

# “Part three contents”

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# “ 1 Using the Framework as a planning tool ”

## A flying start – using the Framework as a planning tool

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## Introducing the Framework

*“By 2009/10, all primary children should have the opportunity of serious foreign language study over the four years of Key Stage 2.”*

*Piece by Piece – Languages in Primary Schools DfES 2004*

The teaching of primary languages makes a valuable contribution to the Every Child Matters agenda by introducing children to the languages and cultures of others. It helps create a situation in which children learn to respect the diversity of the society and of the world in which we live. They can with confidence and security develop a curiosity about languages and language learning. When learning a new language children are encouraged to reflect upon their own languages and cultures. The primary classroom provides an ideal setting in which to tackle sensitive and fundamental issues of identity and self-esteem, beliefs and traditions – all of which are part of the rich arena of primary languages teaching and learning.

The Key Stage 2 Framework for languages can be used as a basis for planning at all stages, as it indicates clearly how children can make progress in the key aspects of language learning, exemplified by the strands of the Framework.

### The Strands of the Framework

#### 3 core strands

Oracy

Literacy

Intercultural Understanding

#### 2 cross-cutting strands

Knowledge about language

Language Learning Strategies

## The Framework in action

An online training resource, the Primary Languages Training Zone, is available to support the introduction and development of primary languages in Key Stage 2. This can be found at [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

In this site there are separate areas for teachers, leaders and trainers. In the Leaders' Zone, colleagues, including headteachers, share solutions on how to address key issues and challenges in introducing and sustaining primary languages. In the Teachers' Zone, each teaching and learning sequence has its own 'think piece' for professional development, and for those who need to boost their confidence and ability in languages, there is a language support file which can be downloaded so that colleagues can improve their language skills. Trainers will be able to access training materials that can be used to support individual schools, small groups or large-scale in-service training events.

## How to fit it in

Time for discrete language work may be needed, but linking work in languages to other subjects is motivating and effective, as it provides a real purpose for learning, in a familiar subject.

It is beneficial to use a cross-curricular approach to teach languages. By integrating languages into everyday classroom work and routines, you will be able to maximise exposure to the language and make it relevant to the children.

A minimum of 60 minutes per week is needed for children to make progress, but this can be spread across the week. A 'little and often' approach is ideal as it enables children to recall languages and reinforce their understanding and skills at regular intervals. The time can be organised in different ways, for example:

- 15 minutes per day
- 3 x 20 minutes
- 2 x 30 minutes plus one shorter session of 10 minutes.

Through embedding and integration you can take full advantage of flexibility provided by the existing and planned freedoms within the curriculum to reinforce children's language learning in many ways across the school day.

*See section 3 Integrating Languages into the rest of the curriculum.*

## Use of the new language

You should provide as many opportunities as possible for children to hear and interact with the language.

A typical lesson might include:

- planned activities conducted in the language being learned
- planned routines e.g. classroom talk, instructions, praise, correction, routine greetings, birthdays.

Wherever possible and especially when working with a native speaker or subject specialist, you might use real events to stimulate some interaction in the new language, for example, incidental use of the new language in response to unpredictable events in the classroom e.g. the story of a new pet or a photo of the new baby.

The Internet can also be used as an instant resource to support language learning based on real events.

This helps children to realise that language learning is real and has value and relates directly to examples of Literacy planning and resourcing in the Primary Framework for Literacy and Mathematics.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

## How much language to use

Children are expected to use and respond to the language, and to use English only when necessary, for example, in Intercultural work, when comparing English and the language or when discussing a grammar point.

It is important for children to hear a good model of the language as often as possible. Language should be clearly and accurately spoken and repeated as often as possible. Children should be exposed to the new language before they are expected to use it themselves.

- **Teach children how to listen carefully and discriminate sounds, identify meaning and develop auditory awareness.**
- **Focus on correct pronunciation and intonation.** Children should learn correct pronunciation from the outset, copying a native speaker model whenever possible. Avoid the use of English sound approximations.
- **Give children enough time to think before speaking.** Teach strategies and some vocabulary for hesitation e.g. authentic sounds for hesitation, e.g. ‘Well...’.
- **Teach vocabulary which can be re-used every day from the outset** e.g. numbers, weather, days of the week, colours.

## Where to find models of spoken language

Children need to hear a range of different voices modelling the language, including native speakers. In order to present an authentic spoken model, make use of CDs, audio or videotapes, as well as visiting teachers such as foreign language assistants.

You could use:

- media resources such as audiotapes and CDs, CD-ROMs, video and DVD
- the Internet e.g. radio and television, online resources
- a video-conferencing link
- a foreign language assistant
- native-speaker children in the class
- parents, teaching assistants, visiting secondary teachers, teacher trainees on exchange programmes.

You can see examples of teaching in French, German, Spanish, Italian, Mandarin and Bengali and download transcripts of the language used from the Primary Languages Training Zone.

## How to use the guidance

All sections of the guidance provide detailed examples and commentary to support teachers in the key areas of planning, integrating languages with the rest of the curriculum, inclusion, progression in language learning, transition and continuity and record keeping and assessment.

We also provide advice on using the Framework in different contexts, in particular in small schools and with mixed age classes and on working with adults other than teachers, for example teaching assistants, to support language teaching and learning.

Throughout the guidance there are suggested online links to appropriate sources of support from agencies such as CILT, DCSF, QCDA and the British Council.

Links to other curriculum areas such as the Primary National Strategy are clearly marked. You may find it helpful for example to access the Primary Frameworks site.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/>

As you find your way through this guidance, along with Parts 1 and 2 of the Framework and other support materials it is worth remembering that:

*“The Framework is 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.”*



## Key documents and online links

The crucial areas of support that you will want to look at in order to support your planning are:

The Key Stage 2 Framework for Languages

<http://nationalstrategies.standards.dcsf.gov.uk/node/165705>

The CILT Primary Languages website [www.primarylanguages.org.uk](http://www.primarylanguages.org.uk)

QCDA schemes of work for French, German and Spanish at Key Stage 2

[www.qcda.gov.uk/11752.aspx](http://www.qcda.gov.uk/11752.aspx)

Specific references are given at appropriate points in all following sections.

