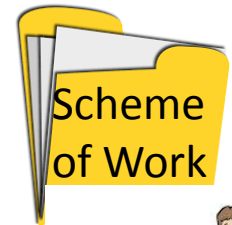
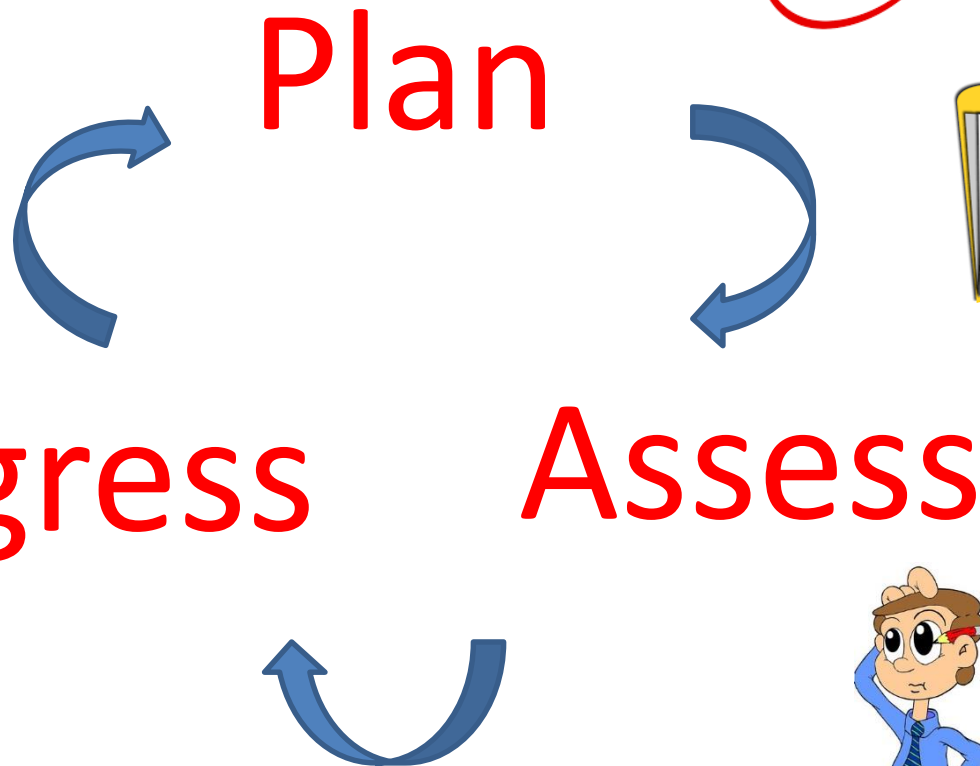


