking❑ Reading❑ Writing |
| | <ul style="list-style-type: none">❑ There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. |
| | <ul style="list-style-type: none">❑ When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for Foreign Language for their age group. |

Foreign Language: Key Stage 2

| | Speaking | Reading | Writing |
|-----------------|---|--|---|
| | <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> | <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> | <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> |
| Year 3/4 | <ul style="list-style-type: none"> name and describe people, a place and an object have a short conversation, saying 3 to 4 things give response using a short phrase start to speak, using a full sentence | <ul style="list-style-type: none"> read and understand a short passage using familiar language explain the main points in a short passage read a passage independently use a bilingual dictionary or glossary to look up new words | <ul style="list-style-type: none"> write phrases from memory write 2-3 short sentences on a familiar topic write what they like/dislike about a familiar topic |
| Year 5/6 | <ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use knowledge of grammar to speak correctly | <ul style="list-style-type: none"> understand a short story or factual text and note the main points use the context to work out unfamiliar words | <ul style="list-style-type: none"> write a paragraph of 4-5 sentences substitute words and phrases |



Sticky Knowledge: M. F. L

| Years 3 and 4 | Years 3 and 4 |
|--|--|
| <input type="checkbox"/> I know how to name and describe people, a place and an object | <input type="checkbox"/> I know how to read a passage independently |
| <input type="checkbox"/> I know how to have a short conversation, saying 3 to 4 things | <input type="checkbox"/> I know how to use a bilingual dictionary or glossary to look up new words |
| <input type="checkbox"/> I know how to give response using a short phrase | <input type="checkbox"/> I know how to write phrases from memory |
| <input type="checkbox"/> I know how to start to speak, using a full sentence | <input type="checkbox"/> I know and can write 2-3 short sentences on a familiar topic |
| <input type="checkbox"/> I know how to read and understand a short passage using familiar language | <input type="checkbox"/> I know how to write what I like/dislike about a familiar topic |
| <input type="checkbox"/> I know and can explain the main points in a short passage | |



Sticky Knowledge: M.F.L

Years 5 and 6

- I know how to hold a simple conversation with at least 4 exchanges
- I know how to use my knowledge of grammar to speak correctly
- I know and can understand a short story or factual text and note the main points
- I know how to use the context to work out unfamiliar words
- I know how to write a paragraph of 4-5 sentences
- I know how to substitute words and phrases