

“ Part one contents ”

| | |
|---|-------------------------------|
| | Foreword |
| 1 | Introduction |
| 2 | Using the Learning Objectives |
| 3 | Year Three |
| 4 | Year Four |
| 5 | Year Five |
| 6 | Year Six |
| 7 | Progression by strand |

““““

Foreword

The centrepiece of the National Languages Strategy *Languages for All Languages for Life* is our commitment to give every child between the ages of 7 and 11 the entitlement to learn a new language. This marks a fundamental shift in our approach to language learning in this country and, by 2010 will transform the shape of language learning in our schools.

Much has already been achieved. We have been working with 19 Pathfinder Local Authorities to learn lessons about sustainable models for primary languages. We have developed new primary teacher training courses with languages and have piloted training courses for teachers and teaching assistants. Specialist Language Colleges, Comenius Centres and Higher Education Institutions are working with Local Authorities to help build this primary capacity and throughout England plans are now in place for a significant expansion of provision in the coming period.

One outstanding characteristic of all of the work that we have seen so far has been the commitment of Local Authorities and schools as they take up this challenge. This has been mirrored in the dedication of the teachers involved and, most important of all, the enthusiasm and enjoyment of so many young people.

We are determined to build on and foster this enthusiasm and commitment. In doing so we must also ensure that it develops coherently and successfully, becoming embedded in the primary curriculum of the 21st century and providing a stimulating and well rooted foundation for language learning in secondary schools. That is why we have decided to publish a national Key Stage 2 Framework for Languages, which will be the focus of our long-term support for primary entitlement. The intention is to provide a nationally agreed point of reference, which is flexible enough to take account of the many different starting points on this road to full entitlement, and at the same time visionary enough to show what will be possible.

In *Languages for All Languages for Life* – we recognised that the achievement of full primary entitlement is both critical to our strategy and a major educational and cultural challenge. As the Framework objectives themselves make clear, this is not only a matter of developing competence in one or more languages, crucial as this is. It is also about the broader curriculum – about understanding language and identity, about developing an international outlook, and about learning. It is about inclusiveness and opportunities for all of our children. It is about the kind of people they will become and the kind of world in which they will live. These are some of the reasons, I believe, why so many of you are enthused by the idea of language learning in the primary school. This is also why the publication of the Key Stage 2 Framework for Languages is so important both for the success of our primary strategy and for the future of our children.



Andrew Adonis

Parliamentary Under-Secretary of State for Schools

“ ”

1 Introduction

| | |
|---------------------------------------|---|
| The National Languages Strategy | 3 |
| The Framework as a Point of Reference | 5 |
| Overview of the Learning Objectives | 6 |



““““

The National Languages Strategy

The National Languages Strategy for England sets out the Government’s commitment to increasing the nation’s languages capability, and a vision of languages as “a life long skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instill a broader cultural understanding” (page 5). The cornerstone of that strategy is the introduction by 2010 of an entitlement to language learning for every pupil in Key Stage 2.

“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.” (page 15)

The National Languages Strategy is also an important element within the Primary National Strategy, reinforcing the key approaches to teaching and learning, which are set out in Excellence and Enjoyment, a strategy for primary schools. In developing the Framework, careful attention has been given to how best to achieve the most positive outcomes for children, taking full account of the vision and intentions as set out in Every Child Matters .

The Framework is a core document, offering a practical reference tool for planning, teaching and monitoring the learning process. The Framework is designed to support primary school teachers in building their own courses. It also aims to provide secondary school teachers who support primary teachers with a way of making their specialist linguistic knowledge relevant for the primary classroom. The Framework will also be of use to:

- Headteachers
- Teaching assistants
- Secondary schools preparing for transition
- Teacher trainers
- Curriculum planners
- Course and resource developers.

The Government's plans for primary languages are for full implementation by 2010. This is an ambitious but achievable target for nearly 18,000 primary schools attended by children in KS2 and almost 2.5 million children. In using the Framework it is important to realise that it can be introduced over time. It should provide teachers and planners with enough flexibility to support what is happening now and to plan for increasing capacity over a number of years.

Above all, the Framework should be seen as a support, not a constraint; a climbing frame, not a cage.

The Framework builds on key principles for teaching and learning in the following documents:

- *Languages for all: Languages for Life* – the Government's National Strategy for Languages
- *Excellence and Enjoyment* – a Strategy for Primary Schools.

The Learning Objectives have been linked to:

- The objectives for English, PSHE, Geography, History, Art and Design, Music and ICT set out in the *National Curriculum Programmes of Study in Key Stages 1 and 2*
- *National Literacy and Numeracy Strategy Frameworks*
- *Speaking, Listening and Learning* – working with children in Key Stages 1 and 2 jointly published by the Primary National Strategy and QCDA
- *QCDA Schemes of Work for MFL* – at Key Stage 2
- *National Curriculum Non-statutory Guidelines for MFL* – at Key Stage 2.

It also draws on the *Framework for teaching modern foreign languages: Years 7, 8 and 9* produced by the Key Stage 3 National Strategy.



The Framework as a Point of Reference

The Framework is available on-line at <http://nationalstrategies.standards.dcsf.gov.uk/node/85274> and in hard copy, and it is supplemented by two sets of support materials.

Part 1 – the Framework itself sets out:

- Learning objectives which show progression over the four years of Key Stage 2 in Oracy, Literacy and Intercultural Understanding
- Two ‘cross-cutting’ strands showing how Knowledge about Language (KAL) and Language Learning Strategies (LLS) relate to these objectives
- Sample teaching activities.

Part 2 provides more targeted advice for different users of the Framework – those who are introducing primary languages from scratch, those who have experience of teaching primary languages, those with responsibility for managing and co-ordinating the curriculum and those working in Key Stage 3 who will be supporting primary language learning and transition.

Part 3 of the framework documentation – Planning for Entitlement has been available to schools since the spring term of 2005/2006. A comprehensive range of materials offers detailed guidance on whole-school planning to teachers and head teachers as they introduce languages into the primary curriculum. The materials include planning tools and detailed explanations of how to embed language learning through cross-curricular links. They also provide a spotlight on matters such as how to plan for progression in one language over four years, how to plan for a multi-lingual approach, how to manage mixed-age classes, how to address the challenge of small schools, how to assess learning and record progress, how to support successful transition into Key Stage 3 and how to meet the needs of all children, including those with languages other than English.

Using the Framework for curriculum design

Schools can use the Framework creatively as a basis for long, medium and short-term planning, adapting it to meet the needs of their children and to match their own curriculum. The Framework does not prescribe specific topics or contexts for learning. It gives teachers the freedom to be creative and innovative and to devise programmes of work and activities, which will engage, excite and challenge children. The course content should be stimulating, enjoyable and challenging, reflecting children’s increasing maturity and offering them inspiration to communicate and use language creatively and imaginatively.

To assist with planning, sample activities illustrating how each objective might look in the classroom accompany the statements. These assume some of the most common content areas currently used in primary languages, for example – the world of imagination, self and home, the classroom. This is in no sense, however, intended to be prescriptive. These activities serve as prompts to stimulate teachers’ own creative ideas and do not constitute a course or scheme of work. Schools should feel free to create their own courses and teaching activities, relevant to the experiences and interests of their own children.

The Framework has been devised to enable schools to build motivating and imaginative teaching plans and units, which deal with topics of real interest and relevance to children, and reflect the richness and diversity of our society. These should also fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and Enjoyment: a strategy for primary schools. The Framework's objectives can link with many different subjects in the primary curriculum, providing opportunities to integrate work in languages with that of the rest of the school. For example, many elements of the learning objectives for languages reinforce the curriculum content in citizenship, literacy, mathematics, P.E. and geography and could be taught through these subjects.

Overview of the Learning Objectives

The Learning Objectives represent the core material on which teachers can build in order to provide entitlement to language learning in KS2. They are general statements that show progression and support teachers in planning to cover the main areas of learning.

The Objectives comprise three clearly progressive core strands of teaching and learning, over the four years of KS2:

- Oracy
- Literacy
- Intercultural understanding.

In addition, two cross-cutting strands are included:

- Knowledge about Language (KAL)
- Language Learning Strategies (LLS).

These are of value in themselves as important tools for learning, providing a basis for children's future development as language learners. They are conceived of as both arising from and supporting the core teaching and learning strands rather than as existing independently from them.

These broad areas of teaching and learning are separated out for planning and monitoring purposes. In the classroom they will invariably be linked and mutually supportive. Schools can develop the strands in a variety of ways. Children's progress through the stages of language learning is rarely linear and not the same for all languages or for all children. The balance of time devoted to individual strands and objectives will, therefore, vary from school to school.

Oracy

Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation. This emphasis on exposure to the sound patterns of the new language is particularly important because, unlike with their mother tongue, children will be reliant on the classroom to provide most of their spoken language experience.

Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds.

They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas



Literacy

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling.

As they increase their understanding of the language, they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts.

They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning.

Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

Intercultural Understanding

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects.

Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools.

Knowledge About Language

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.

Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

Language Learning Strategies

An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. The Framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies.

By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands. Schools should feel free to emphasise certain strands and certain objectives to fit in with their own aims and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years.

“ 2 Using the Learning Objectives ”

| | |
|----------------------------|----|
| Structure of the framework | 11 |
|----------------------------|----|



““““

Structure of the Framework

The Learning Objectives for each year begin with a summary of the expectations for learning and teaching and an overview of outcomes describing what most children should be able to do by the end of the year – *Expectations and Outcomes* (for example as in page 18).

This is followed by the ‘*Part 3 at a glance*’ page, which summarises the learning objectives from each of the five strands for the year. These pages have been designed for ease of reference to give an overview of all the learning objectives and to illustrate how they might interconnect. Schools may, of course, choose to use objectives from earlier or later years depending on the abilities, experiences and aptitudes of the children. The ‘*at a glance*’ pages are best used for monitoring and reviewing the programme of work. More detailed planning should be based on the comprehensive Learning Objectives sections.

The core Learning Objectives for Oracy, Literacy and Intercultural Understanding are progressive and are listed in full for each year. The cross-cutting strands, Knowledge about Language (KAL) and Language Learning Strategies (LLS) are by their nature recursive. They contain samples of key objectives and activities, which can be integrated with the Learning Objectives for the progressive strands. The LLS, in particular, include strategies which are relevant for all four years of Key Stage 2 at different levels of complexity. For this reason, objectives for KAL and LLS do not have specific outcomes defined by year. Children revisit and expand their knowledge about language and their language learning strategies throughout the language learning process.

The Learning Objectives by year are set out in a double-page spread so that teachers can easily read across from the learning objectives to the learning opportunities and see how these link to and are underpinned by Knowledge about Language and Language Learning Strategies.

The Learning Objectives for the core strands of Oracy, Literacy and Intercultural Understanding are also listed in a separate section by strand. This format is intended to support teachers in monitoring progression across years within each strand. It will be of particular help for those teachers planning programmes of learning for children in mixed-age classes.

How the strands interrelate

The five strands are interdependent and schools can develop them in a variety of ways. They would rarely be taught in isolation and many lessons will include elements from all strands. In particular:

Oracy underpins Literacy and is in turn supported by it, for example:

O3.4 Listen attentively and understand instructions, everyday classroom language and praise words

links to

L3.1 Recognise some familiar words in written form

Intercultural Understanding provides content for developing oral interaction or reading, for example:

IU4.3 Compare traditional stories

links to

L4.2 Follow a short familiar text, listening and reading at the same time

Knowledge about language arises from language activity and also reinforces learning, for example:

O4.4 Ask and answer questions on several topics

is supported by KAL

(O3.3) Recognise question forms; (O4.4) Use question forms

Language Learning Strategies are part of the learning process, for example:

O3.1 Listen and respond to simple rhymes, stories and songs

links to Language Learning Strategy

(O3.1) Remember rhyming words

Inclusion

Teachers using the Framework may need to adapt it in order to ensure that it takes full account of the different experiences, strengths and interests of their pupils. In doing this they will need to take account of the statutory requirements and guidance on inclusion set out in the national curriculum.