ALL Language World Conference

Rugby 2016

Sue Cave



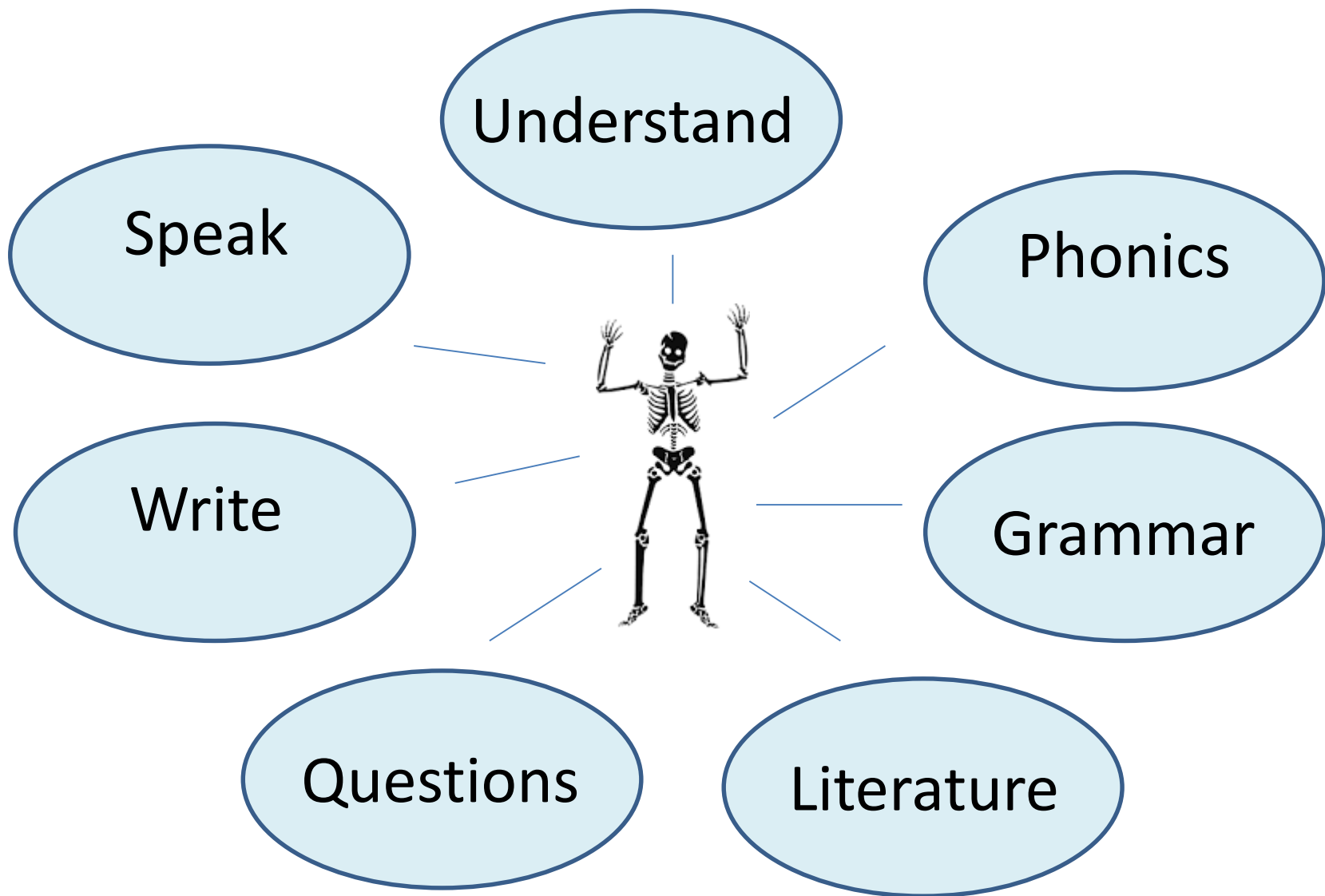
Objectives

- Examine the progressive steps of language development in Key Stage 2 in relation to the Programme of Study
- Consider a method of monitoring and recording this progress



Aims of Programme of Study for Languages

- Understand and respond to **spoken** and **written** language from a variety of **authentic sources**
- **Speak** with increasing **confidence, fluency and spontaneity**, finding ways of communicating what they want to say, including through discussion and **asking questions**, and continually improving the accuracy of their **pronunciation and intonation**
- Can **write** at varying length, for different purposes and audiences, using a variety of **grammatical structures** that they have learnt
- Discover and develop an **appreciation of a range of writing** in the language studied



Speak and Listen
Understand

Questions – Phonics - Grammar

Read and Write
Understand

Questions – Phonics - Grammar



Dictionary Skills

Sentence Building

Literature

Songs, stories and rhymes



Speak and Listen
Understand
Questions – Phonics - Grammar



Sentence Building

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences*

* 2 targets combined



Read and Write
Understand
Questions – Phonics - Grammar



Sentence Building

Dictionary Skills

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly



Literature

Songs, stories and rhymes

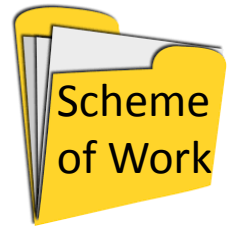
- Appreciate stories, songs, poems and rhymes in the language

Grammar

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English



Selecting a scheme of work



Are there opportunities to:

- Speak, listen, read and write
- Develop phonic knowledge - systematic teaching of letters and sounds
- Build and manipulate sentences, including questions
- Teach grammar
- Develop dictionary skills
- Appreciate literature
- Develop cultural awareness