Examples of activities for teaching a language with a non-roman script can be found on the CILT Primary Languages website – [www.primarylanguages.org.uk](http://www.primarylanguages.org.uk)





# “ 2 Seeing the whole picture ”

## Seeing the whole picture – planning

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## Long, medium and short-term planning

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. Those teachers already familiar with the examples of Literacy planning and resourcing from the Primary Framework for Literacy and Mathematics will recognise many parallels.

<http://nationalstrategies.standards.dcsf.gov.uk/node/18738>

The programme of work should reflect children's increasing maturity and motivate them to communicate and use language creatively and imaginatively. Themes should fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and Enjoyment: a strategy for primary schools.

<http://nationalstrategies.standards.dcsf.gov.uk/node/85063>

The Framework assumes that language learning will be included in the normal planning cycle of the school, building on effective primary practice.

Schools starting out with languages are free to consider what is appropriate for their pupils and what they can realistically provide.

The Framework provides a basis on which to plan for progression:

- from year to year
- within a year group
- across a mixed age class
- within each strand
- within lessons.

Planning should be at three levels:

- long-term (e.g. what is to be taught during the year)
- medium-term (e.g. how much will be covered each term, half-term or month)
- short-term (individual lessons).

Contexts for learning and links to other subjects can be identified in the long-term plan.

In the medium-term plan, it will be helpful to group together clusters of learning objectives to form detailed units of work. These should show appropriate challenge, variety and progression across strands.

Short-term planning will focus on the specific language and language learning skills to be taught. In the early stages you may find it helpful to write fairly full individual lesson plans, detailing whole class, group, pair and individual activities, and including any key vocabulary in the language. Having such plans easily to hand can boost your confidence and provide a useful and reassuring reference during the lesson.

There are numerous opportunities to make links between languages and other subjects. These links may suggest themes through which the learning objectives in the Framework can be taught. The Framework objectives refer to specific cross-curricular links which provide meaningful contexts through which to teach the learning objectives.

The Primary Languages Training Zone gives examples of cross curricular teaching and learning. This is discussed further in *Section 3 Integrating Languages into the rest of the Curriculum* [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

In this section we will look at:

- long-term planning
- medium-term planning
- short-term planning
- using a small amount of language in different ways
- presenting and practising language.

## Long-term planning

The long-term programme of work covers all subjects in a year group and is created in the context of an individual school's overall curriculum plans. Different schools approach this in different ways, shaping guidelines and frameworks to make them their own and to reflect the school's context and characteristics.

You will no doubt want to look at some possible approaches to planning based on well established primary practice in other areas of the curriculum.

In creating units of work based on the Framework you will of course benefit from collaborative planning and the shared expertise of specialists in all subjects. An excellent starting point is to read the 'At a Glance' pages for Years 3 – 6 from the Framework.

The next step is to refer closely to the cross-curricular links section.

At this point you can begin to identify potential links to other subjects and focus on the specific curricular links that will form the basis of your year's work.

The following exemplar units of work show how schools might plan for Year 3. They are of course suggestions. The flexible nature of the Framework means that schools are encouraged to create teaching units that deal with topics and content of particular interest and challenge to their classes.

### Year 3 Examples of Units of Work

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 3	Summer Half Term 4
Languages in Our Community	Where In The World?	What’s In A Name?	Rhymes and Songs	Living and Growing	In the Playground
Language diversity	Climate/Weather	Names	Traditional rhymes, songs, poems, finger rhymes	Crops and produce	Playground games and rhymes
Location of country/countries of foreign language	Verbs	Personal information e.g. age, description	Stories	Months and seasons	Classroom objects
Greetings, introductions and social conventions	Location of main towns	Colours	Days of the week	Numbers to 31	Buildings
Classroom commands	Compass points	Adjectives	Listen and look out for singular and plural nouns	Exercise	
	Personal information e.g. I live in...	Family members	Animals	Healthy food	
	Numbers to 10	Numbers to 20		Introduction of negatives	
	Clothes				

## Year 3 Long Term Overview

Making links with other curriculum subjects to form a coherent long term plan for Year 3

QCDA: refers to units in the QCDA Schemes of Work

Topic	MFL	History/ Geography	Science	DT	Art and design	Music	ICT	PSHE/ Citizenship
<b>Our community</b>	Languages in our community	Investigating our local area QCDA 6	Rocks and soils QCDA 3D		Can we change places? QCDA 3C	Exploring sound colours in towns QCDA 13	Combining text and graphics QCDA 3A	What are communities like? QCDA 5
<b>Near and far</b>	Where In The World...?	Weather around the world QCDA 7	Keeping warm QCDA 4C	Food containers QCDA 4A		Developing singing skills – songs from around the world QCDA 8	E-mail QCDA 3E	Saying no
<b>Portraits</b>	What's In A Name?	What was it like to live here in the past? QCDA 18	Light and shadows QCDA 3F		Portraying relationships QCDA 3A	Exploring descriptive sounds QCDA 9	Collecting and presenting information QCDA 4D	Friendships/ choices
<b>Rhythm and rhyme</b>	Rhymes and Songs	How life has changed since 1948? QCDA 13	Circuits and conductors QCDA 4F	Lighting it up QCDA 4E		Exploring rhythmic patterns QCDA 10	Manipulating sound QCDA 3B	People who help us QCDA 4
<b>The gardener</b>	Living and Growing	A Village in India QCDA 10	Helping plants grow well QCDA 3B	Sandwich snacks QCDA 3B		Exploring arrangements QCDA 11	Exploring simulations QCDA 3D	Keeping healthy
<b>Down our street</b>	In the Playground	What was it like for children during the second world war? QCDA 9	Characteristics materials QCDA 3C		Investigating pattern QCDA 3B	Exploring singing games QCDA 14	Introduction to databases QCDA 3C	That's not fair! QCDA 7



## Medium-term planning

When you have drawn up your long-term plan you can begin to break this down into shorter units of work. As for other curriculum areas your medium-term plans will include:

- **learning objectives** showing progression in the main strands of Oracy, Literacy and Intercultural Understanding
- **learning outcomes** – what children are expected to be able to do by the end of each unit of work in all strands
- **activities** to teach the learning objectives with explicit focus on Knowledge about Language and Learning Strategies with links to Literacy in English
- **links** to other subjects
- **opportunities to assess** whether children have achieved the learning outcomes
- **teaching approaches** which ensure that activities provide a range of whole class, group and individual work.

Once again the best starting point is to refer to the ‘At a Glance’ pages from Part 1 of the Framework for the year you are planning.