The statutory inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of children
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

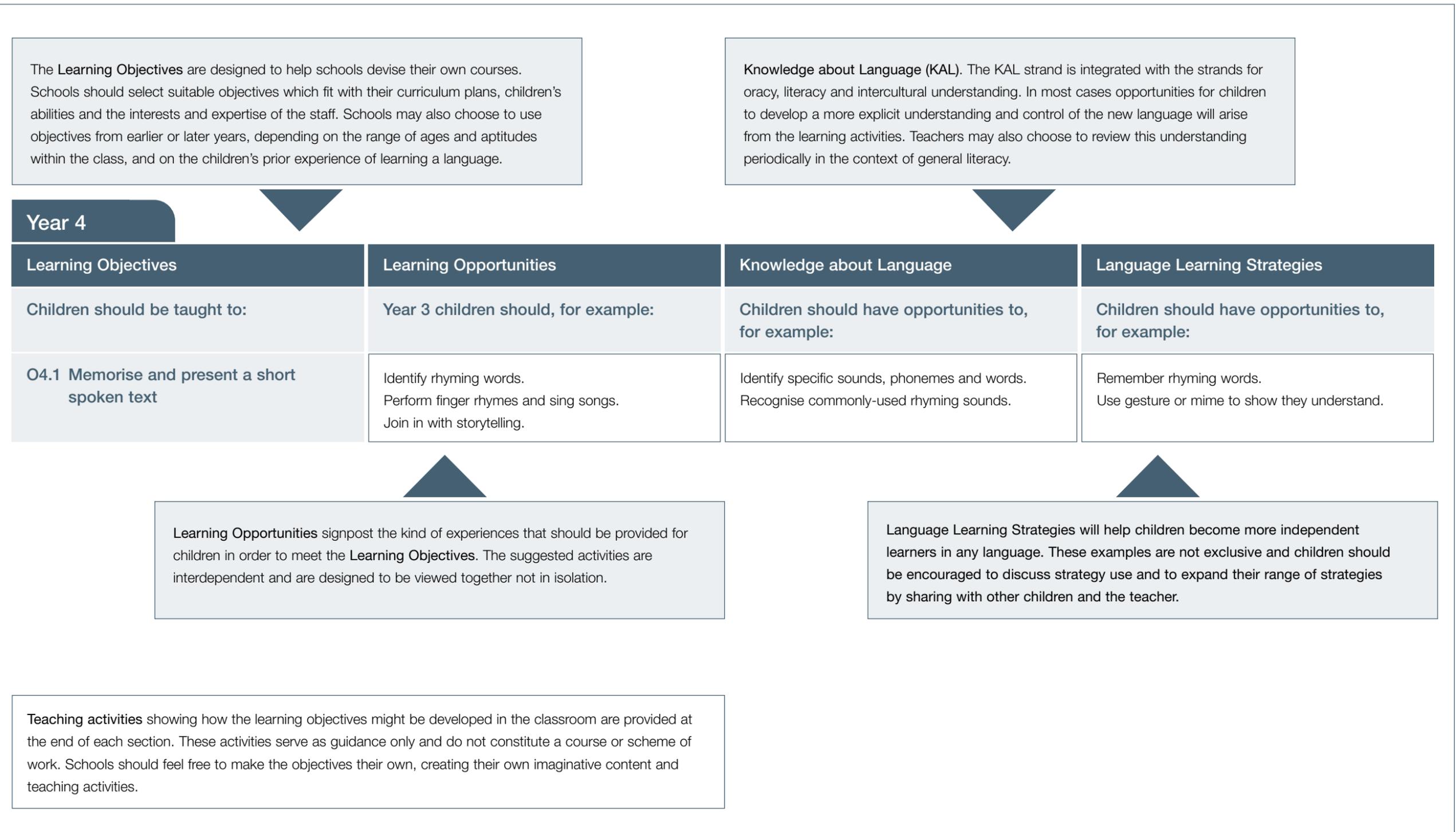
The type of support provided for children with difficulties in communication, language and literacy could include:

- Using alternative and augmentative communication
- Reducing the amount of written work and reading
- Giving children the opportunity to clarify their ideas through discussion, role play and the use of tape recorders, video, and photographs, rather than relying on written materials.

It may be necessary to use specialist equipment to give motivating and relevant experiences to children with sensory and physical disabilities.

An overview of the Learning Objectives

The three progressive strands of teaching and learning – **Oracy**, **Literacy** and **Intercultural Understanding** – are set out in terms of learning objectives and suggested learning opportunities for each year. Opportunities to develop **Knowledge About Language (KAL)** and **Language Learning Strategies (LLS)** are made explicit and underpin the three core strands. Suggestions for KAL and LLS are provided for each learning objective.



“ ”

3 Year Three

| | |
|------------------------------|----|
| Expectations and Outcomes | 18 |
| Learning Objectives | 19 |
| Year 3 – Teaching Activities | 23 |



“”“”



What do Children in Year 3 think about learning a new language?

“

“I like talking! Now I can talk to even more people!”

“It’s good because you can make friends with other children in the world.”

“I like stories and songs.”

“Learning a language is. . . Exciting! Fantastic! Magical! Useful! Stimulating! Really, really, 100 x really Fun!”

”

| Expectations | Outcomes |
|---|---|
| During Year 3 | By the end of year 3, most children should be able to: |
| <p>Oracy</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"> • Enjoy listening to and speaking in the language • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work. |
| <p>Literacy</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"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory. |
| <p>Intercultural Understanding</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"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers. |
| <p>KAL and LLS</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> | |

Year 3 at a glance

Oracy

- **3.1 Listen and respond to simple rhymes, stories and songs**
 - identify rhyming words
 - perform finger rhymes and sing songs
 - join in with storytelling.
- **3.2 Recognise and respond to sound patterns and words**
 - listen with care
 - identify phonemes which are the same as or different from English and other known languages
 - speak clearly and confidently.
- **3.3 Perform simple communicative tasks using single words, phrases and short sentences**
 - recall, retain and use vocabulary
 - ask and answer questions.
- **3.4 Listen attentively and understand instructions, everyday classroom language and praise words**
 - repeat words and phrases modelled by the teacher
 - remember a sequence of spoken words
 - use physical response, mime and gesture to convey meaning and show understanding.

Literacy

- L **3.1 Recognise some familiar words in written form**
 - understand words displayed in the classroom
 - identify and read simple words
 - read and understand simple messages.
- L **3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words**
 - pronounce accurately the most commonly used characters, letters and letter strings
 - read aloud a familiar sentence, rhyme or poem.
- L **3.3 Experiment with the writing of simple words**
 - write simple, familiar words using a model
 - write some single words from memory.

Knowledge about language

- Identify specific sounds, phonemes and words.
- Recognise commonly used rhyming sounds.
- Imitate pronunciation of sounds.
- Hear main word classes.
- Recognise question forms and negatives.
- Recognise how sounds are represented in written form.
- Notice the spelling of familiar words.
- Recognise that languages describe familiar things differently.
- Recognise that many languages are spoken in the UK and across the world.
- Recognise conventions of politeness.

Intercultural understanding

- IU **3.1 Learn about the different languages spoken by children in the school**
 - increase awareness of linguistic and cultural diversity.
- IU **3.2 Locate country/countries where the language is spoken**
 - identify some of the countries where the language is spoken.
- IU **3.3. Identify social conventions at home and in other cultures**
 - know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- IU **3.4 Make indirect or direct contact with the country/countries where the language is spoken**
 - have contact with a native speaker
 - view a video or media resource about the country
 - send an e-mail, letter or postcard to a partner school.

Language learning strategies

- Discuss language learning and share ideas and experiences.
- Use actions and rhymes and play games to aid memorisation.
- Remember rhyming words.
- Use the context of what they see/read to determine some of the meaning.
- Practise new language with a friend and outside the classroom.
- Look at the face of the person speaking and listen attentively.
- Use gestures to show they understand.
- Recognise words which the teacher mouths silently.
- Write new words.
- Compare the language with English.

Year 3

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|--|--|--|---|
| Year 3 children should be taught to: | Year 3 children should, for example: | Year 3 children should have opportunities to, for example: | Year 3 children should have opportunities to, for example: |
| O3.1 Listen and respond to simple rhymes, stories and songs | Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling. | Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds. | Remember rhyming words. Use gesture or mime to show they understand. |
| O3.2 Recognise and respond to sound patterns and words | Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently. | Identify specific sounds, phonemes and words. Imitate pronunciation. | Record themselves. Repeat words rhythmically. |
| O3.3 Perform simple communicative tasks using single words, phrases and short sentences | Recall, retain and use vocabulary. Ask and answer questions. | Hear main word classes. Recognise question forms and negatives. Recognise conventions of politeness. Engage in turn taking. | Recognise words which the teacher mouths silently. Ask someone to clarify or repeat. |
| O3.4 Listen attentively and understand instructions, everyday classroom language and praise words | Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding. | Link sounds to meanings. Recognise negative statements. | Use a physical response. Look at the face of the person speaking and listen attentively. |
| L3.1 Recognise some familiar words in written form | Understand words displayed in the classroom. Identify and read simple words. Read and understand simple messages. | Recognise how sounds are represented in written form. Notice the spelling of familiar words. | Play games to help to remember. Use context of what they see/read to determine some of the meaning. |
| L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words | Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem. | Understand how far letters/letters strings are both similar to and different from English. Recognise that some words occur in both English and the language being learned, although they may sound different. | Say words to a rhythm. Practise saying new words under their breath. Practise saying new words aloud. |
| L3.3 Experiment with the writing of simple words | Write simple, familiar words using a model. Write some single words from memory. | Appreciate that writing systems are different from one another. | Compare new words with known words in English or another language. |

Continued

Year 3

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|--|---|---|--|
| Year 3 children should be taught to: | Year 3 children should, for example: | Year 3 children should have opportunities to, for example: | Year 3 children should have opportunities to, for example: |
| IU3.1 Learn about the different languages spoken by children in the school | Increase awareness of linguistic and cultural diversity. | Recognise that many languages are spoken in the UK. | Analyse and compare the language or languages with English. |
| IU3.2 Locate country/countries where the language is spoken | Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. | Recognise that many languages are spoken across the world. | Discuss language learning, including the languages known by class members where appropriate. |
| IU3.3 Identify social conventions at home and in other cultures | Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names. | Recognise that there are different language conventions to express politeness. | Practise with a friend. Try to use the language outside of the classroom. |
| IU3.4 Make indirect or direct contact with the country/countries where the language is spoken | Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school. | Understand that familiar things have different names in different languages eg. Wasser, eau, water. | Look at the face of the person speaking and listen attentively. Ask someone to clarify or repeat. |

Notes

Year 3 – Teaching Activities

This section contains teaching activities designed to help children to develop language and intercultural skills and understanding, as defined in the Framework. They are suggestions only. Teachers can select from these lists, choosing any activities, which fit with their own schemes of work but should also feel free to develop their own teaching activities, based on the needs and interests of their classes.

Activities highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help teachers develop assessment for learning and teaching.

Oracy

O3.1 Listen and respond to simple rhymes, stories and songs

- **Copy the actions modelled by the teacher or respond with a physical action when they hear a sound or word, e.g. perform a mime or hold up a picture card**
- **Recognise rhyming patterns by chanting a poem or singing a song, emphasising the rhyming endings of words**
- **Clap each time they hear a word which rhymes with a chosen word**
- Act out a story as it is narrated; join in with the telling and acting out of a story
- Listen to simple rhymes and stories on audio tapes
- Sequence pictures to show the meaning of a story.