Breaking down the targets



Suggested Learning Objectives in 4 stages
www.cavelanguages.co.uk 2015

KEY STAGE 2 MPL
 Attainment Targets

A				B SPEAKING AND LISTENING				C				D SONGS, STORIES AND RHYMES				E READING AND WRITING				F				GRAMMAR			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Repeat words, modelled by a teacher, listen and show understanding of single words through physical responses.				Listen and show understanding of short phrases through physical responses.				Listen and show understanding of more complex familiar phrases and sentences.				Listen and show understanding of more complex sentences containing familiar words and give with unfamiliar words.				Listen and identify rhyming words and particular sounds in songs and rhymes.				Listen and identify words in songs and rhymes and demonstrate understanding.				Follow the text of familiar rhymes and songs identifying the meaning of words.			
Follow the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.				Recognise a familiar question and respond with a simple rehearsed response.				Ask and answer several simple and familiar questions with a rehearsed response.				Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.				Engage in a short conversation using familiar questions and express opinions.				Name objects and actions and link words with a connective in a simple rehearsed statement.				Use familiar vocabulary to say simple sentences to give information using a language scaffold.			
Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.				Manipulate familiar language to present their own ideas and information in more complex sentences.				Join in with actions to accompany familiar songs, stories and rhymes.				Say a simple rhyme from memory; join in with words of a song or storytelling.				Follow the simple text of a familiar song or story and sing or read aloud.				Identify individual sounds in words and pronounce accurately; start to recognise the sounds of some letter strings.				Read and recognise some letter strings in familiar words and pronounce when prompted, observing short letter rules.			
Read and pronounce familiar words accurately using knowledge of letter strings, observing short letter rules.				Pronounce unfamiliar words in a sentence using knowledge of letter strings, listen and show letter rules.				Read and show understanding of simple familiar phrases and short sentences.				Read and show understanding of a complex sentence using familiar language.				Read and show understanding of a series of complex sentences using familiar language.				Use strategies for memorising and decoding new vocabulary; be familiar with the layout of a bilingual dictionary.				Use a bilingual dictionary to find the plural form and gender of a noun for the, the, the, the and indefinite articles.			
Describe a simple unfamiliar situation; generalise knowledge, content or a bilingual dictionary.				Write and say simple familiar words to describe people, places, things and actions using a model.				Write and say a simple phrase to describe people, places, things and actions using a language scaffold.				Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.				Write and say a complex sentence manipulating familiar language; using a dictionary for new language.				Write simple familiar words from memory with understandable accuracy.				Write simple familiar short phrases from memory with understandable accuracy.			
Write familiar complex sentences from memory with understandable accuracy.				Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.				Name a noun, adjective, verb, adverb, conjunction in the language being studied.				Use the 1 st and 2 nd person pronouns with a verb.				Demonstrate understanding of the singular and plural forms of indefinite nouns. Use verbs in the 1 st and 2 nd person.				Use positive and negative sentences with an adverbial of place. Be aware of the position of most adjectives.				Be aware of the different forms of the definite and indefinite articles. Recognise that adjectives agree with nouns.			
Recognise the pattern of high frequency verb endings with other pronouns and the use of adverbs.				Demonstrate understanding of the above by building a complex sentence with understandable accuracy using nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions.																							



Language Progression



- Year 3 - sounds, words, simple sentence
- Year 4 - short sentences and question patterns
- Year 5 - more complex sentences and questions
- Year 6 - initiating and manipulating language



Primary French – Progress Monitoring Sheet

Download from <http://www.cavelanguages.co.uk/sharing-good-practice>



Teaching and Assessing Progress

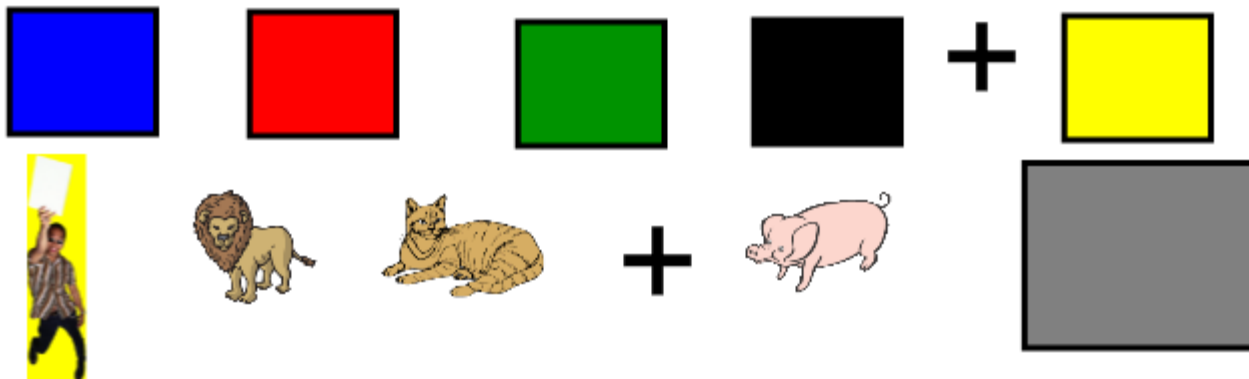
Every teaching and learning activity is an opportunity to assess progress



Listening and Speaking

- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 1 - Year 3 - name objects and actions and link words with a connective in a simple rehearsed statement





Listening and Speaking

- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 2 - Year 4 - use familiar vocabulary to say simple sentences to give information using a language scaffold



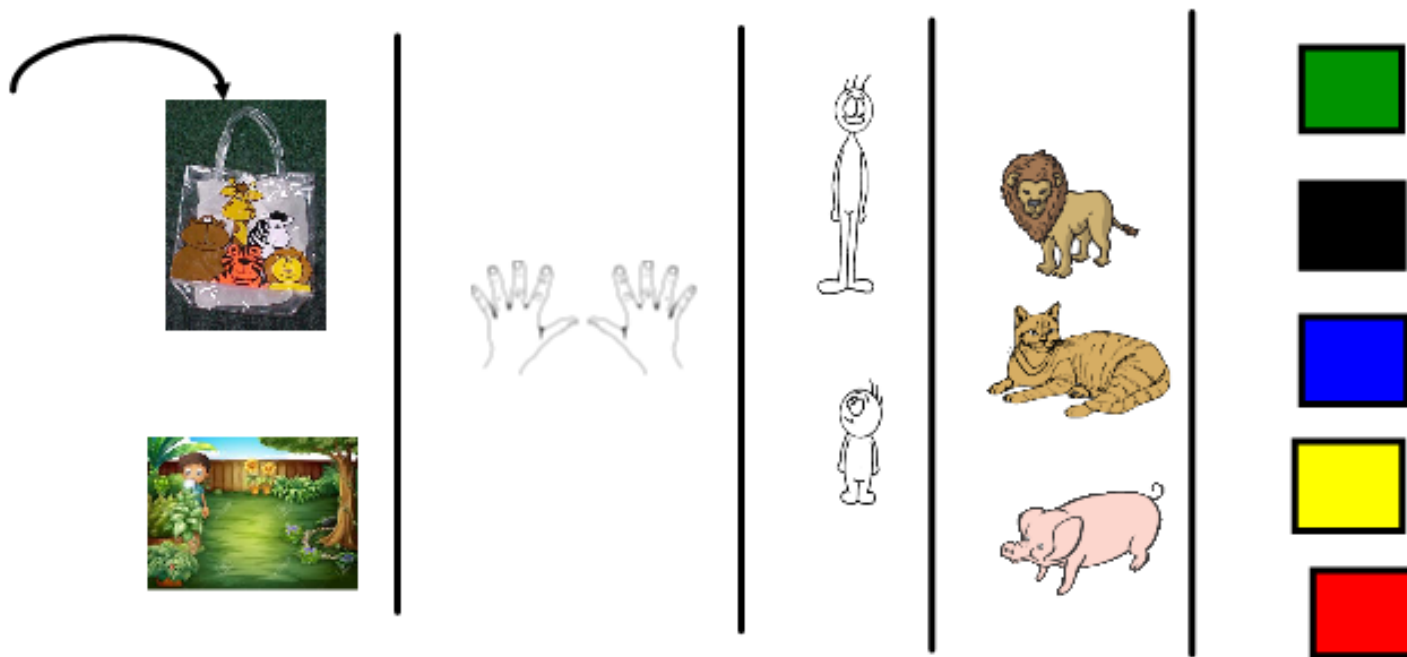


Listening and Speaking



- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 3 - Year 5 - use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold





Listening and Speaking



- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 4 - Year 6 - manipulate familiar language to present their own ideas and information in more complex sentences





Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 1 - Year 3 - write and say familiar words to describe people, places and things using a model

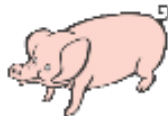
Voici



un lion



un chat



un cochon

et



un mouton.



un chien.



un papillon.

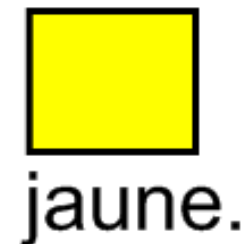
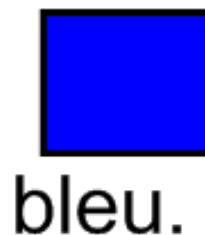
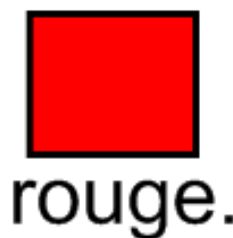


Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 2 - Year 4 - write and say a simple phrase to describe people, places, things and actions using a language scaffold



















Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 3 - Year 5 - write and say a more complex sentence to describe people, places, things and actions using a language scaffold

 Dans le sac	un	 grand	 lion  chat	 vert  noir  bleu  jaune  rouge	danse.  vole. 
 Dans le jardin	 petit	 cochon			



Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 4 - Year 6 - write and say a complex sentence manipulating familiar language, using a dictionary for new language

Ours brun, dis-moi.....

Change the animal and colour

Ours brun, ours brun dis-moi ce que tu vois?

Je vois un canard jaune qui regarde par ici!

Change the animal and colour
Maybe also add an extra adjective
e.g. petit / grand

Change the verb to:
saute / **nag**e / **vole** / **danse** etc.
Any verb which ends **-er** in the dictionary

Change the place e.g.
dans le sac / **dans le placard** /
dans ma chambre etc.





Grammatical Progression and Sentence Building

Year 3 - Voici un cochon et une souris.

Year 4 - C'est un cochon rose.

Year 5 - Dans le sac un grand cochon rose danse.

Year 6 - Je vois un grand cochon rose qui danse dans le jardin.

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; **how to apply these, for instance, to build sentences; and how these differ from or are similar to English**



Systematic Teaching of Letters and Sounds



Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- Teach the sounds
- Blend the sounds and practise its meaning
- Practise the letters for the sounds
- Spell the word, recognise and read aloud
- Use the word in a sentence



r



ou



ge



rouge

C'est un petit oiseau rouge.





Systematic Teaching of Letters and Sounds



Year 3 - Identify individual sounds in words and pronounce accurately; start to recognise the sounds of some letter strings



Phonic bingo

Year 4 - Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules

1 2 3 4 5 6 — — — — — — — — — — Phonic hangman



Systematic Teaching of Letters and Sounds



Year 5 - Read and pronounce familiar words accurately using knowledge of letter strings sounds; observing silent letter rules



Running dictation

Year 6 - Pronounce unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules

Opportunities to read aloud from unfamiliar songs, stories and rhymes to develop confidence






Developing Dictionary Skills




Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, **including using a dictionary**

Year 3 - be familiar with the layout of a bi-lingual dictionary



French at the Front
Find the meanings of **French** words at the **front** of the dictionary.



English at the End
Find the meanings of **English** words at the **end** of the dictionary.