Follow this by reading through the Teaching Activities for the year you are planning.

Look across all five strands and identify links with objectives which support and reinforce each other.

At this stage you can begin to group together learning objectives to form detailed units of work which provide rich, varied and challenging themes and activities.

The following example, based on this approach, is of a medium-term plan for the second half of the autumn term in Year 3. Time allocation is 60 minutes per week, arranged in 4 x 15 minutes, so that children can reinforce learning through frequent practice and participation. It brings together a number of learning objectives from each of the 5 strands and suggests links to other curriculum areas.

You will find that some of the learning objectives in the Intercultural Understanding strand link well with objectives in Oracy and Literacy, whilst others might be taught outside the primary language session through subjects such as PSHE, geography and citizenship.



## Where in the world?

## Year 3 Autumn term second half-term

**Revise:** vocabulary for greetings, giving and asking names, greeting, location of country

**Learn:** weather phrases, about the weather of the country, polite form of address for adults

[illegible]

## Short-term planning

An ideal approach to language learning is to provide children every day with opportunities which allow them to explore and practise their growing skills in the new language they are learning. This could be listening and joining in with a familiar song, rhyme, poem, following classroom instructions and carrying out daily routines in the new language and using the context of other areas of the curriculum when opportunities arise.

As well as identifying opportunities for daily practice, children will need to take part in interactive multisensory sessions comprising discrete teaching and opportunities to practise and apply new learning. These sessions should take place at least once a week.

A short-term plan for such a discrete session should show:

- the structure and content of a lesson
- how learning can be reinforced throughout the week, e.g. during daily routines and in other subjects
- a list of the core language you will use. (You can download examples from the Primary Languages Training Zone [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx))
- information such as, resources and opportunities for differentiation and assessment.

You may find it helpful to refer to ‘Planning for a week: discrete teaching of phonics and further application across the curriculum’ in the electronic version of the Primary Framework for Literacy and Mathematics.

## Integrating the strands

The learning objectives of the Framework show how children can make progress in all of the strands in the course of four years.

The suggested Teaching Activities in the Framework provide suggestions of how to develop skill, knowledge and understanding in all strands.

### The Strands of the Framework

#### 3 core strands

Oracy  
Literacy  
Intercultural Understanding

#### 2 cross-cutting strands

Knowledge about language  
Language Learning Strategies

You should plan to integrate the strands and not necessarily use them in isolation. A typical lesson will include elements from several strands.

Schools should feel free to emphasise certain strands and certain objectives to fit in with their own aims, objectives and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years.

When planning lessons, you might, for example:

- look across the objectives for the 5 strands for a whole year
- choose objectives which fit naturally with work in other subjects
- select clusters of objectives which are linked and which fit with your existing aims, objectives and teaching resources.

## Examples of lesson planning

### Learning and using a new language – a short teaching sequence

An activity-based approach, which includes games, songs, and role-play provides a high level of intrinsic motivation and involvement.

Children enjoy joining in with non-verbal responses, such as miming, gestures, dance and actions, without necessarily joining in with speaking activities. They go on to join in with speaking when they are ready.

*“At first, all learning arises from physical action and the gathering of experience through the senses. Therefore, children learn best when activities engage many senses. Initially their attempts to communicate will be non-verbal.”*

*Primary Framework for Literacy and Mathematics*

See <http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

Songs, rhymes and actions enable children to listen, respond and repeat in a way which is enjoyable, teaches the rhythm of the language, is part of children's culture and helps memory and recall. The first of the following examples shows a range of teaching and learning activities and sequences that can be used to develop children's' progress in listening and speaking in the new language. You will see that there is no specific language content here but rather a range of activities and sequences that can be used in a variety of contexts. They are closely linked to the oracy learning objectives.

The second example describes 4 different 15 minute lessons. This time there is specific language content e.g. greetings, weather and clothes. The teaching and learning activities are aligned to specific objectives from the oracy, literacy and intercultural understanding strands with specific reference to the cross-cutting strands of language learning strategies and knowledge about language.

### Example 1 Short teaching sequence for beginners, demonstrating active learning and development of learning strategies

Learning Objectives: KS2 Framework for Languages	Teaching and learning sequence	Language Learning Strategies
O3.1	<ul style="list-style-type: none"> <li>Present a rhyme, song or story, demonstrating key vocabulary or structures using mime, actions, objects or pictures. Use a CD with native speaker voice, if possible</li> <li>Children listen and watch the actions, objects or pictures</li> </ul>	Look at the face of the person speaking
	<ul style="list-style-type: none"> <li>Present the language again</li> <li>Children then join in with the actions or point at the pictures, pick up objects etc</li> </ul>	Use mime or gesture to help understanding
	<ul style="list-style-type: none"> <li>Model key words or phrases from the rhyme, story or song</li> <li>Children respond with mime or action</li> </ul>	
O3.2	<ul style="list-style-type: none"> <li>Mouth some of the words or phrases silently</li> <li>Children guess the language</li> </ul>	Recognise words which the teacher mouths silently
	<ul style="list-style-type: none"> <li>Children perform actions and teacher guesses the language</li> </ul>	
	<ul style="list-style-type: none"> <li>Model key language again and children repeat</li> </ul>	Practise saying new words aloud
	<ul style="list-style-type: none"> <li>As a class, children join in saying the language and performing the actions</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher mimes and children join in, saying the words</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher says language in different moods, softly, loudly, slowly, quickly and children repeat</li> </ul>	
	<ul style="list-style-type: none"> <li>Children play the miming and guessing game in pairs</li> </ul>	
	<ul style="list-style-type: none"> <li>Extend the conversation by incorporating previously learnt language</li> </ul>	Practise with a friend

## Example 2 Four short lessons which reinforce children’s learning throughout the week.

This plan covers 60 minutes work in total, delivered in 4 x 15 minute lessons so that children can reinforce their learning frequently throughout the week.