O3.2 Recognise and respond to sound patterns and words

- **Respond to a particular sound with a physical action**
- **Count how many times a particular sound is heard in a phrase or sentence**
- **Copy a sound spoken by the teacher, to practise pronunciation**
- **Identify phonemes which are the same as or different from English**
- Identify words, e.g. listen for specific words in a song or poem
- Notice words which sound similar to English – in a listening game, children echo any words spoken by the teacher which sound similar to English
- Clap syllables in words and phrases, e.g. in songs and poems
- Place objects in the order in which they hear them, using Lego bricks or Multilink cubes to recreate a pattern such as red-red-blue-blue-yellow
- Remember and repeat a sequence of words spoken by the teacher
- Respond to video/ICT PowerPoint presentations of sound patterns and words in songs and poems
- Listen for clues, intonation and familiar words and phrases.

O3.3 Perform simple communicative tasks using single words, phrases and short sentences

- **Respond to the register using a word or phrase**
- **Ask and answer simple questions using real objects, cards and games e.g. how many? What is this? Is she called Rajida?**
- Play Bag of Tricks: Children guess what's in the bag asking e.g. is it big/small/soft/hard/red, is it a. . .?
- Ask for and give objects in pairs or small groups, using appropriate polite language, e.g. adding please and thank you
- Act out simple role-plays such as asking for and receiving items, introducing yourself to someone, making a telephone call, making appropriate use of terms of politeness
- Play 'Pass it on': children form three lines. The child at the front starts 'My name is X. What's your name?' turning to their neighbour. Each passes on the answer and then the question
- Play a circle game to practise greetings: the teacher throws a soft toy to different children and says a greeting. Children echo and throw the toy back to the teacher
- Act out a Mexican Wave passing single words or patterns of words around a circle
- Perform a Mexican Wave in the style of an adjective, e.g. count 1-2-3, 1-2-3, 1-2-3, being happy, sad, tired, thirsty, angry, bored, frightened, shocked
- Perform a mime to show understanding of a phrase or sentence spoken by the teacher, e.g. I am reading a book, I am skipping, I am jumping
- Play Verb Bingo. The teacher calls out a variety of familiar verbs and the children match what they hear to pictures on Bingo cards, placing a counter over any they hear
- Extend Verb Bingo to include negative statements, such as I'm not reading a book, She is not playing the guitar, He is not baking a cake (the negative pictures on the Bingo cards might have a line through them)
- Play the Word Class Game. Children listen to the teacher; when they hear a noun they place both hands on their head, when they hear a verb they run on the spot
- Use puppets to hold short conversations.

O3.4 Listen attentively and understand instructions, everyday classroom language and praise words

- Respond to the teacher’s instructions with a physical action by pointing to something hot/cold/green/pink, by making a sad/happy/tired/angry face
- Play Simon Says, e.g. stand up, sit down, smile, laugh, brush your hair, count in 2s, walk the dog, pass the ball, turn left
- Play Bingo. Children put a counter on a picture showing rain, snow, dancing, eating
- Draw a picture or perform a mime following instructions
- Play a circle game to echo words: the teacher throws a soft toy to different children and says a word or phrase. Children echo and throw the toy back to the teacher
- Show understanding by responding verbally with a word or simple phrase
- Give instructions to others, speaking clearly and audibly, e.g. children take turns to give instructions
- Recognise negative instructions, e.g. don’t stand up; don’t smile; don’t read a book
- Play a miming game, responding to instructions involving positives and negatives. Make up mimes for, e.g. listen, speak, write, do not write.



Literacy

L3.1 Recognise some familiar words in written form

- Read from word and sentence cards which form part of the classroom display. They notice the spelling of familiar words displayed regularly on the wall or on the board. The cards can be used to highlight sound patterns, letter strings and to identify word classes, such as verbs
- When reading a familiar story or singing a song, children hold up word cards when their words are mentioned. Alternatively, children work in pairs or small groups with three or four familiar word cards. Listening to the song, they place the words in the order in which they hear them
- Receive and read short simple messages from a partner school, another teacher or language assistant. An e-mail link with a partner class abroad can give the opportunity to read short, simple messages frequently
- Play Where am I? A familiar sentence or string of words is clearly visible. The teacher reads aloud but stops at different points. The children must say the next word in the sequence being read
- Play Anagram Jigsaws: in small groups children work on jigsaw puzzles in which familiar words have been cut into two halves. They try to find all the matching pairs to make the words
- Sort word cards into dictionary order by their first letter; children are given frequent practice in sorting words alphabetically by playing the Dictionary Sorting Game – working in groups of four or five, each child holds a text card and must stand in dictionary order, e.g. apple, carrot, egg, gherkin, ice-cream
- Read aloud key words in a variety of voices or moods, e.g. chant a familiar finger rhyme or poem in different styles, such as happy, sad, angry, shy
- Use ICT for games which link spoken with written words.

L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words

- **Listen carefully and start to recognise characters, letters and letter strings which are the same as or different from English, referring to a written version of the phonemes on cards or the board. The teacher writes several examples of the letter strings from different words and then says them with the children**
- **Hold up or point to a card when they hear the sound or word, after they have become familiar with phonemes orally**
- **Listen to the correct pronunciation of simple names, a rhyme, days of the week, objects, verbs. Say them accurately and then read them aloud**
- Recognise some words which are similar to English. Describe the similarities, e.g. number of syllables, number of vowels and consonants
- Learn to spell their own name in the language; they know how many vowels and consonants there are in their names, and in familiar words
- Learn to discriminate between vowels and consonants: each child has two cards, one saying vowel and the other saying consonant. The teacher shows and pronounces a series of letters – for each one they hold up a card showing whether they think the letter is a vowel or a consonant
- Clap out the rhythm of familiar words and sentences. Play the Syllables Clapping Game: from a given group of words, the teacher gives one, two or three claps, etc, and the children suggest which word(s) these could be. When playing the game with sentences or phrases, the rhythm of the words should be taken into account
- Read aloud in chorus or individually a rhyme or poem when they are perfectly familiar with the correct pronunciation
- Create word banks or collect words with particular sounds
- Use ICT to develop word banks and language games.

L3.3 Experiment with the writing of simple words

- Write well-known words e.g. in the order of their preference or of size etc, in order to make them think as they are writing
- Write a simple message using a model
- Label items
- Trace letter shapes on a partner's hand to spell well-known words
- Learn to spell key words. Play Spelling Games: the teacher calls out the spellings of familiar words, and children identify the word
- Play Guess the Word: the teacher starts to spell a word slowly, by writing down one letter at a time. After each letter, the class can have one guess at the word. All possible correct guesses score a point for the class
- Use Interactive whiteboards to experiment with writing.



Intercultural understanding

IU3.1 Learn about the different languages spoken by children in the school

- **Talk about the different languages they know or have heard around them through family members, friends, the media, in the neighbourhood or when visiting other countries**
- **Talk about dialects and accents within the UK – different people may pronounce the same word differently or use different words**
- **Children and teacher compile a list of languages spoken by children within the school. Locate the country/countries where these languages are spoken using maps, atlases and globes**
- **Use Interactive Whiteboards to create a ‘live and growing’ resource of different languages eg. sound files of greetings in different languages**
- Create a welcome sign on the door of the classroom in the languages children know
- During circle time, children talk about how they learned the languages they speak, when and where they use these languages and with whom and how they feel about the languages they speak. Reflect on languages that they would like to learn
- Using photocopied pages from the European Language Portfolio, to build a class display showing the range of languages spoken in the class.

IU3.2 Locate country/countries where the language to be studied is spoken

- **Locate some countries where the language is spoken on a world map and learn how to pronounce the names. Use the expertise of bilingual children to support this activity where possible**
- **Locate the country and identify capital city and main towns and the areas and towns familiar to members of the class or group**
- **Identify well-known landmarks**
- **Build up a display of products from the country, including artefacts contributed by class/group members**
- Find out about the weather conditions and how they might affect the lives of people living there
- Using newspapers and the Internet keep a simple class record of the weather over a short period of time and compare with the weather in their own locality.

IU3.3 Identify social conventions at home and in other cultures

- **Talk about importance of politeness when greeting/meeting people and the conventions of greeting people in their own culture, eg shaking hands, bowing**
- **Consider different forms of address, e.g. Mr., Mrs., Miss and different forms of 'you'. Which forms do children use when addressing the teacher and other adults, and which do they receive and use with each other, at home and in the wider community?**
- **Learn simple greetings and make a display in classroom using children's own portraits and speech bubbles**
- **List and compare common names in children's different languages. Do some names sound or look similar?**
- **Speakers of other languages teach greetings to rest of class**
- **Talk about why their first name was chosen and how family names are formed in different cultures.**

IU3.4 Make indirect or direct contact with the country/countries where the language is spoken

- **Invite a native speaker, e.g. parent, relative, language assistant, to meet the class**
- **Send an e-mail/letter/or postcard to a partner school**
- **Look at real-time Internet pages such as web cams or satellite TV.**

“ 4 Year Four ”

| | |
|------------------------------|----|
| Expectations and Outcomes | 32 |
| Learning Objectives | 33 |
| Year 4 – Teaching Activities | 37 |



““““



What do children in Year 4 feel about language learning?

“

“Everyone thinks it’s good. It’s educational and you get to do fun things in the lessons like playing games, telling stories and using ICT.”

“It’s really great because you can use languages for real!”

“It brings the world into your classroom!”

”

| Expectations | Outcomes |
|---|--|
| During Year 4 | By the end of year 4, most children should be able to: |
| <p>Oracy</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"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text. |
| <p>Literacy</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"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. |
| <p>Intercultural Understanding</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"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives. |
| <p>KAL and LLS</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> | |

Year 4 at a glance

Oracy

- **4.1 Memorise and present a short spoken text**
 - learn finger rhymes, poems or a non-fiction text
 - learn and say several sentences on a topic.
- **4.2 Listen for specific words and phrases**
 - listen with care
 - use physical response to show recognition and understanding of specific words and phrases.
- **4.3 Listen for sounds, rhyme and rhythm**
 - identify specific sounds e.g. rhymes, letters, phonemes, words
 - compare different sounds.
- **4.4 Ask and answer questions on several topics**
 - practise asking and answering questions with a partner
 - devise and perform simple role-plays.

Literacy

- L **4.1 Read and understand a range of familiar written phrases**
 - match phrases and short sentences to pictures or themes
 - identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
- L **4.2 Follow a short familiar text, listening and reading at the same time**
 - make links between spoken and written words
 - identify common spelling patterns in letter strings.
- L **4.3 Read some familiar words and phrases aloud and pronounce them accurately**
 - read aloud words which they use on a regular basis, e.g. numbers, days, weather
 - pronounce letter strings, words and phrases accurately with good pronunciation.
- L **4.4. Write simple words and phrases using a model and some words from memory**
 - write labels for work on wall displays and in their books
 - complete a semi-completed e-mail message to someone in a partner school.

Knowledge about language

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and plural.
- Use question forms.
- Recognise that texts in different languages will often have the same conventions of style and layout.
- Apply phonic knowledge of the language to support reading and writing.
- Identify a different writing system.

Intercultural understanding

- IU **4.1 Learn about festivals and celebrations in different cultures**
 - learn how children of different cultures celebrate special days
 - identify similarities and differences
 - learn simple phrases to celebrate festivals.
- IU **4.2 Know about some aspects of everyday life and compare them to their own**
 - compare pastimes of children of different cultures and countries
 - exchange information with a partner school, e.g. sports, hobbies.
- IU **4.3 Compare traditional stories**
 - compare characteristics of simple stories between cultures
 - look at the writing system of the language.
- IU **4.4 To learn about ways of travelling to the country/countries**
 - revise the location of country/countries where the language is spoken
 - identify a route from own locality to specified destination.

Language and learning strategies

- Discuss language learning and share ideas and experiences.
- Use mental associations to help remember words.
- Ask for repetition and clarification.
- Use context and previous knowledge to determine meaning and pronunciation.
- Practise new language with a friend and outside the classroom.
- Plan and prepare for a language activity.
- Read and memorise words.
- Sort words into categories.
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- Use a dictionary to look up spellings.
- Use context and previous knowledge to determine meaning and pronunciation.
- Access information sources.

Year 4

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|--|--|--|---|
| Year 4 children should be taught to: | Year 4 children should, for example: | Year 4 children should have opportunities to, for example: | Year 4 children should have opportunities to, for example: |
| O4.1 Memorise and present a short spoken text | Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic. | Recognise negative statements. | Remember rhyming words. Use gesture or mime to show they understand. |
| O4.2 Listen for specific words and phrases | Listen with care. Use physical response to show recognition and understanding of specific words and phrases. | Recognise categories of words (e.g. colours, animals). Extend recognition of word classes. Recognise and apply simple agreements (e.g. gender, singular, plural). Interpret non-verbal communication. | Look at the face of the person speaking and listen attentively. Use context and previous knowledge to determine meaning and pronunciation. |
| O4.3 Listen for sounds, rhyme and rhythm | Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds. | Sort words according to sounds. | Analyse and compare English with the language being studied. Sort words into categories. |
| O4.4 Ask and answer questions on several topics | Practise asking and answering questions with a partner. Develop and perform simple role plays. | Use question forms. Identify word classes and understand the function of e.g. verbs. | Ask someone to clarify or repeat. Practise with a friend. Use gesture or mime to show they understand. |
| L4.1 Read and understand a range of familiar written phrases | Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. | Apply phonic and whole word knowledge of the foreign language in order to decode text. | Play games to help to remember. Use context and previous knowledge to determine meaning and pronunciation. |
| L4.2 Follow a short familiar text, listening and reading at the same time | Make links between the spoken and written words. Identify common spelling patterns in letter strings. | Recognise that texts often have the same conventions of style and layout as in English. | Use prior knowledge of text types in English or other languages. |
| L4.3 Read some familiar words and phrases aloud and pronounce them accurately | Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation. | Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes. | Practise saying new words aloud. Apply previous knowledge and language cues to help understanding and pronunciation. |
| L4.4 Write simple words and phrases using a model and some words from memory | Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school. | Apply phonic and whole word knowledge to write simple words and phrases. | Use spelling strategies appropriately. Use a dictionary or ICT source to look up spellings. |

Continued

Year 4

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|---|---|---|--|
| Year 4 children should be taught to: | Year 4 children should, for example: | Year 4 children should have opportunities to, for example: | Year 4 children should have opportunities to, for example: |
| IU4.1 Learn about festivals and celebrations in different cultures | Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible. | Recognise similarities and differences between languages in the phrases used for celebration. | Read and memorise. Plan and prepare themselves for a language activity. |
| IU4.2 Know about some aspects of everyday life and compare them to their own | Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies. | Understand that conventions are respected by native speakers and are important for learners. | Analyse what they need to know in order to carry out a task. |
| IU4.3 Compare traditional stories | Compare characteristics of simple stories between cultures. Look at the writing system of the language. | Identify a different writing system. Identify narrative forms in a different language and compare to those in English. | Use knowledge of English or another language to help learning and understanding. Make sensible predictions based on previous knowledge and language cues. |
| IU4.4 Learn about ways of travelling to the country/countries | Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available. | Notice similarities and differences in place names. | Use prior knowledge to support understanding. |

Notes

Year 4 – Teaching Activities

This section contains teaching activities designed to help children to develop language and intercultural skills and understanding, as defined in the Framework. They are suggestions only. Teachers can select from these lists, choosing any activities which fit with their own schemes of work but should also feel free to develop their own teaching activities, based on the needs and interests of their classes.

Activities highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help teachers develop assessment for learning and teaching.

Oracy

O4.1 Memorise and present a short spoken text

- **Participate in a performance of a finger rhyme, poem or short text clearly and audibly for an audience**
- **Give a short presentation, saying several sentences about e.g. the country or countries where the language is spoken, a person, a painting or their school**
- Working in pairs or groups, devise a simple role-play, using familiar questions and answers.

O4.2 Listen for specific words and phrases in a song, poem or story

- **Count how many times they hear a particular number, word or phrase; respond with a physical movement, or by repeating the word verbally, or by piling up counters or Lego bricks**
- **Count how often a type of word appears e.g. colours, animals, numbers, times, places; respond by circling pictures or numbers**
- **Identify an object or picture by its description. Listen to a story and point at pictures or objects when they hear them e.g. the little dog is walking, the big brown bear is skipping, the hungry caterpillar is not playing the guitar**
- **Play and extend the Word Class Game. Children listen to the teacher; when they hear a noun they place both hands on their head, when they hear a verb they run on the spot. This can be extended to include adjectives – wiggle one hand beside your ear; adverbs – swing your arms as if marching or walking briskly; pronouns – place only one hand on your head; conjunctions – shake hands with someone**
- **Respond to poems and stories presented through PowerPoint and other multi-media texts**
- **Listen to and join in with stories, songs and poems**
- **Draw a picture to show understanding of an aspect of the story.**

O4.3 Listen for sounds, rhyme and rhythm

- **Count sets of objects and notice how the plural sounds, e.g. one dog, two dogs, three dogs**
- **Play a game with initial letters and/or syllables, guessing the name of something (clothes, town, country); the teacher says I'm thinking of a town with two syllables whose first letter is P. Extend to include vowels and consonants, e.g. I'm thinking of an animal with two syllables, which has two vowels and three consonants**
- Play Fruit Salad game. Children are each given a word to remember, e.g. apple, peach, pear, plum. When the teacher calls out a word, every child with that word must change places. When the teacher calls out Fruit Salad all children change places
- Sort words into categories by criteria such as how many syllables, e.g. place cuddly toys on different mats within the circle: dog, cat, bee; rabbit, parrot, donkey; elephant, crocodile, dinosaur; dromedary; hippopotamus
- Sort objects into categories by the sound of the first or last letter, e.g. dog, dinosaur, dromedary, donkey; elephant, rabbit, cat
- Play the Singular and Plural Game: Listen to spoken language and identify ideas which are singular or plural, e.g. choose whether to stand on the singular mat or the plural mat when you hear Five elephants are dancing or One elephant is sleeping
- Listen out for plurals and give a physical response such as standing up, sitting down or putting up their hand when a plural idea is heard
- Compare the sound of plural ideas in English with those of the language
- Use ICT to develop games and activities.

O4.4 Ask and answer questions on several topics

- **Develop role-play using puppets or props**
- **Perform role-play in the style of a character e.g. as if you were Cinderella, or by conveying an emotion e.g. happy, sad, shy, embarrassed, angry**
- **Ask and answer questions about pictures, charts and maps**
- **Play team games asking questions of the opposing team**
- Identify verbs in familiar questions and answers. Understand that a verb tells us what is happening in a sentence
- Answer aloud a question which the teacher mouths silently
- Ask how to say something in the language, and practise using pictures and props
- Turn statements into questions, paying close attention to intonation
- Play Chinese Whispers.

Literacy

L4.1 Read and understand a range of familiar written phrases

- **Play Picture Domino or Bingo using familiar phrases, e.g. the weather, the date, simple descriptions of people, places or pets. Progress from picture to text and then from text to text**
- **Play the Newspaper Challenge: children have access to language newspapers and magazines in the classroom. They each make a poster by finding a variety of texts, cutting them out and sticking them on to the poster**
- **Read familiar phrases and short sentences, decide what they are about and link them to a particular theme which the class has studied**
- **Use ICT resources to create collage/simple story board/poster**
- Help to create a wall display showing familiar pictures, and make labels.

L4.2 Follow a short familiar text, listening and reading at the same time and then read parts of the text aloud

- **Working in groups, listen several times to a native speaker model, an audio, CD, a simple familiar song, poem or extract from a story, while following the words**
- **Join in, chanting some of the text as a class**
- **Choose text cards as the teacher calls out words and phrases**
- Play and extend Anagram Jigsaws: familiar words are cut up into individual letter cards, and in small groups children work together to re-build the words
- Play Pass the Anagram Parcel: listening to authentic music or songs, the children pass round the circle a bag containing letter cards which, when all out of the bag can be used to spell a familiar word. Each time the music stops, the child holding the bag takes out one letter card, identifies it by its name and places it in the middle of the circle. The music re-starts and the game continues until all the letters are in the middle of the circle. All children try to guess which word can be spelled with the letters
- Sort word cards into dictionary order by their first and second letters; children are given frequent practice in sorting words alphabetically by playing the Dictionary Sorting Game – working in groups of four or five, each child holds a text card and must stand in dictionary order, e.g. banana, berry, biscuit, bottle, butter. When ready, extend to include the first two letters of each word being the same, then the first three
- Complete a reading jigsaw by putting text cards in the correct order, reading some of the words aloud. Play Find the Missing Words: Looking at a familiar written poem with all the rhyming words removed and written on word cards, children re-build the poem correctly, then read it aloud. They then jumble up the rhyming words and re-read the nonsense poem aloud. Use ICT to practise and apply these skills.

L4.3 Read some familiar words and phrases aloud and pronounce them accurately

- Read aloud words with good pronunciation, e.g. familiar names/places/ numbers out of sequence/days of the week/months of the year. Practise by listening to a native speaker model
- Read aloud words and phrases which they can pronounce accurately, using coloured cards, Interactive Whiteboard, the board or storybooks
- Play Pass the Word Parcel: listening to authentic music or songs, the children pass round the circle a bag containing familiar word cards. Each time the music stops, the child holding the bag takes out one word card and reads it aloud. The other children echo the word and the teacher corrects the pronunciation if necessary. The word card is placed in the middle of the circle and the music re-starts.

Follow-up activities:

- *When all the cards are out of the bag and in the circle the children sort them into dictionary order*
- *The children sort the words into categories, e.g. nouns, verbs, adjectives*
- Listen for words from a particular word class. The teacher reads aloud a sentence or a short text. The children take a Lego brick every time they hear a particular kind of word, e.g. verb, preposition, noun
- Make collections of words, e.g. with common endings.



L4.4 Write simple words and phrases using a model and some words from memory

- **Set up a Graffiti Board. Children try out language imaginatively and creatively. At this level they might use letters in bold colours and shapes and illustrate their attempts using ICT; write labels and captions using a word list**
- **Write labels for work on wall displays and in their books**
- Respond to questions from the teacher by finger writing in the air for others to read, instead of speaking the answers; trace a word on each other's backs
- Write labels for work on wall displays and in their books
- Fill in lists of likes and dislikes
- Complete a dream shopping list for a party or picnic
- Make a personal language dictionary or word bank
- Invent physical gestures to represent punctuation, e.g. draw the shape of a question mark in the air. Play a punctuation physical response game: the teacher calls out some features of punctuation and the children draw each one in the air.

Intercultural understanding

IU4.1 Learn about festivals and celebrations in different cultures

- **Recognising the diversity of this country and that of the community of the school, discuss the different ways in which people in this country celebrate special days and learn about how they are celebrated by children in other cultures, e.g. birthdays, national holidays**
- **Involve a native speaker, pupil, parent, family member or language assistant in sharing their childhood memories of celebrations and in helping children to recognise diversity**
- Listen to authentic songs linked to celebrations and learn a few key phrases
- Draw up a calendar of important festivals, together with the teacher, which they celebrate throughout the year. Learn about similar festivals in other countries and how these festivals are celebrated
- Learn to say simple phrases of celebration, e.g. to welcome the New Year. In culturally diverse and multi-lingual classrooms children to teach New Year phrases to rest of class
- Exchange celebration cards with partner schools or with another child in the class, if this is the custom.

IU4.2 Know about some aspects of everyday culture and compare them to their own

- **Learn about the aspects of everyday life of children in another country, e.g. sports, hobbies, entertainment, through contact with a partner school and/or referring to pupils themselves. Invite a native speaker to talk about popular sports, hobbies, entertainment or research by Internet. Compare with everyday life of all children in class**
- Watch video/access internet/webcams to gain access to different cultures not otherwise accessible directly in the classroom
- Compile data in tables, charts, graphs and diagrams of their class's favourite sports or hobbies. Design a simple questionnaire to be completed by their partner school and compare with the results of their own class survey.

IU4.3 Compare traditional stories

- **Listen to a traditional children's story, in the language being learned. Using the illustrations and their experience of traditional stories in their own language, they try to work out the plot of the story**
- **In pairs, look at the alphabet/characters of the language being learned. Are there identical letters, additional letters? How do the shapes of letters/characters differ?**
- **Identify the 'orientation' of the writing system, e.g. does it go from left to right or vice versa?, and which way are pages turned in a book?**
- Find which symbols are used for punctuation. Are they the same? Do they help with the meaning of the text?
- Identify common elements of traditional stories, e.g. story themes, settings, repetition of phrases and sentences, endings
- Learn the names of the main characters in a story or song and draw them. Label the pictures for a classroom display.
- Invite native speakers into the classroom, or use the expertise and knowledge of class members to share simple songs and rhymes they learned as a child. Children listen to the sounds and rhythm and identify words that they may already know
- Act out the story to another class or during a school assembly to celebrate the culture/cultures of the language they are learning
- Make a PowerPoint or storybook of a traditional story to send to a partner school.

IU4.4 Learn about ways of travelling to the country/countries

- **Revise the location of country/countries where the language is spoken, using the Internet, maps, globes or atlases, and drawing on the experience of class members where appropriate**
- **In groups, select one of these countries and mark the route from 'home' to the destination (or vice versa)**
- Identify ports and airports
- Decide which type of transport to use to travel to their location.

“ 5 Year Five ”

| | |
|------------------------------|----|
| Expectations and Outcomes | 44 |
| Learning Objectives | 45 |
| Year 5 – Teaching Activities | 49 |



““““



What do children in Year 5 say about learning another language?

“

“It’s like seeing into someone else’s head!”

“It’s challenging to write things down, but it’s great when someone writes back!”

“Learning a language is. . . Cultural! Educational! Unique! Helpful! Important! Challenging! Different from anything else! Interesting! Like opening a door on another world!”

”

| Expectations | Outcomes |
|---|---|
| During Year 5 | By the end of year 5, most children should be able to: |
| <p>Oracy</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"> • Pick out some of the detail from short spoken passages • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation • Make a short presentation using a model. |
| <p>Literacy</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"> • Read and understand some of the main points from a text • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. |
| <p>Intercultural understanding</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"> • Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. |
| <p>KAL and LLS</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> | |

Year 5 at a glance

Oracy

- **5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts**
 - focus on correct pronunciation and intonation
 - ask and answer questions
 - use tone of voice and gesture to help to convey meaning.
- **5.2 Understand and express simple opinions**
 - agree and disagree with statements
 - understand and express like and dislikes.
- **5.3 Listen attentively and understand more complex phrases and sentences**
 - understand the main points from speech which includes unfamiliar language.
- **5.4 Prepare a short presentation on a familiar topic**
 - remember, retain and recall words, phrases and sentences
 - memorise and present a set of instructions.

Literacy

- L **5.1 Re-read frequently a variety of short texts**
 - read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.
- L **5.2 Make simple sentences and short texts**
 - understand that the order of words in a sentence influences the meaning
 - make a sentence using single word cards
 - make a short text using word and phrase cards.
- L **5.3 Write words, phrases and short sentences, using a reference**
 - choose words, phrases and sentences and write them into a gapped text or as picture captions
 - use a bilingual dictionary to check the spelling of familiar words.

Knowledge about language

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.

Intercultural understanding

- IU **5.1 Look at further aspects of their everyday lives from the perspective of someone from another country**
 - consider aspects of everyday life of children in their own and different countries
 - reflect on cultural issues using empathy and imagination to understand other people's experiences.
- IU **5.2 Recognise similarities and differences between places**
 - identify geographical features of contrasting locality
 - learn about buildings and places in different countries.
- IU **5.3 Compare symbols, objects or products which represent their own culture with those of another country**
 - learn about symbols representing their own country
 - learn about symbols and products from another.

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task.
- Integrate new languages into previously learnt language.
- Apply grammatical knowledge to make sentences.
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification Use context and previous knowledge to help understanding.
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Use a dictionary or a word list.
- Pronounce/read aloud unknown words.

Year 5

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|---|--|---|--|
| Year 5 children should be taught to: | Year 5 children should, for example: | Year 5 children should have opportunities to, for example: | Year 5 children should have opportunities to, for example: |
| O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts | Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning. | Develop accuracy in pronunciation and intonation. Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going. | Integrate new language into previously learnt language. Apply grammatical knowledge to make sentences. Use a word or phrase known in one context or topic in a different topic or context. |
| O5.2 Understand and express simple opinions | Agree and disagree with statements. Understand and express like and dislikes. | Understand and use negative statements. | Use a physical response. Ask someone to clarify or repeat. |
| O5.3 Listen attentively and understand more complex phrases and sentences | Understand the main points from speech which includes unfamiliar language. | Recognise different types (register) of language. | Make sensible guesses based on clues. Pick out key words when listening. |
| O5.4 Prepare a short presentation on a familiar topic | Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement. | Apply knowledge of language rules and conventions when building short sentences. | Plan and prepare – analyse what needs to be done to carry out a task. Answer in their heads questions asked to other people. |
| L5.1 Re-read frequently a variety of short texts | Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. | Notice different text types and deal with authentic text. | Use the context of what they see/read to determine some of the meaning. |
| L5.2 Make simple sentences and short texts | Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link to relevant NLS sentence level objectives. | Recognise the typical conventions of word order and compare with English and other languages spoken in the class. | Apply grammatical knowledge to make sentences. Learn a short text by gradually blocking out words. |
| L5.3 Write words, phrases and short sentences, using a reference source | Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. | Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. | Apply previous knowledge and language cues to help understanding. |

Continued

Year 5

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|---|---|---|--|
| Year 5 children should be taught to: | Year 5 children should, for example: | Year 5 children should have opportunities to, for example: | Year 5 children should have opportunities to, for example: |
| IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country | Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences. | Understand that words will not always have a direct equivalent in the language. | Analyse what they need to know in order to carry out a task. Learn why there are two parts to a bilingual dictionary. Use a dictionary to look up spellings. |
| IU5.2 Recognise similarities and differences between places | Identify geographical features of a contrasting locality. Learn about buildings and places in different countries. | Recognise that languages borrow words from other languages. | Analyse and compare English and the language being learned, and where appropriate with other languages. |
| IU5.3 Compare symbols, objects or products which represent their own culture with those of another country | Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture. | Notice different text types. | Pronounce/read aloud unknown words. Begin to use a dictionary to find the meanings of new words. |

Notes

Year 5 – Teaching Activities

This section contains teaching activities designed to help children to develop language and intercultural skills and understanding, as defined in the Framework. They are suggestions only. Teachers can select from these lists, choosing any activities which fit with their own schemes of work but should also feel free to develop their own teaching activities, based on the needs and interests of their classes.

Activities highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help teachers develop assessment for learning and teaching.

Oracy

O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

- **Make up simple sentences using nouns, verbs and adjectives**
- **Use imagination to create interesting conversations using familiar language, e.g. take on the role of different people when having a similar conversation, use puppets and props**
- **Use mime, gesture, facial expression and tone of voice to help to convey meaning**
- Consolidate learning of vocabulary and grammar by re-using it in other contexts, e.g. revise vocabulary such as greetings and numbers throughout the day, and re-use familiar verbs and adjectives
- Use ‘stalling strategies’ to allow time to hesitate, e.g. use spoken expressions and gestures which allow for thinking time in the conversation
- Play a miming game. In pairs or groups of three, children choose phrases or sentences made up of noun + adjective + verb. The class must guess the language words
- Play the Change the Meaning game. Children take turns to change the meaning of a sentence they hear by changing just one element, such as a noun, verb or adjective. For example the teacher says ‘The pink cat is eating a green banana’. A volunteer says ‘The pink cat is buying a green banana’. The class must identify not only which word has changed, but also what kind of word it is (noun, verb, adjective)
- Build longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.

O5.2 Understand and express simple opinions

- **Express simple opinions when using familiar vocabulary, talking about food, animals, places**
- Give a physical response to show understanding of an opinion, e.g. thumbs down for dislikes and thumbs up for likes.

O5.3 Listen attentively and understand more complex phrases and sentences

- **Repeat new phrases and sentences with clarity and accuracy, focusing on correct pronunciation and intonation**
- **Respond to a dictation by drawing, miming or acting out what they hear**
- Identify a picture by its description. Listen to a story and identify a picture when they hear a description of it in the story, e.g. the big, red monster ate the cake noisily
- Answer more open-ended questions, as well as questions requiring yes/no answers.
- Listen to a new short story or piece of non-fiction text
- Identify the type of passage being heard, e.g. a conversation, an advert, a news bulletin, a list of instructions
- Listen to longer passages of familiar language and identify specific details, e.g. name, place, quantity, cost.

O5.4 Prepare a short presentation on a familiar topic

- **Memorise and recite a selection of short, spoken texts, e.g. a short poem, a set of instructions, a song, a shopping list, a description**
- Identify changes in spoken texts: the teacher reads out a sequence of words known by the children, who identify from memory what has changed, e.g. 'Ten green bottles hanging on a door'.

Literacy

L5.1 Re-read frequently a variety of short texts

- **Re-read a range of texts including work on the board, Interactive whiteboard, computers, from books, taped stories with texts, songs, poems, e-mail messages and texts from the Internet**
- Use Interactive whiteboard or post-it notes to mask features of the text, e.g. the verbs; the children suggest ideas for the missing words
- Play a miming game: the teacher says a short phrase, e.g. A small dog is singing; A big rabbit is laughing. The children respond by miming the phrase. They reverse the roles so that the teacher mimes and the children have to choose the word cards (and correct syntax) to describe what they see
- Notice and identify punctuation in sentences and texts
- **Read texts produced by partner(s) using a range of ICT applications eg. Word, PowerPoint, Interactive Whiteboard, email.**

L5.2 Make simple sentences and short texts

- **Work in groups. Arrange word cards, coloured according to parts of speech, into sentences**
- **Play Human Sentences by lining up in the correct order, holding up their cards to form a sentence**
- **Jumble a conversation. Re-arrange word cards to form a conversation**
- Memorise a human sentence. The sentence can be seen at the front of the class. All children read and re-read the sentence aloud, in chorus. The teacher gradually gives a signal to each child who has a card to remove their card from the sentence. All children continue chanting the sentence aloud until all the cards are hidden from view and yet they can still chant the sentence correctly
- Play Pass the Sentence Parcel: listening to authentic music or songs, the children pass round the circle a bag containing word cards which, when all out of the bag, can be used to form a familiar phrase or sentence. Each time the music stops the child holding the bag takes out one word card, reads it aloud and places it in the middle of the circle. The music re-starts and the game continues until all the words are in the middle of the circle. Children discuss with a partner what the sentence might be and try to remember the correct word order
- Children re-create a familiar recipe or set of instructions, using sentence cards. They sequence the recipe correctly and read the instructions aloud. They create a mime to illustrate each instruction. Play a Physical Response Game: the teacher calls out the instructions from the recipe in a random order, and the children mime each instruction
- Use PowerPoint to create or recreate short texts.

L5.3 Write words, phrases and short sentences, using a reference

- **Use a bilingual dictionary to check the spelling of familiar words**
- **Choose words from a list and copy them to match/label pictures**
- **Use word cards or word lists to create a sentence for a speech bubble or caption**
- Listen to a song and then look at a transcription of a text with gaps. Children fill in the gaps by copying words from a list
- Use ICT to produce a greetings card message
- Working in pairs, choose words from topic word lists. Use a series of simple sentence starters, e.g. Here is . . . This is . . . I have . . . He/she has . . . He/she does not have
- Understand why a bilingual dictionary has two halves, i.e. they know in which half to find English or non-English headwords
- Locate headwords in a dictionary, e.g. do a Headword Quiz: children have a list of ten words which they look up in a dictionary. For each word they find the page number in the dictionary, the headword which precedes it, and the headword which follows it
- Create a colourful display using short sentences and a drawing tool. Use everyday language as well as characters/language from stories, songs and rhymes
- Collect words which express greeting, surprise, apology, thanking, refusing.



Intercultural understanding

IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

- **Consider communication skills needed when speaking to a non-native speaker visiting the class, e.g. speaking slowly and clearly, use of intonation, use of gesture**
- **Imagine what a child whose first language is not English feels like when coming to stay with a family or arriving in a school in the UK for the first time. Consider how they might react and in pairs role-play the situation and discuss ways of supporting the new arrival and avoiding misunderstandings and fear**
- **Talk about ways to support children who may encounter or have experienced prejudice**
- Talk about daily routines and traditions which affect children's lives, e.g. schools, meals, transport, holidays. Find out about these traditions and routines in another country and make comparisons through drawing on children' own experiences, contact with a partner school or native speaker or by Internet. Discuss similarities and differences
- Explore one area in depth, e.g. food, looking at times of meals, variety of foods, routines at mealtimes (e.g. how table is laid, eating together), where families buy their foods, supermarkets, markets, food for celebrations
- Follow a simple recipe and prepare a dish. Use a digital camera to photograph each stage in the preparation. Create a wall display, PowerPoint presentation or booklet illustrating the procedure.

IU5.2. Recognise similarities and differences between places

- **Compare own town/village with a locality familiar to members of the class or locality of partner school and describe how and why it is similar and different, selecting themes such as urban/rural, climate, land use, economic activity**
- Identify geographical features such as rivers and mountains
- Find out what the nearest towns or cities are and learn their names
- Look at buildings e.g. places of worship, shops, schools, houses and compare with buildings in own town/village
- Prepare information about their own locality to exchange with a partner school
- Capture key images using ICT and produce short documentary.

IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

- **List some things, which typify this country and its diversity , e.g. food, flags, dress, buildings, sport and make comparisons with another country**
- Drawing where appropriate on the expertise of class members, learn about the currency of another country and read aloud prices from menus and price lists. Handle the money. Ask how much something costs and understand prices spoken in the language
- Send a shoebox with objects e.g. coins, sweet wrappers, bus/train timetable, school badge, birthday card to partner school
- Use internet to build comparisons
- Discuss the dangers of stereotyping.

6699

6 Year Six

| | |
|------------------------------|----|
| Expectations and Outcomes | 56 |
| Learning Objectives | 57 |
| Year 6 – Teaching Activities | 61 |



““““



What do Year 6 children think about learning a new language?

“

“It is really useful to learn other languages. They help you to understand other people and see life differently.”

“Languages are important. You can make friends with many more people and can travel to other countries!”

“I like learning languages. I like the different sounds and I like to read books too and write stories.”

“I used to think it was funny when I heard people in the street speaking different languages. Now I listen to see if I can understand!”

”

| Expectations | Outcomes |
|---|---|
| During Year 6 | By the end of year 6, most children should be able to: |
| <p>Oracy</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"> • Listen to and understand the main points and some detail from a short spoken passage • Give a presentation in a clear audible voice • Converse briefly without prompts • Enjoy listening and speaking confidently. |
| <p>Literacy</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"> • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model. |
| <p>Intercultural understanding</p> <p>Children compare attitudes of different cultures.</p> <p>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"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country. |
| <p>KAL and LLS</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> | |

Year 6 at a glance

Oracy

- **6.1 Understand the main points and simple opinions in a spoken story, song or passage**
 - listen attentively, re-tell and discuss the main ideas
 - agree or disagree with statements made about a spoken passage.
- **6.2 Perform to an audience**
 - recite a short piece of narrative either from memory or by reading aloud from text
 - develop a sketch, role-play or presentation and perform to the class or an assembly.
- **6.3 Understand longer and more complex phrases or sentences**
 - re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences
 - understand and express reasons
 - understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.
- **6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories**
 - participate in simple conversations on familiar topics
 - describe incidents or tell stories from their own experience, in an audible voice.

Literacy

- L **6.1 Read and understand the main points and some detail from a short written passage**
 - read and respond to eg an extract from a story, an e-mail message or song
 - give true or false responses to statements about a written passage
 - read descriptions of people in the school or class and identify who they are.
- L **6.2 Identify different text types and read short, authentic texts for enjoyment or information**
 - read for enjoyment an e-mail message, short story or simple text from the Internet
 - read and understand the gist of a familiar news story or simple magazine article.
- L **6.3 Match sound to sentences and paragraphs**
 - use punctuation to make a sentence make sense
 - listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.
- L **6.4 Write sentences on a range of topics using a model**
 - apply most words correctly
 - construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.

Knowledge about language

- Recognise patterns in the foreign language.
- Notice and match agreements.
- Use knowledge of words, text and structure to build simple spoken and written passages.
- Use knowledge of word order and sentence construction to support the understanding of the written text.
- Use knowledge of word and text conventions to build sentences and short texts.
- Devise questions for authentic use.

Intercultural understanding

- IU **6.1 Compare attitudes towards aspects of everyday life**
 - recognise similarities and differences in attitudes amongst children in different cultures
 - learn about role models for children in different cultures.
- IU **6.2 Recognise and understand some of the differences between people**
 - discuss similarities and differences between the cultures they have learned about
 - recognise and challenge stereotypes.
- IU **6.3 Present information about an aspect of culture**
 - perform songs, plays, dances
 - use ICT to present information.

Language and learning strategies

- Discuss language learning and reflect and share ideas and experiences.
- Plan and prepare – analyse what needs to be done in order to carry out a task.
- Use language known in one context or topic in another context or topic.
- Ask for repetition and clarification.
- Use context and previous knowledge to help understanding and reading skills.
- Practise new language with a friend and outside the classroom.
- Listen for clues to meaning e.g. tone of voice, key words.
- Make predictions based on existing knowledge.
- Apply a range of linguistic knowledge to create simple, written production.
- Evaluate work.
- Compare and reflect on techniques for memorising language.
- Use a dictionary.

Year 6

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|--|--|---|--|
| Year 6 children should be taught to: | Year 6 children should, for example: | Year 6 children should have opportunities to, for example: | Year 6 children should have opportunities to, for example: |
| O6.1 Understand the main points and simple opinions in a spoken story, song or passage | Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage. | Recognise the importance and significance of intonation. | Ask someone to clarify or repeat. Direct all their attention to what they need in order to understand a spoken or written text. Answer in their heads questions asked to other people. |
| O6.2 Perform to an audience | Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly. | Use knowledge of language to present information and personal ideas. | Use a word or phrase known in one context or topic in a different topic or context. Read and memorise. |
| O6.3 Understand longer and more complex phrases or sentences | Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. | Notice and manipulate agreements. | Make sensible guesses based on clues. Pick out key words when listening. |
| O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories | Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice. | Use knowledge of words, text and structure to make meaning, using simple language spontaneously. | Try to use the language outside of the classroom. Analyse what they need to know in order to carry out a task. Discuss and try out different learning strategies. |
| L6.1 Read and understand the main points and some detail from a short written passage | Read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are. | Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts. Apply knowledge of word order and sentence construction to support the understanding of written text. | Apply previous knowledge and language cues to help understanding. Work out the meaning by using a range of cues. |
| L6.2 Identify different text types and read short, authentic texts for enjoyment or information | Read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article. | Use knowledge of the language features, style and layout of different texts to support understanding. | Use the context of what they see/read to determine some of the meaning. Compare techniques for memorising. Practise with a friend. |
| L6.3 Match sound to sentences and paragraphs | Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly. | Apply knowledge of word order and sentence construction to support the understanding of written text. | Apply prior knowledge of sound/spelling system to recognise the written word. Use known rules to sequence words into sentences. |

Continued

Year 6

| Learning Objectives | Learning Opportunities (These are designed to be viewed together not in isolation) | Knowledge About Language | Language Learning Strategies |
|--|--|--|---|
| Year 6 children should be taught to: | Year 6 children should, for example: | Year 6 children should have opportunities to, for example: | Year 6 children should have opportunities to, for example: |
| L6.4 Write sentences on a range of topics using a model | Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description. | Apply knowledge of words and text conventions to build meaningful sentences and short texts. | Analyse what they need to know in order to carry out a task. Use a dictionary/ICT resource to look up spellings. |
| IU6.1 Compare attitudes towards aspects of everyday life | Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures. | Devise questions for authentic use. | Analyse what they need to know in order to carry out a task. Use a dictionary to look up spellings. |
| IU6.2 Recognise and understand some of the differences between people | Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes. | Recognise that languages have different ways of expressing social relationships. | Discuss with a friend and devise role-plays. |
| IU6.3 Present information about an aspect of culture | Perform songs, plays, dances. Use ICT to present information having a greater sense of audience. | Create spoken and written language using simple sentences. | Plan and prepare themselves for a language activity. Begin to use a dictionary to find the meanings of new words. Record themselves showing an awareness of audience. |

Notes

Year 6 – Teaching Activities

This section contains teaching activities designed to help children to develop language and intercultural skills and understanding, as defined in the Framework. They are suggestions only. Teachers can select from these lists, choosing any activities which fit with their own schemes of work but should also feel free to develop their own teaching activities, based on the need and interests of their classes.

Activities highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help teachers develop assessment for learning and teaching.

Oracy

O6.1 Understand the main points and simple opinions in a story, song or spoken passage

- **Listen attentively and re-tell the main ideas**
- Change key points of the story by substituting words such as nouns, pronouns, verbs, adjectives and adverbs
- Suggest an alternative ending for the story.

O6.2 Perform to an audience

- **Memorise and perform a poem, song, story or sketch**
- **Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a ‘live’ talk, a multimedia presentation, a sketch, a poem, a song or a video.**

O6.3 Understand longer and more complex phrases or sentences

- **Listen to a spoken phrase or sentence and act out the meaning or point to a picture card illustrating the meaning; adapt the phrase by substituting the verb, noun, adjective, adverb, etc, to change the meaning**
- **Listen to and understand a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions**
- Notice agreements and match words appropriately such as singular/plural, gender, verb and subject
- Predict what might happen next in a story, a sequence of events or a set of instructions.

O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories

- **Sustain a conversation within the class or with visitors, or via video-conferencing with peers**
- **Give a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it**
- Play Hot Seating. One child who is in the hot seat starts to begin a conversation/say a rhyme/tell a story/describe something. At a given signal, e.g. a bell, another child must quickly take over as 'hot seater' and continue in the same vein.

Literacy

L6.1 Read and understand the main points and some detail from a short written passage

- **Guess who it is. Children read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live**
- **Read an e-mail message from a partner school and reply to some of their questions on e.g. hobbies, the weather, holidays, likes and dislikes**
- **Read a weather report and draw symbols on a map showing what the weather will be like in those regions/countries**
- Read a familiar story or sing a familiar song. Using print-outs of the story or song, children answer some simple questions about it
- Expose children to authentic handwriting, if appropriate
- Use a bilingual dictionary to check the meaning of words.



L6.2 Identify different text types and read short, authentic texts for enjoyment or information

- **Browse through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story**
- **Read aloud certain phrases from a story using punctuation to help develop appropriate intonation and expression**
- Read aloud a story using a variety of voices and expression. Work in groups to record the story onto audiotape for others to hear
- Identify word classes, e.g. verb, pronoun, preposition, noun, adjective, verb.

L6.3 Match sound to sentences and paragraphs

- **Watch a video, listen to a song and reconstitute some of the text in the style of a jigsaw puzzle**
- **Cut a sentence into words and re-constitute the sentence**
- **The teacher cuts up a rhyming poem for the children to re-constitute**
- Create a sentence from given words and punctuation, looking for cues such as capital letters and full stops
- Produce a PowerPoint building simple sentences for younger children to read.

L6.4 Write sentences on a range of topics using a model

- **Use a structure offered by a poem/story to construct their own, e.g. This is the house that Jack built**
- **Use a structured prompt or template for writing – a writing frame**
- **Create a wall on a theme from a different curriculum area e.g. Henry VIII and his six wives. Give speech bubbles to characters to include personal information**
- Work in pairs or groups to create a rhyming rap of four lines based on topic vocabulary they have learnt
- Shared writing task. Create a story using key elements from familiar stories in the foreign language, e.g. Once upon a time; Fee-fi-fo-fum!; and they lived happily ever after
- Listen to the teacher talking about a familiar topic and read sentences about that topic from the board or cards
- Substitute their own words to create their own sentences on the same topic
- Design and write a short presentation, e.g. make notes as prompts using a reference, and perform a role-play.

IU6.1 Compare attitudes towards aspects of everyday life

- **Talk about attitudes towards, e.g. school uniform, leisure activities, curriculum subjects, music. Design a questionnaire to carry out a survey amongst class. Find out about attitudes of children in partner schools. Compare data and notice similarities and differences. This work could be facilitated via e-mail exchanges or video-conferencing**
- Talk about the phrase 'role model' and the importance of role models to children in the class. Compile a list of people who are seen to be role models and try to identify why they have been chosen, e.g. What jobs do role models generally do? Are they of help or benefit to our society? Are they rich or poor?
- Find out about role models from partner schools, native speakers, media and Internet and learn some of their names. Identify similarities and differences of role models from different cultures. Discuss the issue of globalization and international marketing.

IU6.2 Recognise and understand some of the differences between people

- **Talk about similarities and differences between cultures they have learned about. Have attitudes changed?**
- **Discuss how learning languages can help to improve understanding across cultures**
- Explore the concept of stereotype, e.g. What stereotypes might children abroad have of the UK and vice versa? Why? In their experience what are the stereotypes in this and other countries and where have they come from? Can stereotyping lead to prejudice and racism? How can this be redressed?

IU6.3 Present information about an aspect of culture

- **Plan a cultural or cross-cultural celebration, e.g. concert of songs, dances, sketches, performance of a traditional story**
- **Create a multi-media presentation using simple sentences, to present information about another culture or cultures, e.g. sports, festivals, school life, pop music**
- **Produce a leaflet using simple sentences to describe an aspect of the country/countries studied, e.g. geographical features, region of partner school.**

“ ”

7 Progression by strand

| | |
|------------------------------------|----|
| Oracy | 67 |
| Literacy | 71 |
| Intercultural Understanding | 75 |
| Knowledge about Language (KAL) | 79 |
| Language Learning Strategies (LLS) | 85 |



“ ” , ,



In this section the core, progressive strands of Oracy, Literacy and Intercultural Understanding are set out over four years. This provides an overview of each strand and will help teachers to monitor progression across the years within each strand; it should be of particular help in planning for mixed age classes.

Key objectives for these cross-cutting strands of Knowledge about Language and Language Learning Strategies are also summarised for reference. These sections will be particularly helpful in gaining an overview of the contribution that Knowledge about Language and Language Learning Strategies make to progression and developing language learning skills for life. These sections can be used to support medium-term planning and cross-curricular links, particularly with English and Literacy. They will also be useful in assisting the monitoring of course content and learners' progress. It is assumed, however, that for day to day lesson planning teachers will refer to the more specific opportunities for developing KAL and LLS which are integrated into the core learning objectives and are set out in the read across format of the double page spread.



Oracy – an overview

Year 3

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.

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.

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.

By the end of Year 3, children should be able to:

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Understand conventions such as taking turns to speak, valuing the contribution of others
- Use correct pronunciation in spoken work.

Year 4

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.

By the end of Year 4, children should be able to:

- Listen to and identify words and short phrases
- Communicate by asking and answering a wider range of questions
- Memorise and present a short text.

Year 5

Children listen attentively and learn to identify the main points from a short passage of several sentences.

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.

By the end of Year 5, children should be able to:

- Pick out some of the detail from short spoken passages
- Enjoy interacting even when they hear unfamiliar language
- Join in a short conversation
- Make a short presentation using a model.

Year 6

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 in front of an audience. 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.

By the end of Year 6, children should be able to:

- Listen to and understand the main points and some detail from a short spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompts
- Enjoy listening and speaking confidently.

Oracy – learning objectives

| Children should be taught to: | Children should, for example: |
|--|--|
| O3.1 Listen and respond to simple rhymes, stories and songs | Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling. |
| O3.2 Recognise and respond to sound patterns and words | Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently. |
| O3.3 Perform simple communicative tasks using single words, phrases and short sentences | Recall, retain and use vocabulary. Ask and answer questions. |
| O3.4 Listen attentively and understand instructions, everyday classroom language and praise words | Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding. |
| O4.1 Memorise and present a short spoken text | Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic. |
| O4.2 Listen for specific words and phrases | Listen with care. Use physical response to show recognition and understanding of specific words and phrases. |
| O4.3 Listen for sounds, rhyme and rhythm | Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds. |
| O4.4 Ask and answer questions on several topics | Practise asking and answering questions with a partner. Develop and perform simple role plays. |

| Oracy – learning objectives | |
|---|---|
| Children should be taught to: | Children should, for example: |
| O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts | Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning. |
| O5.2 Understand and express simple opinions | Agree and disagree with statements. Understand and express like and dislikes. |
| O5.3 Listen attentively and understand more complex phrases and sentences | Understand the main points from speech which includes unfamiliar language. |
| O5.4 Prepare a short presentation on a familiar topic | Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement. |
| O6.1 Understand the main points and simple opinions in a spoken story, song or passage | Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage. |
| O6.2 Perform to an audience | Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly. |
| O6.3 Understand longer and more complex phrases or sentences | Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. |
| O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories | Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice. |



Literacy – an overview

Year 3

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.

By the end of Year 3, children should be able to:

- Recognise and understand some familiar words and phrases in written form
- Read aloud in chorus, with confidence and enjoyment, from a known text
- Write some familiar simple words using a model
- Write some familiar words from memory.

Year 4

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. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.

By the end of Year 4, children should be able to:

- Read and understand familiar written phrases
- Follow a short text while listening and reading, saying some of the text
- Read a wider range of words, phrases and sentences aloud
- Write some familiar words and phrases without help.

Year 5

Children revisit and consolidate vocabulary and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. 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.

By the end of Year 5, children should be able to:

- Read and understand some of the main points from a text
- Understand how a simple sentence is written
- Write words, phrases and a few sentences using a model.

Year 6

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. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.

By the end of Year 6, children should be able to:

- Read aloud with confidence, enjoyment and expression, in chorus or individually
- Read and understand the main points and some detail from a short written passage
- Write several sentences from memory
- Develop a short text using a model.

Literacy – learning objectives

| Children should be taught to: | Children should, for example: |
|---|--|
| L3.1 Recognise some familiar words in written form | Understand words displayed in the classroom identify and read simple words. read and understand simple messages. |
| L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words | Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem. |
| L3.3 Experiment with the writing of simple words | Write simple, familiar words using a model. Write some single words from memory. |
| L4.1 Read and understand a range of familiar written phrases | Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. |
| L4.2 Follow a short familiar text, listening and reading at the same time | Make links between the spoken and written words. Identify common spelling patterns in letter strings. |
| L4.3 Read some familiar words and phrases aloud and pronounce them accurately | Read aloud words which they use on a regular basis, e.g. numbers, days, weather. |
| L4.4 Write simple words and phrases using a model and some words from memory | Pronounce letter strings, words and phrases accurately with good pronunciation. Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school. |

| Literacy – learning objectives | |
|--|--|
| Children should be taught to: | Children should, for example: |
| L5.1 Re-read frequently a variety of short texts | Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. |
| L5.2 Make simple sentences and short texts | Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link to relevant NLS sentence level objectives. |
| L5.3 Write words, phrases and short sentences, using a reference | Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. |
| L6.1 Read and understand the main points and some detail from a short written passage | Read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are. |
| L6.2 Identify different text types and read short, authentic texts for enjoyment or information | Read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article. |
| L6.3 Match sound to sentences and paragraphs | Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly. |
| L6.4 Write sentences on a range of topics using a model | Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description. |



Intercultural Understanding – an overview

Year 3

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.

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.

By the end of Year 3, children should be able to:

- Appreciate the diversity of languages spoken within their school
- Talk about the similarities and differences of social conventions between different cultures
- Identify the country or countries where the language is spoken
- Have some contact with the country/countries
- Recognise a children’s song, rhyme or poem well known to native speakers.

Year 4

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.

They identify common elements in traditional stories from other cultures.

By the end of Year 4, children should be able to:

- Talk about celebrations of which they have experience
- Know about similar celebrations in other cultures
- Compare aspects of everyday life at home and abroad
- Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.

Year 5

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.

Children also learn about symbols, objects and products that represent countries.

By the end of Year 5, children should be able to:

- Identify similarities and differences in everyday life
- List some similarities and differences between contrasting localities
- Recognise how symbols, products, objects can represent the culture/cultures of a country
- Recognise how aspects of the culture of different countries become incorporated into the daily life of others.

Year 6

Children compare attitudes of different cultures.

They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.

By the end of Year 6, children should be able to:

- Demonstrate understanding of and respect for cultural diversity
- Present information about an aspect of another country.

Intercultural Understanding – learning objectives

| Children should be taught to: | Children should, for example: |
|--|--|
| IU3.1 Learn about the different languages spoken by children in the school | Increase awareness of linguistic and cultural diversity. |
| IU3.2 Locate country/countries where the language is spoken | Identify some of the countries where the language is spoken, drawing on the knowledge of class members where appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. |
| IU3.3 Identify social conventions at home and in other cultures | Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names. |
| IU3.4 Make indirect or direct contact with the country/countries where the language is spoken | Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school. |
| IU4.1 Learn about festivals and celebrations in different cultures | Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of pupils where possible. |
| IU4.2 Know about some aspects of everyday life and compare them to their own | Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies. |
| IU4.3 Compare traditional stories | Compare characteristics of simple stories between cultures. Look at the writing system of the language. |
| Learn about ways of travelling to the country/countries | Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available. |

Intercultural Understanding – learning objectives

| Children should be taught to: | Children should, for example: |
|--|---|
| <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> | <p>Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences.</p> |
| <p>IU5.2 Recognise similarities and differences between places</p> | <p>Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.</p> |
| <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> | <p>Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture.</p> |
| <p>IU6.1 Compare attitudes towards aspects of everyday life</p> | <p>Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures.</p> |
| <p>IU6.2 Recognise and understand some of the differences between people</p> | <p>Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes.</p> |
| <p>IU6.3 Present information about an aspect of culture</p> | <p>Perform songs, plays, dances. Use ICT to present information, having a greater sense of audience.</p> |

Knowledge about Language (KAL)

Overview of years 3-6

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s).

In the early years children should develop insights into the sounds and some of the structures of the new language and compare them with their own language(s).

As they increase their understanding of the rules of sounds, spellings and grammar, they should begin to apply these rules when creating new language, both spoken and written.

As they progress, children should have frequent opportunities to apply previously learnt knowledge and rules in English and the new language.

Children will have experience of learning about and using simple grammatical terms such as nouns, verbs, adjectives, adverbs and pronouns. They will need to apply this knowledge in the context of learning about languages which are new to them.

This knowledge can be taught in the new language or in English.

Children should have opportunities to:

- Identify phonemes, letters and words which are similar to and different from English in spoken and written forms
- Recognise commonly used rhyming sounds and learn how they are written
- Understand and use a range of common words from all word classes, especially verbs
- Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently
- Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written
- Understand and use question forms and negatives in spoken and written language
- Understand that rules and conventions are respected by native speakers and are important for learners
- Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives
- Recognise the importance and significance of intonation and punctuation.

Knowledge about Language (KAL) – summary objectives

The objectives for developing children’s Knowledge about Language are integrated into the learning objectives and teaching activities for Oracy, Literacy and Intercultural Understanding. It is assumed that these integrated versions will be used for day-to-day planning purposes. In order to further develop learning programmes and assist the monitoring of course content and learners’ progress, examples of the main KAL elements linked to each learning objective are also summarised below.

KAL – Year 3

O3.1

- Identify specific sounds, phonemes and words
- Recognise commonly used rhyming sounds.

O3.2

- Identify specific sounds, phonemes and words
- Imitate pronunciation.

O3.3

- Hear main word classes
- Recognise question forms and negatives
- Recognise conventions of politeness
- Engage in turn taking.

O3.4

- Link sounds to meanings
- Recognise negative statements.

L3.1

- Recognise how sounds are represented in written form
- Notice the spelling of familiar words.

L3.2

- Understand how far letters/letters strings are both similar to and different from English
- Recognise that some words occur in both English and the language being learned, although they may sound different.

L3.3

- Appreciate that writing systems are different from one another.

IU3.1

- Recognise that many languages are spoken in the UK.

IU3.2

- Recognise that many languages are spoken across the world.

IU3.3

- Recognise that there are different language conventions to express politeness.

IU3.4

- Understand that familiar things have different names in different languages e.g. Wasser, eau, water.

KAL – Year 4

O4.1

- Recognise negative statements.

O4.2

- Recognise categories of words (e.g. colours, animals)
- Extend recognition of word classes
- Recognise and apply simple agreements (e.g. gender, singular, plural)
- Interpret non-verbal communication.

O4.3

- Sort words according to sounds.

O4.4

- Use question forms
- Identify word classes and understand the function of e.g. verbs.

L4.1

- Apply phonic knowledge of the foreign language in order to decode text.

L4.2

- Recognise that texts often have the same conventions of style and layout as in English.

L4.3

- Use phonic knowledge to support accurate pronunciation
- Recognise the main word classes.

L4.4

- Apply phonic knowledge to write simple words and phrases.

IU4.1

- Recognise similarities and differences between languages in the phrases used for celebration.

IU4.2

- Understand that conventions are respected by native speakers and are important for learners.

IU4.3

- Identify a different writing system
- Identify narrative forms in a different language and compare to those in English.

IU4.4

- Notice similarities and differences in place names.



O5.1

- Develop accuracy in pronunciation and intonation
- Manipulate language by changing a single element in a sentence
- Use repair strategies to keep a conversation going.

O5.2

- Understand and use negative statements.

O5.3

- Recognise different types (register) of language
- Apply knowledge of language rules and conventions when building short sentences.

L5.1

- Notice different text types and deal with authentic text.

L5.2

- Recognise the typical conventions of word order and compare with English/other languages spoken in the class.

L5.3

- Apply phonic and whole word knowledge in the new language in order to locate words in a reference source.

IU5.1

- Understand that words will not always have a direct equivalent in the language.

IU5.2

- Recognise that languages borrow words from other languages.

IU5.3

- Notice different text types.

KAL – Year 6

O6.1

- Recognise the importance and significance of intonation.

O6.2

- Use knowledge of language to present information and personal ideas.

O6.3

- Notice and manipulate agreements.

O6.4

- Use knowledge of words, text and structure to make meaning, using simple language spontaneously.

L6.1

- Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts
- Apply knowledge of word order and sentence construction to support the understanding of written text.

L6.2

- Use knowledge of the language features, style and layout of different texts to support understanding.

L6.3

- Apply knowledge of words and text conventions to build meaningful sentences and short texts.

IU6.1

- Devise questions for authentic use.

IU6.2

- Recognise that languages have different ways of expressing social relationships.

IU6.3

- Create spoken and written language using simple sentences.

Language Learning Strategies

Overview of years 3-6

An important aim of language learning in Key Stage 2 is to familiarise children with strategies which they can apply to the learning of any language.

In the early stages children should develop an awareness of some of the basic approaches to learning a new language which they will be using, e.g. imitating, memorising, repeating and practising, using mime and gesture, asking for repetition.

As they increase their competence in the new language, they will be able to apply learning strategies to help them use known language in new contexts, identify key words and phrases in speech and in simple written texts and use word lists and dictionaries.

Children can be helped to see how they have used language learning strategies in the acquisition of their first language(s), how they are using them in learning the new language and how they might use them in future language learning as well as in more general learning in other areas of the curriculum.

Children should have opportunities to:

- Discuss their language learning and try out different learning strategies
- Plan and prepare for language learning activities, analysing what they need in order to carry out a task
- Use gesture and mime to show they understand and to help make themselves understood
- Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings
- Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation
- Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words
- Sort and categorise known words and investigate the characteristics of new language
- Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language
- Use monolingual and bilingual dictionaries.

Language Learning Strategies

The Objectives for Language Learning Strategies are integrated into the learning objectives and learning opportunities for the core strands, Oracy, Literacy and Intercultural Understanding. It is assumed that these integrated versions will be used for day-to-day planning purposes. In order to provide an overview of how language learning strategies can be fostered throughout language learning, this section classifies LLS into six main categories and draws together some key examples of strategies that should support learners to make progress. This section can be used to further develop the learning programmes and will assist in monitoring course content in order to widen the range of language learning strategies that learners experience.

Planning analysing and evaluating ways of learning

Children:

Discuss language learning

- Reflect on and share ideas and experiences of language learning
- compare attitudes and beliefs about language learning.

Discuss and try out different learning strategies

- Share ideas about how to memorise words/pronounce words accurately and try out a method which they have not used.

Plan and prepare themselves for a language activity

- How do you recall vocabulary in order to sing a song/join in a story/create sentences?
- How do you find key information in a new sentence or text?
- How do you find the words you want to write?
- How do you prepare for a performance/prepare a message to an e-pal?

Analyse what they need to know in order to carry out a task

- How can you improve your pronunciation?
- What words, phrases and sentences do you need when preparing a presentation?
- How will you find/remember them?

Use knowledge of English or other languages to help learning and understanding

- Listen and look for words which are similar and different in other languages
- Draw on knowledge of word classes, letters and letter strings
- Use knowledge of sentence structure when reading or creating a new sentence in the target language.

Direct all their attention to what they need in order to understand a spoken or written text

- Listen out for specific words or phrases, ignoring those they do not know or need.

Communicating: understanding and being understood

Children:

Use gesture or mime to show they understand

- Make up a mime to go with classroom instructions, e.g. hand to ear for listen, finger on lips for quiet, raise head to look.

Recognise words which the teacher mouths silently

- Play a team game in which members must guess what the teacher, or another child, is mouthing; use body language to help understanding.

Ask someone to clarify or repeat

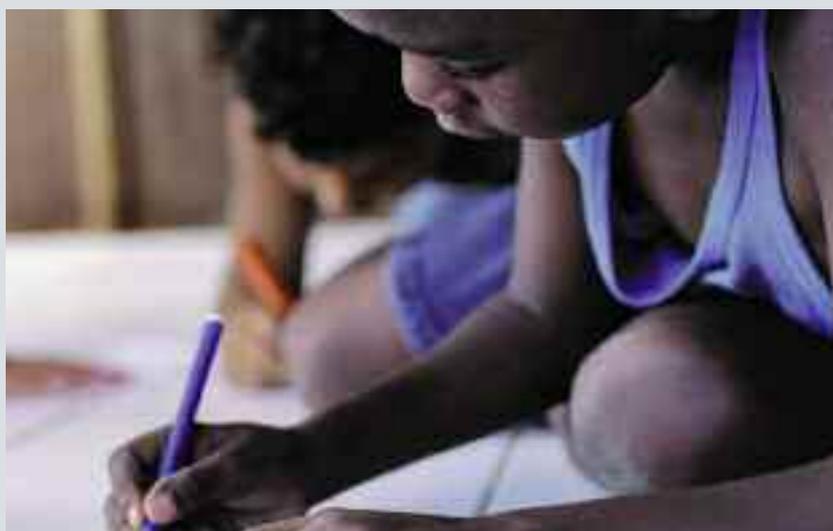
- Learn to ask someone to repeat and to say that they do not understand
- Look at the face of the person speaking and listen attentively
- Try to understand someone when looking at their face and then when they have turned away.

Use grammatical knowledge to help understand someone speaking

- Recognise a personal pronoun to help understand who someone is talking about; recognising a tense in a story helps distinguish past, present and future actions.

Pick out key words when listening

- Count how many times they hear a particular word or phrase in a song.



Practising language

Children:

Practise saying new words under their breath

- Have the opportunity to practise new words under their breath in pairs and groups; put up their hands when ready to say the words aloud.

Practise saying words aloud

- Privately or with a friend; record on audiotape; make a pretend telephone call.

Record themselves

- Make an audio recording in order to hear whether pronunciation is good.

Repeat words rhythmically

- Clap out syllables; say words to a beat/as a rap.

Practise with a friend

- Collaborate to devise role-plays; memorise words and phrases, testing each other; make up telephone conversations.

Answer in their heads questions asked to other people

- Give themselves a point if they can do it correctly.

Try to use the language outside of the classroom

- Say something in the language to someone in the school or at home.

Write down words, phrases and sentences

- Write down words to practise spelling; write words, phrases and sentences to make new meanings.

Memorising

Children:

Use a physical response

- Relate new language to a direct physical action.

Use a mental association to help to remember words

- Think of something funny to remind them of words, such as an action related to the sound.

Remember rhyming words

- Say a rhyme/sing a song and learn the rhyming words.

Say words to a rhythm

- Days of the week.

Play games to help to remember

- True or false/Bingo/Noughts and Crosses/Pelmanism (matching pictures and words).

Read and memorise words

- Read words aloud, read them again in silence, turn over/cover and test themselves or a friend.

Learn a short text by gradually blocking out the words

- Learn a short poem, rhyme or story by heart, by gradually blocking out the words.

Compare techniques for memorising words

- Learn several words in a given time; make up a rhyme, story; look and turn over; reflect on techniques which help them remember words.
- Use a range of spelling strategies as appropriate.

Analyse and compare language in English and another language(s)

- Using parts/spelling of a known English word to help to remember a new word.

Write things down

- Write words, phrases and sentences in order to remember them.

Applying prior knowledge

Children:

Apply previous knowledge and clues to help understanding

- Use intonation, tone of voice, pictures, word families and context to help them understand spoken and written language.

Decode and make meaning based on previous knowledge, language and other cues

- Looking at pictures, gestures, body language, grammatical knowledge.

Sort words into categories

- Put words into topic boxes/piles; put noun/adjective/verb into correct boxes/piles; underline familiar words or parts of speech.

Apply known rules when creating new language

- Remember the rules for using verbs/forming negatives/using he and she, and use them to understand when listening and reading, as well as when creating new language.

Integrate new language into previously learnt language

- Use verbs and nouns in a growing range of contexts; use familiar nouns with a new verb.

Pronounce/read aloud unknown words

- Read aloud unknown words by applying rules of the sound/spelling system they have learned.

Use the context of what they see/read to determine some of the meaning

- Watch a video/read extracts from a magazine and pick out general information such as a recipe, weather forecast/TV programmes; use body language to convey and interpret meaning.

Use a word or phrase known in one context or topic in a different topic or context

- Use the verb to have in the topic of pets or the topic of family; use nouns and adjectives with a range of verbs.

Dictionary skills

Examples:

Learn why there are two parts to a bilingual dictionary

Examine a bilingual dictionary and look for clues; e.g. coloured line through the centre, and discuss why there are two separate halves. In groups, children practise finding initial letters quickly by opening the dictionary in the middle of one half.

Put words in dictionary order using the first letter of the word and then the first and second letters of the word

At the front of the class children hold cards showing their names or words from a familiar topic. Other children organise them alphabetically. Choose words beginning with the same initial letter, then words beginning with different initial letters, then words with the same initial letter and different second letters. Finally choose any selection of words.

Use a dictionary to look up spellings

Demonstrate strategies for working out possible spellings so that children have something to look up in a dictionary.

Begin to use a dictionary to find the meaning of new words

Use monolingual and bilingual dictionaries to explore meaning and word class.