Year 4 - use a bi-lingual dictionary to find the meaning of a word or its translation

- Un pinceau
- Un livre
- Un trombone
- Une trousse
- Deux règles
- Une chaussure



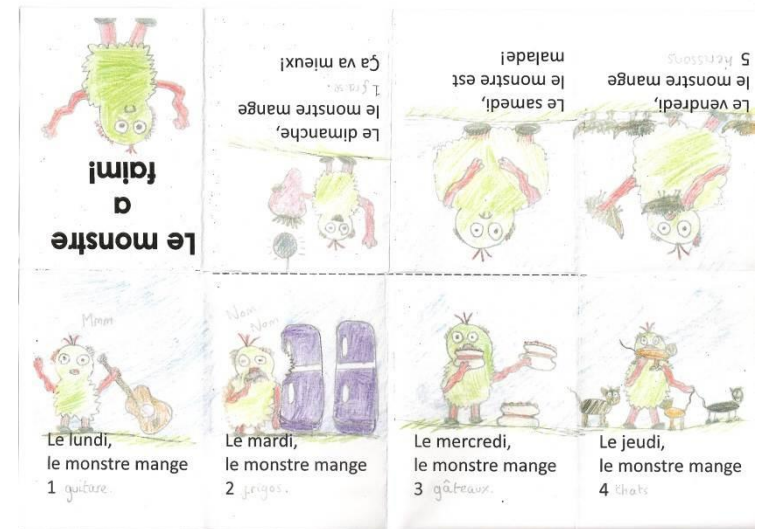


Developing Dictionary Skills



Year 5 - use a bi-lingual dictionary to find the plural form and gender of a noun for the definite and indefinite article

Create a mini-book in the style of the hungry caterpillar



Year 6 - decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary

Adapt a story to create own version





An example of a Year 6 classroom monitoring chart



..... Primary – 2015-16

Primary French – Progress Monitoring Sheet

CLASS – 6..		A				B				S/L				SS				A				B				C				R/W				D				E				G			
AME		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	1	2	2	3	3	4	4
AA		X	X	X		X	X			X	X	X		X	X	X		X	X	X		X	X	X		X	X	X		X	X	X	X	X	X	\		X	X						
YB		X	X	X		X	X			X	X	X	\	X	X	X	\	X	X	X		X	X	X	\	X	X	X		X	X	X	X	X	X	\		X	X						
MC		X	X	X		X				X	X			X	X	X		X	X	X		X	X	X		X	X	X		X	X	X	X	X	\		X	X							
LC		X	X	X		X	X			X	X	X		X	X	X	\	X	X	X		X	X	X		X	X	X		X	X	X	X	X	X		X	X							
TC		X	X	X		X	X			X	X	X		X	X	X		X	X	X		X	X	X		X	X	X		X	X	X	X	X	X		X	X							

X - Year 4

X - Year 5

X - Year 6

- Provides an overview of progress of each child
- Informs planning
- Can be completed whilst observing and teaching
- Provides a global view of attainment in conjunction with written evidence in workbooks



Programme of Study attainment target indicated in lesson plan



Learning Objectives

- Exposure to the sound of the language through text
- Develop sentence building
- Develop knowledge of letter and sound connections through reading and writing

Context

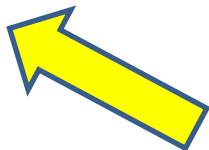
- Parts of body and story
- Masculine animal nouns
- Position of colour adjectives

Success Criteria

- Follow a text of a story Listen and identify parts of body
- Say where colour adjectives go in a sentence
- Say a sentence using a noun and a colour adjective
- Read aloud 3 masculine nouns
- Say why there is liaison with these words (some)

Assessment

- G
- SS
- R/W-a



Starter

- Objectives of lesson – slide 32
- Ask the chn if they recall the position of colour adjectives in a sentence – slide 33

Main

- Slide 34 - play audio ppt of 'Va t'en grand monstre vert'. Note the position of the colour adjectives. Do they recognise any of the parts of the body? This story is about how the mind can imagine a frightening monster but also can make it go away. Meanings in the attachments.
- Slide 35 – practise making a sentence with a noun and colour adjective and read in unison
- Slide 36 – predict on w/board the colour of the animal behind the box.
- Slide 37 – 3 more masculine nouns. Invite the chn to sound out the words then click and listen. Note the final 's' is sounded on this word. Can the chn say why the 'n' is sounded before these animals. Slide 38 – discuss liaison and the sounding of a final silent letter when followed by a vowel
- Slide 39 – practise saying aloud the sentences.

Differentiation

Support

- Print a copy of slide 30 as support for spelling

Challenge

- Recall position of colour adjectives

Resources

- Audio ppt – 'Va t'en grand monstre vert'(Attach)
- S/board files lessons 13-23

Weekly follow-up

- Listen to the story again

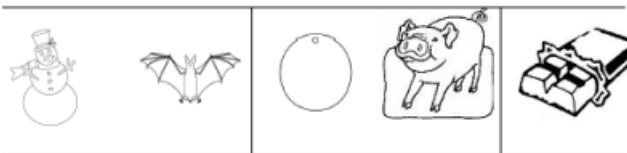


An example of a workbook page to provide evidence of writing words from memory and grammatical understanding

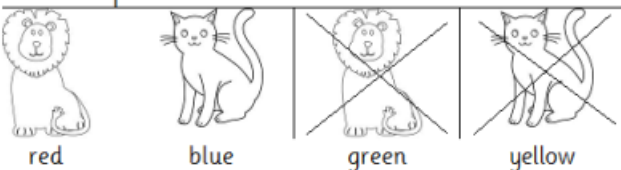


De mémoire

Ecris les couleurs.



Ecris une phrase – un animal et une couleur.



- Write words from memory and adapt these to create new sentences to express ideas clearly

Are you a language detective?
















- In French sentences, you put colour adjectives _____
- Silent final letters can be sounded when _____
- To make a sentence say not, you need to _____

An example of a workbook page in which the children self-assess their understanding; identify strategies for improvement; teacher responds with a comment

I can...

Colour the traffic light.
Red = you cannot do this at the moment.
Orange = you can do this quite well.
Green = you can do this well most of the time.



	<ul style="list-style-type: none">• Say what a noun's job is in a sentence		<ul style="list-style-type: none">• Say where colour adjectives go in a sentence
	<ul style="list-style-type: none">• Read a word and recognise if it is masculine		<ul style="list-style-type: none">• Say a sentence using 'it is', a noun and a colour
	<ul style="list-style-type: none">• Say what an adjective's job is		<ul style="list-style-type: none">• Write a sentence about the colour of an animal using a model
	<ul style="list-style-type: none">• Name some adjectives in French		<ul style="list-style-type: none">• Write some colour words from memory
	<ul style="list-style-type: none">• Listen and recognise some colour words		<ul style="list-style-type: none">• Write a sentence using 'it is' and 'it is not' from memory
	<ul style="list-style-type: none">• Read and recognise some colour words		<ul style="list-style-type: none">• Name some French speaking countries in Europe

To improve, I need to :

Teacher comment :



An example of a child's self-assessment and teacher comment

Colour the traffic light.
Red = you cannot do this at the moment.
Orange = you can do this quite well.
Green = you can do this well most of the time.

• Say how to make a noun plural

• Say the word for some

• Say 'these are'

• Listen and recognise if a sentence is singular or plural

• Say when silent letters can be sounded

• Select words to write a singular and plural sentence

• Write a plural sentence from memory

To improve, I need to:

I feel pretty confident about the french language
I could just say the words over and over again
up the stairs at bed time and in the toilet. 😊 - interesting idea.

Teacher comment:

You seem to have a good grasp of singular and plural nouns - well done!

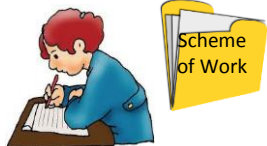
TEACHER: Madame Cave DATE: 3/2/16

www.cavelanguages.co.uk - Sue Cave 2016
CAVELANGUAGES2015





- Identify the targets of the KS2 Programme of Study



- Break down the targets into achievable objectives for each year group



- Use teaching and learning activities as a means to assess progress. Indicate in lesson plans the POS target



- Allow the children the opportunity to identify their successes and how to improve. Provide teacher feedback



- Celebrate success and identify the next steps



Sue Cave

Primary Language Specialist Teacher and Consultant



Cave Languages



www.cavelanguages.co.uk

sue@cavelanguages.co.uk