KS2 FW for languages	Where in the world? Lesson one – Time: 4 x 15 minutes		
Learning outcomes	<ul style="list-style-type: none"> <li>greet others confidently using good intonation and pronunciation</li> <li>use the polite form of address when greeting adults</li> <li>know that weather conditions vary from place to place</li> <li>understand a few spoken weather phrases</li> </ul>		
Learning Objectives	Teaching and learning activities	Language Learning Strategies/KAL	Core language, Expectations and Outcomes
<b>O3.1</b> <b>O3.2</b> <b>O3.3</b>	<b>Part 1 – 15 minutes</b> <ul style="list-style-type: none"> <li>Walk round the class greeting children</li> <li>Mouth greetings silently and ask children to guess the greeting</li> <li>Children greet each other using finger puppets</li> <li>Model intonation and pronunciation of questions to ask names</li> <li>Children repeat</li> <li>Emphasise accurate intonation and pronunciation and practise</li> <li>Ask questions in different moods, softly, loudly, slowly, quickly</li> <li>Children repeat</li> <li>Children practise answering questions using different moods</li> <li>Walk round the room asking names.</li> <li>Listen to ‘names’ song and ask children to hold up name cards when they hear the question, What is your name?</li> </ul>	<b>Look at the face of the person speaking</b>  <b>Recognise words which the teacher mouths silently</b>  <b>Practise saying new words aloud</b>	<p>Most children should be able to communicate with others using simple words and phrases and short sentences</p> <p><b>Vocabulary</b></p> <p>Hello</p> <p>Good morning/Good afternoon</p> <p>How are you?</p> <p>What’s your name? My name is/I’m called</p> <p>Mr. Mrs. Miss</p> <p>It is raining</p> <p>It is sunny</p> <p>It is cold</p> <p>It is snowing</p> <p>It is hot</p>
<b>IU3.3</b> <b>O3.1</b> <b>O3.3</b> <b>L3.2</b> <b>L3.3</b>	<b>Part 2 – 15 minutes</b> <ul style="list-style-type: none"> <li>Revise the polite form of address for adults. Choose three children to take on the role of adult, using the titles Mr. Mrs. Miss, and practise greeting them. In pairs children prepare a role-play in which adults greet one another. Choose one or two pairs to perform role-plays to the class</li> <li>Write the written forms of address on board and discuss</li> <li>Children choose the name of a family member, celebrity or adult in the school and address an envelope of an imaginary letter</li> </ul>	<b>Practise wiith a friend</b>  <b>Recognise that the relationship between speakers can make a difference to the words used</b>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Finger puppets</li> <li>CD + CD player</li> <li>Name cards</li> <li>Blank envelopes</li> <li>Text cards with Mr. Mrs. Miss</li> <li>Worksheet with outline of clothes</li> <li>Mini-flashcards for weather symbols</li> <li>Classroom weather charts</li> </ul>

<sup>s</sup> Opportunities for differentiation

Example 2 Four short lessons which reinforce children’s learning throughout the week. (continued)

Learning Objectives	Teaching and learning activities	Language Learning Strategies/KAL	Core language, Expectations and Outcomes
IU3.2 L3.1 L3.3	<b>Part 3 – 15 minutes</b> <ul style="list-style-type: none"><li>Give out atlases and ask children to locate countries in which the language is spoken. A volunteer locates country/ies using an OHP. Another volunteer locates a country on a globe</li><li>Ask children to think about what the weather might be like in these places. Draw/write a list of the clothes they would pack if they were visiting a particular country in the summer. Children share their lists and give reasons for their choices</li><li>Compare weather in own locality and in different countries</li></ul>	<b>Practise wiith a friend</b>  <b>Recognise that the relationship between speakers can make a difference to the words used.</b>	<b>Portfolio and assessment opportunities</b> I can... <ul style="list-style-type: none"><li>understand a few familiar spoken words and phrases.</li><li>say/repeat a few words and short, simple phrases</li><li>recognise and read out a few familiar words and phrases</li><li>write or copy simple words or symbols</li></ul> <b>Show me</b> <ul style="list-style-type: none"><li>Listen carefully and choose correct weather symbol</li><li>Recognise words which the teacher mouths</li></ul> <b>Role-plays</b> <ul style="list-style-type: none"><li>Ask and give name with good intonation and pronunciation</li><li>Greet an adult</li></ul> <b>Written work</b> <ul style="list-style-type: none"><li>Address an envelope correctly</li><li>Prepare a list of clothes</li></ul> <b>Intercultural Understanding</b> <ul style="list-style-type: none"><li>Use a map and find a country where the language I am learning is spoken</li><li>Give sensible reasons for choice of clothes relating to weather</li></ul>
O3.4 IU3.4	<b>Part 4 – 15 minutes</b> <ul style="list-style-type: none"><li>Introduce weather phrases using flashcards showing weather symbols. Pin flashcards up around the classroom</li><li>Call out a phrase and ask children to point to a correct picture. In groups, ask children to choose a miming action to match each phrase. Ask each group to show their best mime. Choose a mime from the groups for each weather phrase and practise</li><li>Play Simon says. Do any of the weather words sound similar to English words?</li><li>Give out individual mini-flashcards with weather symbols and play Show Me. When the children hear weather phrases, they choose the matching symbol or picture and hold it up</li><li>Show authentic daily weather charts and explain how a record can be made of the weather in the school's locality and in that of the partner school</li></ul> <div><div>s</div><b>Differentiation</b></div> <div><div>s</div><b>Vary questions to elicit differentiated responses:</b><ol style="list-style-type: none"><li>yes/no</li><li>one word answer</li><li>full sentence answer</li></ol></div> <div><div>s</div><b>Addressing envelopes</b><p>Have text cards with polite forms of address ready for children to use as models</p></div> <div><div>s</div><b>Clothes list</b><ul style="list-style-type: none"><li>colour a selection of clothes already drawn</li><li>draw clothes</li><li>draw clothes and label</li></ul></div> <div><div>s</div><b>Weather phrases</b><p>less confident children work in pairs or groups with those who are more confident</p></div>	<b>Use mime or gesture to help understanding.</b>  <b>Play games to help remember</b>	

s Opportunities for differentiation



## Using a small amount of language in different ways

One of the challenges for the teacher is to recycle language frequently and at the same time maintain children's enthusiasm, motivation and progress. The following teaching sequences are structured to make the most effective use of whole-class teaching, pair work or small group work. We suggest opportunities for using a small amount of language in many different ways, which allows the teacher and the children to be creative. The first 2 sessions of 15 minutes concentrate on teaching numbers 0 – 6 and only involve listening and speaking activities. For follow-up sessions we provide a range of further activities so that you can progress to introducing how to read and write the numbers and to using the numbers learned with a story or finger-rhyme. We suggest that you choose activities that you think are the most appropriate for your children and that you take account of other circumstances such as the space you are working in or the time of day that the session takes place

### Spotlight: number games

The teacher throws a beanbag and says a number, the child who catches it gives the correct consecutive number or the preceding one. Children form groups according to the number given by the teacher. Children stand when the teacher says an even number or sit when the number is odd.

## Counting from 0 to 6

**Overview:** children sit where they can clearly and easily see the mouth, face and body of the teacher. In order to provide a good model of pronunciation and intonation, the teacher might use TV, audio or ICT recordings to introduce or reinforce new language. Children:

- listen attentively and watch the mouth, face and body language of the speaker
- listen to particular sounds in the language and try to mimic the pronunciation
- echo the teacher's words firstly in chorus, and later individually
- use gesture or visual prompts as an aid to remembering the words
- recognise the new words in text form
- copy write some of the new words.

**Oracy and Literacy:** children develop the skill of listening attentively, watching the mouth, face and body of the speaker and echoing the words they hear firstly in chorus and then gradually on their own. They aim to pronounce the words accurately, following the model of the teacher or the native speaker model given on audio, video or ICT recordings. They link sound with meaning. They copy write some of the new words.

**Intercultural Understanding:** children notice similarities and differences between how the numbers are written as figures in both cultures. They use ICT to scan some of their maths work, and send by e-mail attachment to peers in their partner class in the country where the language they are learning is spoken. Similarities and differences are noticed and discussed.

**Knowledge about Language:** children notice similarities and differences between the sound and the written form of the words in English and in the target language.

**Previous experience:** In the Foundation Stage and Key Stage 1 children have listened and responded to sounds in English. Some children have experienced listening and responding to sounds and words in a foreign language, possibly through learning finger rhymes. Some children are bilingual and have experienced listening attentively and trying to pronounce new words. Children have knowledge of the concept of numbers in language.

**Resources:** single-sided number flashcards; video, audio or ICT recordings of the new vocabulary.

**Curriculum link:** Maths: Counting forwards or backwards in steps of one; counting forwards or backwards from a random number.

**Literacy:** revision and consolidation from Key Stage 1; identifying phonemes in speech and writing.



Teaching Sequence 1 (15 minutes)	Language Features
Hold up thumb, say <i>one</i> several times. Show children you want them to copy your hand gesture. Beckon to show you want them to repeat what you say.	Children copy each hand gesture and echo the matching word (in chorus).
Say the word using a variety of facial and vocal expression, e.g. happy, sad, angry, bored, shy, scared, sleepy, pompous. Vary the dynamics of the voice, from a whisper to a loud call.	Children copy the gesture, vocal and facial expression and echo the word.
Repeat activities introducing <i>two</i> (hold up thumb and index finger), <i>three</i> (hold up thumb, index and middle finger) and so on and <i>nought</i> (fold arms).	Children copy the gestures and echo the words.
Count from <i>nought</i> to <i>six</i> forwards, backwards; say the words randomly, always supported by the matching hand gesture.	Children count forwards and backwards in time with you; children match your hand gestures and echo your words.
Bounce a soft ball on the floor. On each bounce say the numbers in sequence: 0 – 1 – 2 – 3 – 2 – 1 – 0 etc.	Children count forwards and backwards with you, chorusing each word on time with the bouncing of the ball.
Fit the new words into a well-known tune. Sing the song, supported by matching hand gestures.	Children sing the song, matching the hand gestures to the words.
Play ‘Number Statues’ if access to a playground or large hall is available. When you call out ‘0’, children stand in isolation with arms folded; ‘1’, children stand in isolation with arms unfolded; ‘2’, children stand in groups of two; ‘3’, children stand in groups of three.	Children listen carefully and respond with the appropriate physical action.

Teaching Sequence 2 (15 minutes)	Language Features
Repeat some of the previous activities to remind children of the new words.	
Play 'Only repeat if it's true'. Say a word and give a hand gesture which clearly indicates a number 0-6. Encourage the children to echo the word in chorus if the gesture correctly matches the word. If the word you say does not match the gesture you give, the children remain silent. Isolate any sounds contained in the new words, which some children might have difficulty in pronouncing.	Children listen and watch attentively. They echo the word in chorus and show the hand gesture if both match. If there is not a match the children remain silent.
Utter the sounds in isolation and encourage all children to echo what you say. Use a variety of voices and facial expression. For a perfect model of pronunciation use a native speaker from an audio or ICT recording.	Children echo the sounds in chorus and copy the vocal and facial expression.
Without saying the words, give the gestures which match nought, one, two three and so on and ask the children to say the matching word. Vary the speed at which you give the sequence of gestures, to control the speed at which the children are speaking in chorus.	Children look carefully at the gestures you give and in chorus say the word which matches each gesture.
Work on pronunciation and articulation by throwing a softball or beanbag to individual children. As you throw the ball, say any number. The child who catches the ball repeats what you have said and throws the ball back to you.	Children listen attentively. Children echo your word individually.
Mexican Wave, counting forwards and backwards in steps of one. Children seated in circle or standing around the edge of the classroom. Pass the soft ball, bean bag or cuddly toy around the circle.	Children pass the object around the circle. Each time the object is passed on, all children chorus the next number in the sequence, counting forwards or backwards in steps of one.

Teaching Sequence 2 (15 minutes)	Language Features
Allow children to practise in pairs or small groups.	Children repeat the above activity, passing an item from one to another in pairs or small groups, and speaking in turns.
Repeat Mexican Wave.	Children respond individually. Each time the object is passed on, the child receiving it says the next number in the sequence.



Follow-up activities to reinforce learning	Language Features
Play “Only repeat if it’s true” using the number flashcards.	Children echo words in chorus if the card matches what you have said. If there is not a match the children remain silent.
Show a number flashcard and ask, “What’s this?”	Children answer in chorus and individually.
Repeat above activity, but conceal almost the whole number to introduce an element of guesswork.	Children answer individually.
Play ‘Pelmanism’. Using two sets of flashcards, each set a different colour, place cards face down in middle of circle. Invite a child to come into the circle and turn over two cards, one of each colour. All children say numbers aloud in chorus. If child has a matching pair, cards are kept. If not, cards are replaced face down in same position. Repeat until all cards are matched. (Alternatively play on board using blu-tack).	Children say the number on each card (in chorus) as it is turned over. They try to remember the position of cards.
Attach flashcards to board, so that the numbers are not visible to the children. Point to a card, ask “What’s this?” using facial and body language to suggest the meaning of the question. Say “One, two three, four, five or six?” Children guess which number you are pointing to. With each guess, turn the card to show the number. If the guess is correct leave the card with the number showing, but if the guess is incorrect turn the card back. Gradually reveal all six cards. Jumble cards and play again.	Children guess the number on each card (taking individual turns).
Introduce the children to the numbers written as words. Repeat many of the listening, speaking and looking activities already used.	

Follow-up activities to reinforce learning	Language Features
Standing or sitting where the children can see you clearly, mime one of the new words. (Do not vocalise the word, but shape your mouth as if you are articulating the sound).	Children look carefully at the mouth and face of the speaker. In chorus, the children echo the word you have mimed, but they speak it aloud.
Play Bingo using cards with numbers shown as figures.	Children listen and cover the number with a counter.
Play Bingo using cards with numbers shown as words.	Children listen and cover the word with a counter.
Revise the words in text form. Display the words in text form where they are clearly visible in the classroom, for reference by the children.	
Using a finger, write a word either in the air or on a board or flipchart.	Children watch carefully and say the word they think you are “writing”.
Allow the children to practise the above activity in pairs or small groups.	Children watch carefully and say the word they think is being “written”.
Invite individual children to write words in the board (visibly).	Individual children write words on the board.
Provide an opportunity for the children to copy the new words onto paper.	Children copy-write the new words.
Present the same language (0-6) through video or ICT. Possibility of whole-class games through interactive whiteboard.	Children listen to the words spoken by a different voice (or variety of voices) and respond appropriately. Opportunities for whole-class reinforcement, and also individual work and consolidation through ICT.
<b>Extension and enrichment:</b> Read a story which incorporates numbers or counting.	Children listen attentively and respond with physical actions or by chorusing key words or phrases.
Teach a traditional finger rhyme, counting rhyme or song from the target language culture.	Children learn the rhyme or song and perform it from memory.



## Presenting and practising language

Primary teachers already use many excellent strategies for presenting and practising language. In the short-term lesson plans and in the section on using a small amount of language well, we have highlighted some ways of doing this e.g. “teacher says language in different moods, softly, loudly, slowly, quickly and children repeat”, page 19 (pullout) “work on pronunciation and articulation by throwing a softball or beanbag to individual children. As you throw the ball, say any number. The child who catches the ball repeats what you have said and throws the ball back to you”. See page 26.

The Key Stage 2 Framework contains a range of teaching activities designed to help children develop language and intercultural skills and understanding. You can select teaching activities or adapt them for your own classes.

In the Framework the activities are grouped by Year. Here are some key references to help your planning. Activities on these pages highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help you develop assessment for learning and teaching. The following are just a few of the examples chosen from the oracy, literacy and intercultural understanding strands from Part 1 of the Framework.

### Year 3 (Pages 23 – 30)

#### *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.**

### Year 4 (Pages 37- 42)

#### *O4.2 – Listen for specific words and phrases*

- **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.**

### Year 5 (Pages 49 – 54).

#### *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.**

### Year 6 (Pages 61 – 64).

#### *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.**



Many of the techniques are demonstrated on video clips on the Primary Languages Training Zone [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

From the home page click on *Training Zone* then on the Teachers' Zone.

Please select from the Themes by using the navigation bar on the left-hand side of the screen.

Look particularly at the sub-themes of *active learning* and *using the Key Stage 2 Framework*.

You may also find it helpful to refer to the teaching cycle for improving learning and teaching in the Primary Framework for Literacy and Mathematics. (See *the Primary Framework for Literacy and Mathematics, improving learning – the place of literacy and mathematics lessons* p.13 paragraph 3 and 4.)

## Summary

In this section we have considered:

- long-term, medium-term and short-term planning
- using the strands and objectives of the Framework
- using a small amount of language well and recycling language in a variety of ways to engage and sustain children's interest and motivation
- techniques for presenting and practising language.

Now that you are more familiar with the Framework you might want to use a similar planning process for other year groups. Here are some suggestions on how to consolidate your planning and build on what you have done in order to ensure year on year continuity and progression.

### For discussion

- Read through the long, medium and short-term plans. Discuss in small groups of three what these plans have in common and how they differ from plans you use or have seen used. Choose another theme from the Year 3 long-term plan and in pairs identify the links. List the Framework objectives this theme might be meeting.
- Look at the identified steps for O3.2. From the Teaching Activities on page 23 of the Framework match activities for each step. What other activities might you include?
- Choose an objective from Year 4 and identify the steps needed to achieve this objective.
- Look at the 'at a glance' page for Year 5 or Year 6. Choose an Oracy objective. Which objectives from Intercultural Understanding and Literacy link well to this objective?
- List examples of how teachers can effectively integrate language learning into daily routines.
- Now match these examples to Framework objectives.

## Spotlight : a multi-language model

**Key Stage 1 Languages** are: French, German and topic related opportunities to experience languages e.g. Russian and Japanese

**Key Stage 2 Languages** are: Spanish and Italian (Y3/4)  
French/German (Y5/6)

Oughtrington School have devised a Programme of Study for Language Learning over the last five years which is based upon the vision that all children in Key Stage 1 and 2 including Reception are provided with the experiences necessary to develop a love of languages and an interest in cultures, which will stay with them into their secondary years and beyond.

Children are encouraged to develop the listening and speaking skills to enable them to access, communicate in and understand other languages. The children are also introduced to the written word through the World of Books and are encouraged to discuss similarities and differences in languages focusing on the Key Stage 2 Framework objectives of KAL and LLS in all the languages they meet. The school embraces language learning as an integral part of the Primary Curriculum through Excellence and Enjoyment using role play areas, songs, puppets, games, drama and story telling, links with schools abroad and languages experienced across the curriculum. Activities are selected to suit the maturity of the children.

The majority of the planning for skill based progression and language teaching is delivered by a part-time specialist teacher across both Key Stages, delivering 30 minute language learning lessons based on themes that the class, year group or school has as a learning focus e.g. healthy eating. To extend the entitlement and to ensure sustainability, a teaching assistant teaches French in Reception and all staff support the languages teaching in their own classes.

## Using available schemes of work

Many schools and local authorities have already developed their own programmes of work for languages and teachers are working successfully with these. Schools will be able to cross-reference their schemes of work with the Learning Objectives of the Framework, in order to check progression in the Strands and to ensure they are covering all aspects of the Framework.

**The QCDA has published a scheme of work for Key Stage 2 languages (French, German and Spanish). This is based on the Key Stage 2 Framework for Languages. It is available at [www.qcda.gov.uk/11752.aspx](http://www.qcda.gov.uk/11752.aspx)**

# “ 3 Integrating languages into the rest of the curriculum ”

## Making the links – integrating languages into the rest of the curriculum

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The teaching and learning of a new language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning.

*“...languages should be integrated into the curriculum rather than being seen as a bolt-on extra.”*

*Piece by Piece – implementing the National Languages Strategy, DfES/CILT 2004*

The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others. This relates directly to the principles for teaching Literacy as detailed in the Primary Framework for Literacy and Mathematics.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

In this section we will consider:

- links between subjects
- integrating languages with the rest of the curriculum
- cross-curricular planning using the learning objectives
- building languages into a curricular plan for another subject.

The Framework will enable schools to build teaching plans and units, which deal with topics of real interest and relevance to children. 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*.

<http://nationalstrategies.standards.dcsf.gov.uk/node/88755>

The Framework’s objectives highlight many links with different subjects in the primary curriculum, providing opportunities to integrate work in languages with that of the rest of the school.

## Links between subjects

Effective integration into other areas of the curriculum helps to make cohesive links between subjects, which can raise teachers' and children's motivation, and makes better use of their time.

In addition to dedicated language sessions, teachers can use opportunities during the week to enable children to practise and apply their newly learnt skills. The curriculum offers opportunities throughout the day, planned or incidental, to reinforce language work, for example carrying out class routines.

### Daily Routine – St. Bede's Catholic Primary School

In this school, with Year 3 children in the very early stages of learning a language, the class teacher begins each day by taking the register in German.

The children have been taught to greet the teacher and each other and to choose their own reply when they hear their name. This simple routine puts language learning in a meaningful and memorable context, and helps to make language learning a normal part of the school curriculum.

Activities which enable children to hear and use languages for a real purpose can be motivating and lead to extensive use of the language throughout the day. Children look forward to hearing and using the language 'for real' as part of their daily routine.

Young learners need to practise language at regular and frequent intervals throughout the week. Using the language every day makes it easier to learn and remember, and reinforces and consolidates their learning. If lessons are held only once or twice a week, children may forget and teachers need to repeat work often.

Integrating the language into the school day is, therefore, a good use of time.

You might consider:

- linking with the teaching of aspects of e.g. literacy, numeracy, geography, PE, PSHE/citizenship and ICT
- planning languages as an integral part of the whole curriculum
- teaching some aspects of the Framework through other subjects
- using the language to teach parts of other subjects working towards a fully integrated approach where a subject such as geography is taught through the medium of a language other than English.

Teachers across the country have found many effective ways of integrating work in a new language with the rest of the curriculum, while reinforcing knowledge, skills and understanding developed in other subjects at the same time.

### Spotlight: ICT and PL – Hadley Wood School, London Borough of Enfield

In this school links are made between ICT and languages. Teachers provide motivating opportunities for integrating languages into the ICT curriculum by establishing e-mail links with partner schools as part of a Comenius project.

Links with ICT curriculum:

- children learn to use e-mail to send and receive messages – children e-mail in English and receive e-mails in the foreign language; they also learn that ICT can be used to organise, reorganise and develop their ideas
- children learn how to use a computer graphics package to explore and experiment with ideas to create Christmas cards for their ‘e-pals’
- children video role-plays in the foreign language to send to partner schools
- multi-media presentations – children prepare PowerPoint presentations to celebrate and share with parents their work on this project. They use text, images/digital photos and sound. They include information they have found on the Internet.

Links with other subjects can be highly productive and can help children to revisit work in different subjects thereby deepening their understanding. They can re-use and build on knowledge and skills which they have already been taught e.g. working with objectives similar to those in literacy a year or so earlier. These could include:

- using spelling strategies with which children are already familiar to help them remember key words in the new language
- deducing some grammar conventions by examining negatives in the two languages
- examining types of sentences and texts to see if they have the same format in both languages.

As you become more familiar with the learning objectives, you will build up a range of further opportunities that draw on your expertise in other curriculum areas. It will of course be important for you and your colleagues to share these strategies and techniques so that they become part of normal teaching and learning routines.

### Integrating languages with the rest of the curriculum

This may be a gradual process that takes account of your own increasing confidence in teaching the new language and of the challenges that new ways of working will present for the children. It is helpful to think about this incremental approach in the following way.

- At a basic level you can integrate aspects of the languages programme into your daily activities, e.g. greetings, praise, register, date, weather, familiar work in literacy and maths, ICT, PE and music.
- At a higher level you might teach aspects of the curriculum using the language, e.g. a dance or a game in PE, a song in music, making things in D&T, a new concept in maths, aspects of a country in geography.

- At an even higher level some schools have developed immersion programmes, teaching a whole subject using a language other than English, with good deal of success. This approach is known as Content and Language Integrated Learning (CLIL).

When considering how, when and where to integrate languages into other curriculum areas we suggest that you start by looking at some of the examples on the Primary Languages Training Zone.

[www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

There are good examples in the Teachers' section under the theme of **Embedding**.

Please select by using the navigation bar on the left-hand side of the screen. There are a number of clips under the sub-themes of daily routine and cross-curricular links. These include: taking the register, birthdays, physical stretches, number tennis and tapping, planets near and far.

You will see that the teachers shown all do this in different ways depending on their own confidence in the new language and the confidence and ability of their pupils.

The following table demonstrates some general ways of integrating languages into other curriculum areas. Once again we suggest that you look at and/or read about some examples of where teachers are already doing this either on the Primary Languages Training Zone or on the Teaching and Learning pages of the CILT Primary Languages website

[www.primarylanguages.org.uk/teaching\\_and\\_learning.aspx](http://www.primarylanguages.org.uk/teaching_and_learning.aspx)





## Opportunities to link languages with other subjects

**English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction e.g. word order; comparison of the foreign language and English or another language e.g. intonation, pronunciation, the alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, poetry, different text types, formation of complex sentences, drama.

**Mathematics:** counting, calculations, the time, the date, money, surveys, data collection, presentation and analysis.

**Science:** work on parts of the body, plants, animals, planets, life cycles.

**Geography:** work relating to the study of other countries, points of the compass, weather, climate, buildings, villages, towns and cities.

**History:** work relating to the study of other countries, family trees of famous people, important dates.

**ICT:** e-mailing schools abroad, materials from the Internet and satellite television, video and audio, presentation of data, word-processing.

**Music:** rhyme, rhythm, singing, composition, lyrics, world music and instruments, composers.

**PE:** physical responses to instructions in the language being learnt, dances and games from another country.

**PSHE and Citizenship:** awareness of children's own cultures, consideration of 'otherness', the multilingual society, knowledge of other countries, cultures and social conventions, feelings.

**RE:** international and multicultural work, celebration of festivals, storytelling, calendars, food, customs.

**Art:** colours, locations, descriptions of paintings, knowledge of artists.

## Cross-curricular planning using the learning objectives

You will see that the learning objectives offer a great deal of scope for links with other subjects, facilitating cross-curricular planning. For example, aspects of the Framework reinforce the curriculum content in citizenship, English, maths, PSHE and geography and could be taught through these subjects.

The links are with:

NC English

NC Music

NC Maths

NC PSHE

NC ICT

NC Geography

NC Art and Design

NC DT

NC History

National Numeracy Strategy

National Literacy Strategy

Speaking, listening, learning: working with children in Key Stage 1 & 2

What follows is an example of how you might identify cross-curricular links for Year 3.

Start by reading **Expectations and Outcomes** for Year 3, page 18 of the Framework.

Follow this by looking at the **At a Glance** for Year 3, page 19 of the Framework.

Now refer to the **Cross-curricular links** for Year 3.

You can now identify any **broad themes and areas** which might overlap or reinforce the curriculum.

Finally you might note any aspects of work which children have undertaken in previous years, which can be reinforced by work in languages for example work on numbers or sounds and rhythm.

## Examples of some cross-curricular links for Year 3

YEAR 3	Oracy	Literacy	Intercultural understanding	Knowledge about language
Geography NC 3b and 3f			Locate places  Identify similarities and differences between places	
<b>Primary Framework for Literacy and Mathematics: Literacy Strands</b> <b>1: Speaking, 2: Listening and responding, 5: Word recognition, 6: Word structure and spelling, 8: Engaging with and responding to texts</b>  <b>Speaking, listening, learning: working with children in Key Stages 1 and 2 Objectives 1, 2, 3, 4, 6</b>	Speak clearly and audibly with confidence and control  Listen with enjoyment to and respond to stories, songs, rhymes	Identify phonemes  Read some high frequency words  Link sound and letter pattern		Explore rhyme, alliteration and other sound patterns  Use knowledge of common letter strings, visual patterns and analogy
<b>Primary Framework for Literacy and Mathematics: Counting and Understanding number, Understanding Shape</b>	Counting  Position and movement  Compass directions			
Music NC 4a	Listen and recall sounds and rhythm			
PSHE NC 1b, 4b, 4f			Identify their own worth as individuals  Think about lives of others in different countries  Similarities and differences between people	
ICT NC 3a, 5a		Share and exchange information in a variety of forms	Work with a range of information sources and ICT tools	

## Building languages into a curricular plan for another subject

In order to develop your approaches to planning we suggest that with colleagues you may wish to follow these guidelines:

- choose a topic area you are about to teach in geography. Discuss ways in which aspects of the Framework might be introduced into some of the work.
- discuss ways in which you could work together on specific projects e.g. sharing work on wall displays or a particular theme.
- consider where you might make links between curriculum subjects and the Framework, e.g. specific topics in science such as healthy living; aspects of drama; paintings in art.
- make a list of cross-curricular activities under subject headings.
- identify key language words and phrases for teachers and for children.

### For discussion

Look at the suggested teaching plans for Mathematics and Geography on pages 43 and 44 of this section and then at the following statements. Which of these are reflected in the teaching plans? Can you think of other examples where languages teaching supports learning in other areas of the curriculum?

- **Building concepts** – when children meet the same or related information in different ways, it helps build concepts and also adds to the richness of their experience.
- **Providing opportunities for practising skills** – skills such as using tools carefully, skimming and scanning, and analysing data, which are taught in one subject or learning area, can be developed through purposeful use in other areas.
- **Assisting memory** – one of the ways memory develops is having opportunities to practise and use information in different contexts.
- **Providing opportunities for application of knowledge** – applying knowledge in new contexts involves children in higher order thinking skills, such as reasoning and problem solving.
- **Providing opportunities for learners to recognise and develop key aspects of learning** – looking for patterns and relationships, and problem-solving and reasoning, for example, can be applied across the curriculum.

You can select objectives from the Framework and arrange them to form coherent units of work to fit the attainments levels, interests and aptitudes of the class. While valuable links can certainly be made between languages and other subjects, you will of course need to ensure that the objectives set in the linked subject are also at the appropriate cognitive level for the age group of the children. Please refer to pages 3 and 4 of Section 2 – Long-, Medium- and Short-Term Planning for examples showing how schools might plan for Year 3.

*“However it is important when planning to remember that “learning is most likely to be enhanced when the links are clear and recognisable to the children”.”*

*Excellence & Enjoyment: Learning and Teaching in the Primary Years  
Designing Learning Opportunities (DfES, 2004)*



Curricular area: Mathematics

Point of entry: Pupils will have experienced:

In the curriculum area: experienced addition up to 7 simple subtraction sums in L1.

In the foreign language: counting 0 –7

Curricular objectives	Foreign language objectives	Teaching sequence	Resources
<p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>calculate simple subtraction sums</li> </ul>	<p><b>Teacher language</b>  <i>How many bears are on the rug?</i>  <i>One bear gets lost</i>  <i>How many bears are left?</i>  <i>7 minus 1 equals 6</i></p> <p><b>Pupil language</b>  <i>plus/minus</i>  <i>numbers 0–7</i></p>	<ul style="list-style-type: none"> <li>Whole class to count bears</li> <li>Teacher to scribe 7</li> <li>Teacher hides one bear; Teacher to model and say in L2 ‘7 bears minus 1 bear equals 6 bears’. Records on board or paper: <math>7-1 = 6</math></li> <li>Teacher to bring back hidden bear and begins again – taking 2/3/4/5/6/7 bears off the rug; