

# Primary Languages Session 1:

**Part 1: Policy(?!), practice and potential**

**Part 2: Planning, Teaching & Learning**

*"Limba dulțsi multu aduțsi".*

*Sweet language brings much.*

*Aromanian proverb*

# **Part 1**

## **Policy (?!), Practice & Potential**

# Policy (?!...)

- National Curriculum Review process (2011-2013)
- Place of primary and KS3 languages? (NC subject, compulsory but without PoS, optional)
- Introduction of statutory languages from Sept 2011 (recommended in Rose review) withdrawn
- Current situation – **non-statutory entitlement** applies until 2014

# National Languages Strategy

Languages for All: Languages for Life  
A Strategy for England



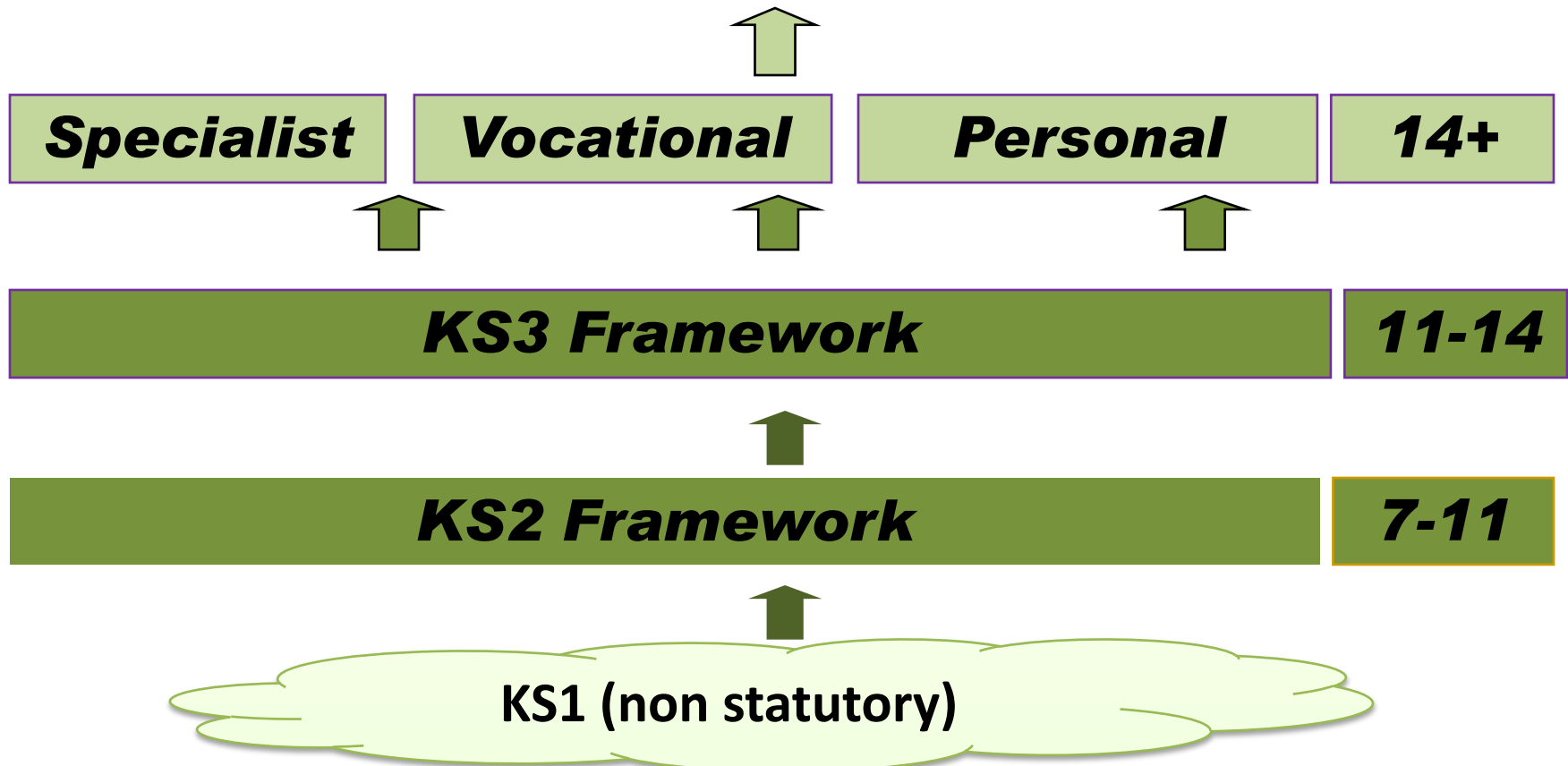
Department for  
**Education and Skills**  
making opportunities for learning accessible to all

**2002**

- Lifelong skill
- To be used for business and pleasure
- Open avenues of communication and exploration
- Instil broader cultural understanding
- An essential part of being a citizen

# Reshaping the Languages Curriculum

## Languages for life



# Primary Entitlement

**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.

# Practice

- 92% of primary schools have started teaching a language
- 69% are teaching languages across the whole of KS2
- 90% are confident that the current provision is sustainable
- Over two thirds of schools have accessed free training; most are using the KS2 framework
- Main aims of primary languages are: enthusiasm for language learning, speaking and listening skills, understand other cultures
- Time allocation averages 40 minutes a week
- Teaching is most commonly carried out by class teachers

***Primary Modern Foreign Languages: Survey Of National Implementation Of Full Entitlement To Language Learning At Key Stage 2***

(NFER report, DCSF-RR127, July 2009)



# Practice cont'd.

It noted that the main challenges remaining were:

- lack of staff knowledge
- assessment
- transition to secondary school

***Primary Modern Foreign Languages: Survey Of National Implementation Of Full Entitlement To Language Learning At Key Stage 2***

(NFER report, DCSF-RR127, July 2009)



# Practice cont'd.

- Heads and teachers were committed and enthusiastic because languages enriched the curriculum and made a contribution to personal, social and literacy development in English.
- Pupils were enthusiastic and motivated.
- Training (funded) had been significant in the development of provision. Schools have an expectation that funding will be maintained.
- Focus mostly on developing listening and speaking skills.



# Practice cont'd.

It also noted that:

- children can achieve Y6 outcomes after 4 years of language learning but writing remains the most challenging area
- there was little evidence of intercultural understanding objectives being met
- whole school curriculum planning and assessment remain areas for development.



# Practice cont'd.

## Key Findings

- Achievement was good or outstanding in just under six out of ten of the primary schools visited.
- Pupils made most progress in speaking and listening.
- Planned teaching of reading and writing was much rarer.
- Pupils' enjoyment and enthusiasm was very evident.
- Pupils were aware of the importance of learning another language.
- Pupils were developing a good awareness of other cultures.
- Teaching was good in two thirds of the 235 lessons observed.
- Despite some occasional shortcomings in pronunciation and intonation, primary teachers' subject knowledge and their teaching methods were predominantly good.
- Senior leaders were very committed to introducing modern languages into primary schools.
- Weaknesses lay in assessment, and the monitoring and evaluation of provision, often because leaders did not feel competent enough to judge language provision.

# Ofsted recommendations

## *Primary schools should:*

- build on their good work in speaking and listening, including language learning strategies and knowledge about language, to develop pupils' early skills in reading and writing
- ensure intercultural understanding is built into work where it does not yet feature prominently.

## *Secondary schools should:*

- put much greater emphasis on regular use of the target language in all lessons
- make more use of authentic materials to help develop students' language skills and their intercultural understanding
- broaden approaches to teaching and learning to enthuse students and increase their confidence, competence and ambition in modern languages

# Schools have had to consider...

- Curriculum structure
- Curriculum content
- Resources
- Delivery
- Links to other curriculum subjects
- Assessment, recording and reporting
- Transition

# What you may see ...

- Specialist teachers deliver/class teachers deliver
- Discrete language lessons (all years, only Y5/6...)/ cross-curricular integration
- Optional provision after school
- Mixed year classes/single year classes
- No languages at all

# Potential (thinking positively!)

## Next steps

- Primary schools continue with and/or develop current provision
- Practice is developed and shared between clusters of schools
- Secondary and primary schools work together on pedagogy and curriculum
- Links between and across subject areas are embedded
- Literacy is a focus for further development
- Intercultural understanding underpins curriculum planning
- Assessment and recording methods are explored and developed jointly between primary and secondary schools

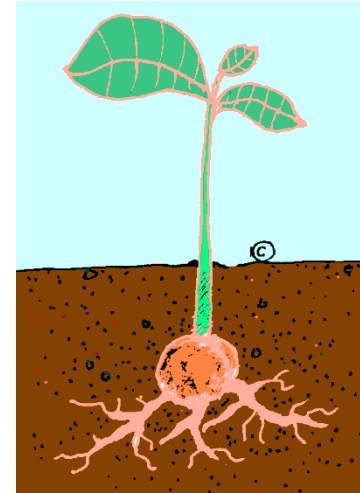
# Part 2

## Planning, Teaching & Learning

<http://www.rachelhawkes.com/Resources/KS2/KS2.php>

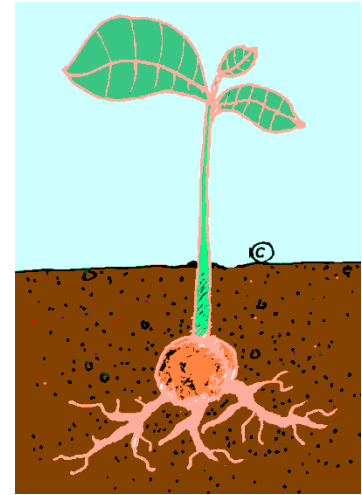
# Life cycle of a plant

- Hier is een zaad
- De wortel groeit
- Na de stam, de bladeren groeien
- Na de bladeren, de bloem groeit
- Na de bloem, de vrucht groeit
- De vrucht geeft ons de zaden



# Life cycle of a plant

- Hier is een zaad
- De wortel groeit
- **Na de wortel, de stam groeit**
- Na de stam, de bladeren groeien
- Na de bladeren, de bloem groeit
- Na de bloem, de vrucht groeit
- De vrucht geeft ons de zaden



# What should PMFL look like?

- What should learners be able to do?
- What should they be taught?
- How should they learn?
- How do learners and teachers know how well they are doing?
- How will their learning continue to develop?

**“An ounce of action is worth a ton of theory.”**

Friedrich Engels

# The KS2 Framework

<b>KS2 Framework</b>	<b><i>Renewed</i> KS3 Framework</b>
Oracy	Listening and speaking
Literacy	Reading and writing
Intercultural understanding	Intercultural understanding
Knowledge about language	Knowledge about languages
Language learning strategies	Language learning strategies

Expectations	Outcomes
During Year 3	By the end of year 3, most children should be able to:
<p><b>Oracy</b></p> <p>At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays.</p> <p>They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CD-ROMs, DVDs or videos.</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to and speaking in the language</li> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• Communicate with others using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Use correct pronunciation in spoken work.</li> </ul>
<p><b>Literacy</b></p> <p>As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory.</p>	<ul style="list-style-type: none"> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> <li>• Write some familiar words from memory.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken.</p> <p>They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.</p>	<ul style="list-style-type: none"> <li>• Appreciate the diversity of languages spoken within their school</li> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Have some contact with the country/countries</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers.</li> </ul>
<p><b>KAL and LLS</b></p> <p>At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.</p>	

This could be listening to a song, a rhyme, a rap and repeating some or all of it along with the teacher.

This could be greeting each other and the teacher and asking how they are.

This could be reading and understanding the labels on equipment trays, or key words from displays, word mobiles, or word clouds and practising writing them from memory.

Find out how many languages are spoken.

Compare Christmases.

Label a map.

Expectations	Outcomes
During Year 4	By the end of year 4, most children should be able to:
<p><b>Oracy</b></p> <p>Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<ul style="list-style-type: none"> <li>• Listen to and identify words and short phrases</li> <li>• Communicate by asking and answering a wider range of questions</li> <li>• Memorise and present a short text.</li> </ul>
<p><b>Literacy</b></p> <p>Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time.</p> <p>They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.</p>	<ul style="list-style-type: none"> <li>• Read and understand familiar written phrases</li> <li>• Follow a short text while listening and reading, saying some of the text</li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Write some familiar words and phrases without help.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Children reflect upon celebrations in which they participate at home, at school and in the wider community and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries.</p> <p>They identify common elements in traditional stories from other cultures.</p>	<ul style="list-style-type: none"> <li>• Talk about celebrations of which they have experience</li> <li>• Know about similar celebrations in other cultures</li> <li>• Compare aspects of everyday life at home and abroad</li> <li>• Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.</p>	

Listen to a short text and identify all the numbers or colours in it.

This could be asking and answering ‘Do you have..?’ and ‘What is...?’ questions

Following along with the text of any short story, song or poem, saying some or all of the words.

Reading out familiar whole phrases.

Practise writing simple whole phrases without help.

Comparing typical breakfasts in different countries, saying ‘I eat’ and ‘I drink’ to make full sentences.

Expectations	Outcomes
During Year 5	By the end of year 5, most children should be able to:
<p><b>Oracy</b></p> <p>Children listen attentively and learn to identify the main points from a short passage of several sentences.</p> <p>They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.</p>	<ul style="list-style-type: none"> <li>• Pick out some of the detail from short spoken passages</li> <li>• Enjoy interacting even when they hear unfamiliar language</li> <li>• Join in a short conversation</li> <li>• Make a short presentation using a model.</li> </ul>
<p><b>Literacy</b></p> <p>Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts.</p> <p>They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</p>	<ul style="list-style-type: none"> <li>• Read and understand some of the main points from a text</li> <li>• Understand how a simple sentence is written</li> <li>• Write words, phrases and a few sentences using a model.</li> </ul>
<p><b>Intercultural understanding</b></p> <p>Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country.</p> <p>Children also learn about symbols, objects and products that represent countries.</p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences in everyday life</li> <li>• List some similarities and differences between contrasting localities</li> <li>• Recognise how symbols, products, objects can represent the culture/cultures of a country</li> <li>• Recognise how aspects of the culture of different countries become incorporated into the daily life of others.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>	

**Listen to a short text noting key facts, e.g. times, opinions, nouns.**

**They sing along, repeat new words confidently and guess meanings**

**Simple role plays about likes & dislikes, their routines, hobbies, themselves & families.**

**Identify key building blocks in a sentence.**

**Write a short email about themselves from a model.**

**Project looking at different foods we take for granted here that come from other countries – song ‘English, half English’ Billy Bragg**

Expectations	Outcomes
During Year 6	By the end of year 6, most children should be able to:
<p><b>Oracy</b></p> <p>During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform them in front of an audience.</p> <p>They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model.</p>	<ul style="list-style-type: none"> <li>• Listen to and understand the main points and some detail from a short spoken passage</li> <li>• Give a presentation in a clear audible voice</li> <li>• Converse briefly without prompts</li> <li>• Enjoy listening and speaking confidently.</li> </ul>
<p><b>Literacy</b></p> <p>Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently.</p> <p>They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.</p>	<ul style="list-style-type: none"> <li>• Read aloud with confidence, enjoyment and expression, in chorus or individually</li> <li>• Read and understand the main points and some detail from a short written passage</li> <li>• Write several sentences from memory</li> <li>• Develop a short text using a model.</li> </ul>
<p><b>Intercultural understanding</b></p> <p>Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people.</p> <p>They celebrate their understanding and knowledge with others.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of and respect for cultural diversity</li> <li>• Present information about an aspect of another country.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.</p>	

**Say a few sentences about themselves to the class from memory.**

**Simple role plays (e.g.café, directions, xmas play) without prompts.**

**Read a simple story or poem in assembly or class to younger pupils.**

**Write about selves from memory.**

**Write a short email about themselves from a model.**

**Project looking at a typical celebration or religious festival in another country → display or class assembly, mixture of TL and English to present.**

In broad terms -- after 4 years of language learning most Year 6 children will be able to understand simple spoken and written language, to speak aloud and take part in short conversations and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them. In short they will be becoming confident users and learners of a new language.

Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning  
5.6 – KAL – Y7, 8, 9

Recognise how sounds are represented in written form  
L3.1 – KAL - Y3

## Continuity and transition

Apply prior knowledge of sound/spelling system to recognise the written word.  
L6.3 LLS – Y6

Apply phonic and whole word knowledge in the new language in order to locate words in a reference source.  
L5.3 – KAL - Y5

Use phonic knowledge to support accurate pronunciation  
L4.3 – KAL - Y4

# The power of song

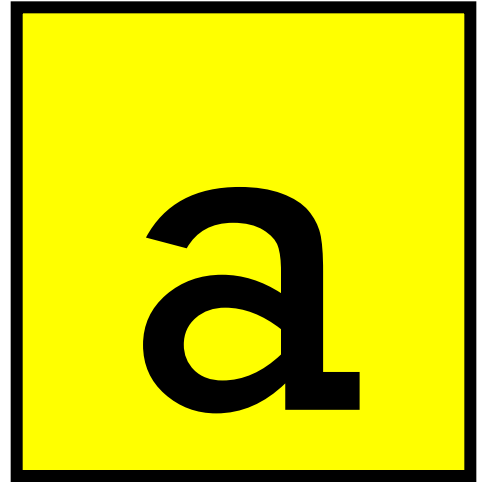
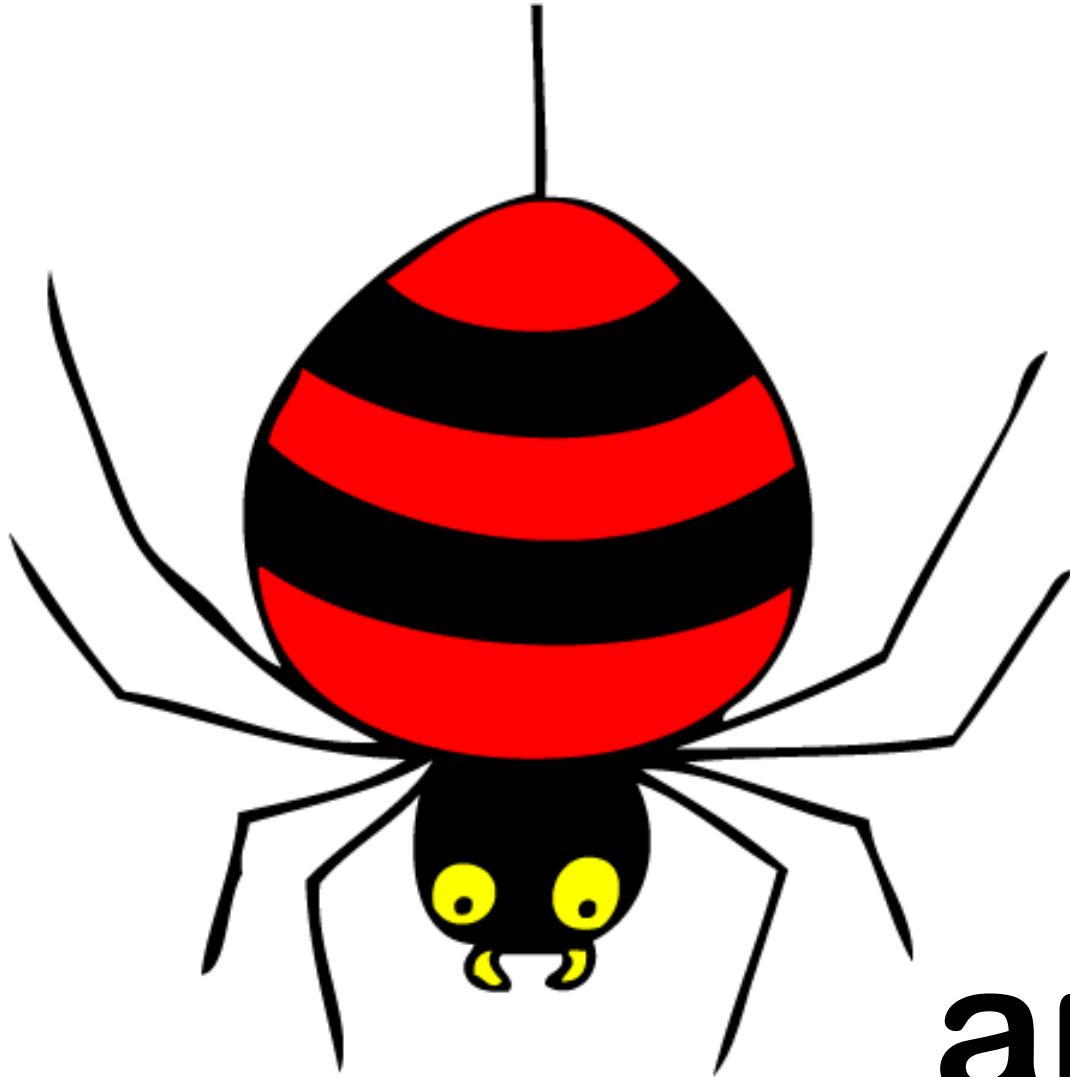


**Key Stage 1**

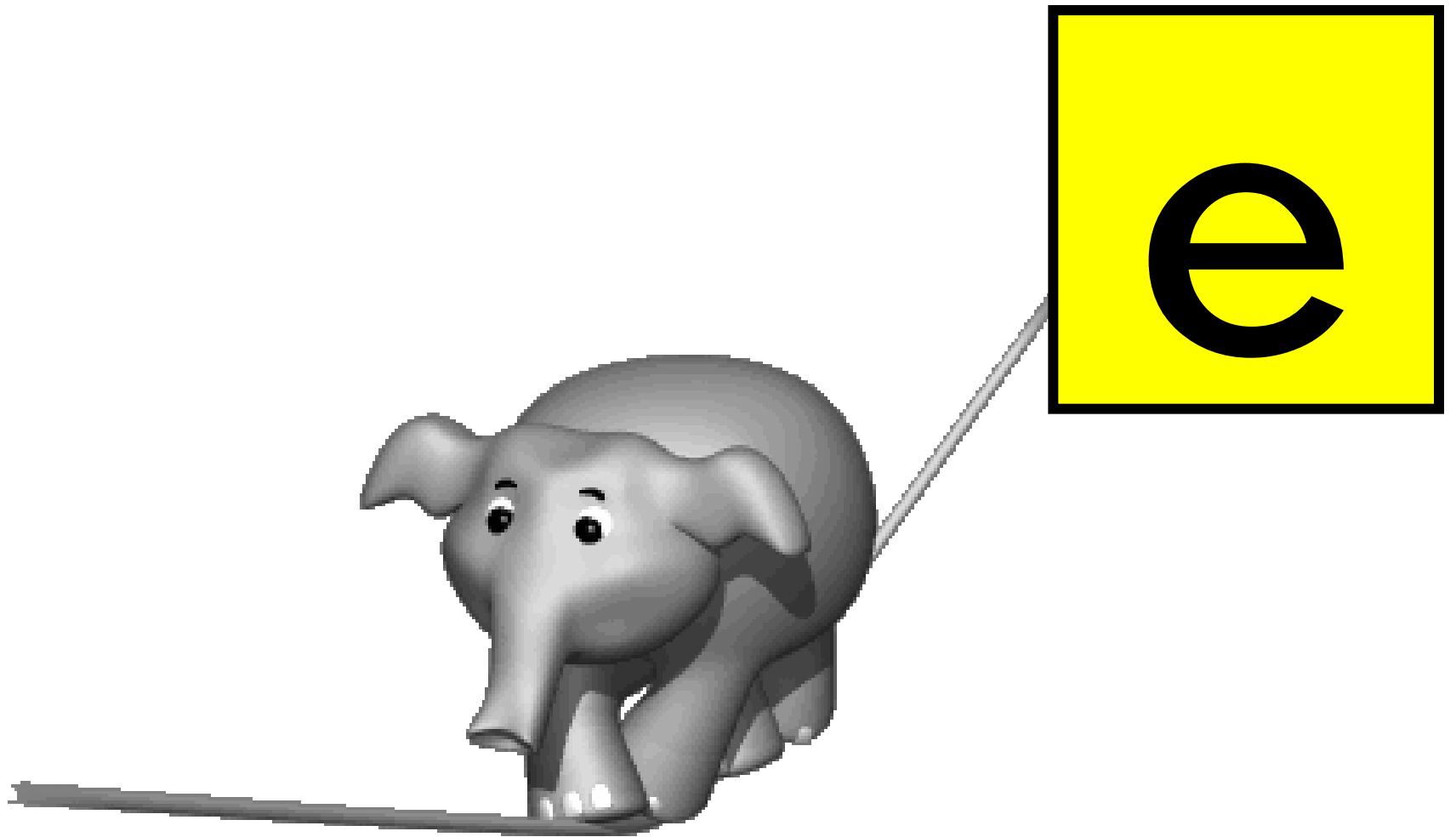


las vocales

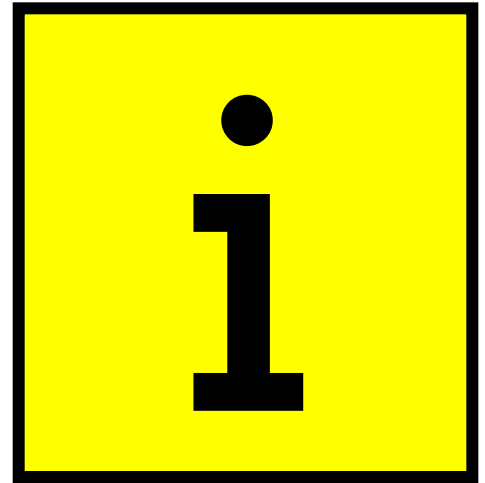




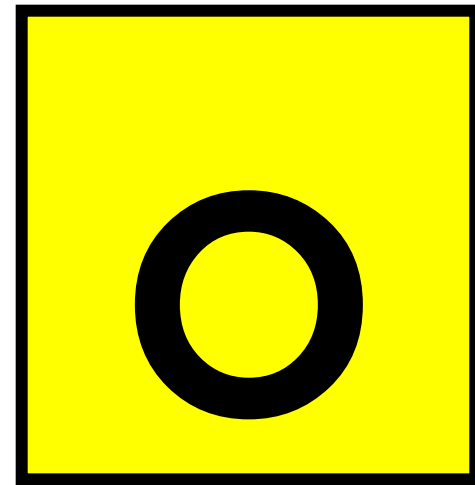
**araña**



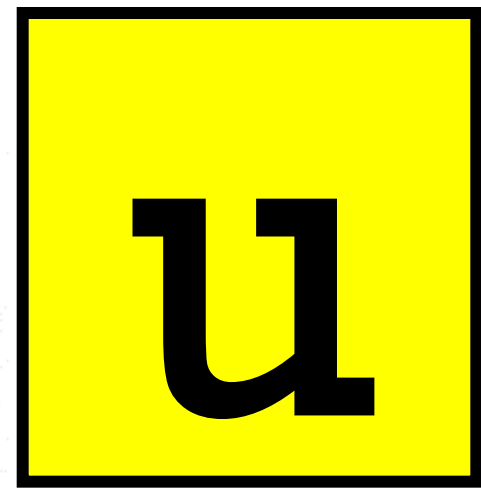
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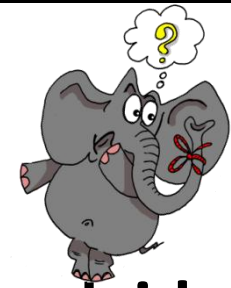
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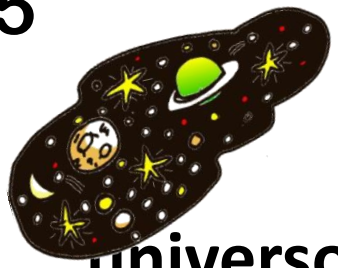
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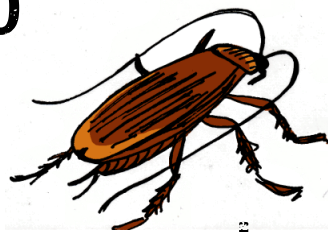
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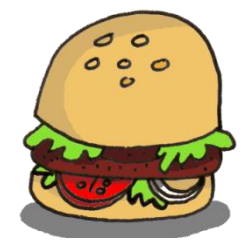
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gimnasia

12



hamburguesa

13



España

14



zumo

15



guitarra

16

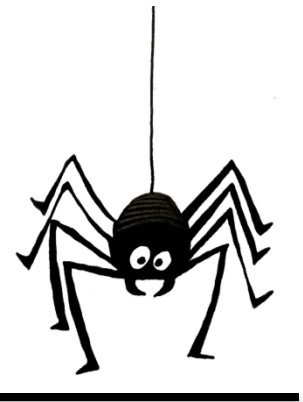


llave





Araña arañita sube la escalera  
Araña arañita, súbela otra vez.  
¡Pum! se cayó. ¡Pum! se cayó  
Vino un sapo gordo y se la comió.



# La araña

La araña pequeña

salió a pasear

cayó la lluvia

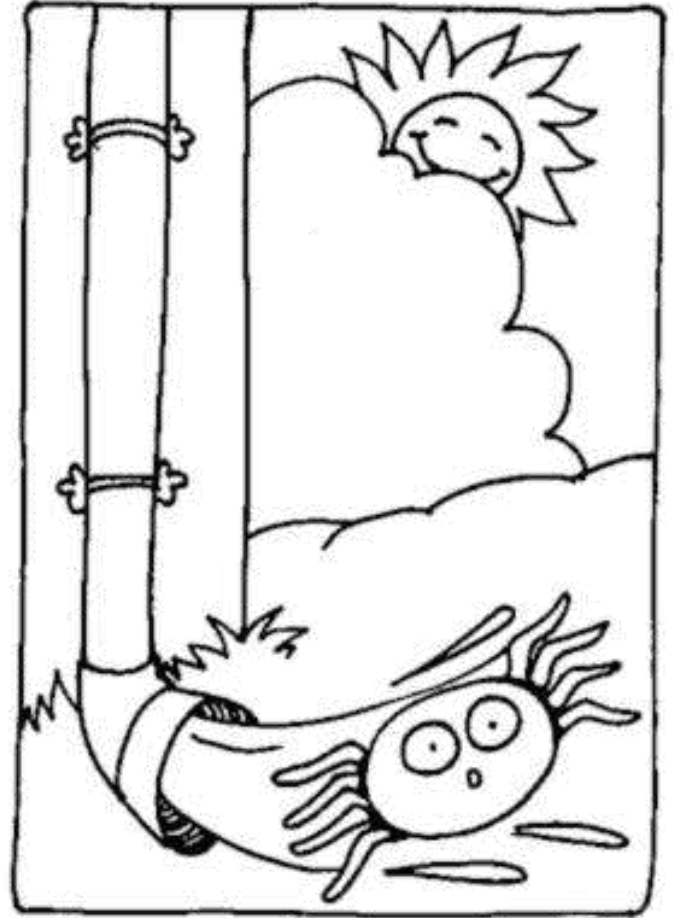
y tuvo que parar.

Salió el sol,

el charco se secó,

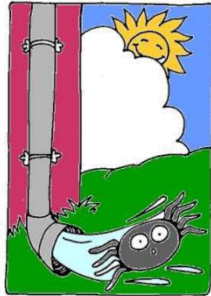
la araña pequeña

de nuevo caminó.





La pequeña araña  
subió, subió, subió  
vino la lluvia  
y se la llevó.



Salió el sol  
y todo lo secó  
y la pequeña araña  
subió, subió, subió.

WWW.MAMALISA.COM LA PEQUEÑA ARAÑA

Musical score for the song "La Pequeña Araña". The score is written in 6/8 time and consists of four systems of music, each with a vocal line and a piano accompaniment line. The lyrics are: "La pe - que - ña\_a - ra - ña su - bió su - bió su - bió. Vi - no la llu - via y se la lle - vó. Sa - lió el sol y to - do lo se - có y la pe - que - ña\_a - ra - ña su - bió su - bió su - bió."



## Learning Objective O3.2: to recognise and respond to sounds patterns and words

### Learning opportunities:

- to listen with care
- identify phonemes which are the same as or different from English and other known languages
- speak clearly and confidently

### Lesson plan to achieve the learning objectives:

**Sing a song together pronouncing most words clearly and confidently.**

Step 1: listen carefully to the song (selected for specific sound patterns)

Step 2: identify words containing the specific phoneme

Step 3: copy the sound spoken when heard

Step 4: copy words containing the sound spoken by the teacher

Step 5: learn words containing the phoneme with actions or with picture cards/objects

Step 6: sing song clearly and confidently

Step 7: recognise phoneme in other songs, poems and finger rhymes

# Joyeux Noël!



Il est né le divin enfant

Jouez hautbois, résonnez musettes

Il est né le divin enfant

Chantons tous son avènement

# The sounds of French

Almost all the French phonemes are contained in the French words for **animals**, **colours** and the **numbers 1-20**.

Par exemple: OU

douze

les couleurs

rouge

une souris

O 3.2 To recognise and respond to sound patterns and words

L 3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words

L 3.3 Experiment with the writing of familiar words

Children might practise writing the letter pattern and begin to collect words containing it.

They could make 'phonic clouds' and display them in the classroom and practise pronouncing them.

trois

noir

froid

More help for teachers in planning which sounds to focus on can be found on numerous websites – I like this one! In the folders is also a 4-page list of all the French sounds.

LanguageGuide: French: Pronunciation: Vowel Sounds I - Mozilla Firefox

http://www.languageguide.org/francais/grammar/pronunciation/index.html

the sounds of French

Home » French » Grammar » Pronunciation

Vowel Sounds I  
Vowel Sounds II

### Vowel Sounds I ([e], [ɛ], [ə])

armée      army      légal      legal

The letter combinations *er*, *es*, and *ez* at the end a word are pronounced [e].

-er	répéter	to repeat
	téléphoner	to telephone
-ez	nez	nose
	chez	
-es	les	
	ses	

In addition, the letter combination *ai* at the end of a verb is pronounced [e].

-ai	j'ai	I have
	je finirai	I will finish
	je donnai	I gave

English speakers tend to pronounce [e] with a diphthong, a slightly wavery sound caused by movement in the tongue. In French, the [e] sound is tense -- pronounced with little tongue

javascript:playSound("vs4")

start      LanguageGuide: Fren...      Downloads      06:27

# Focus on the sound 'on'

1. Ask the children to listen to these phrases and put their hands up when they hear the sound " on"

1.en France

2.nous aimons

3.des bonbons

4.On a des pantalons

2. Say the following rhyme to the children and ask them to put up their hand when they think they hear the sound" on".

## En France

En France on aime les bonbons!

On a des grands bonbons.

Nous aimons les bonbons!

Allons et trouvons des bonbons!

En France on porte des pantalons!

On porte des grands pantalons.

Nous aimons les pantalons .

Allons et trouvons les pantalons!

3. You will need multi-link for each child for this activity. Encourage the children to listen again and to pass on a piece of multi-link to the child sat on the right when they hear the sound “on”.

4. Ask the children to repeat the first verse after you. Ask them to nod their heads when they say the sound “on”.

5. Try activities 2 ,3 and 4 at a more rapid speed as the children become more accustomed to listening for the sound.

## **KS2 Framework Learning Objectives addressed**

**O3.1: Listen and respond to simple rhymes and stories and songs ( identifying rhyming words/joining in with story telling)**

**O3.2 : Recognise and respond to sound patterns and words.(Listen with care, speak clearly and confidently)**

**O3.4 : Listen attentively and understand instructions.....(repeat words and phrases modelled by the teacher)**

Children might practise writing the letter pattern and begin to collect words containing it.

They could make 'phonic clouds' and display them in the classroom and practise pronouncing them.



# Primary Languages Session 1:

**Part 1: Policy(?!), practice and potential**

**Part 2: Planning, Teaching & Learning**



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## More useful links:

TES collections: <http://www.tes.co.uk/article.aspx?storyCode=6066908>

My YouTube channel: <http://www.youtube.com/rachelhawkes60>

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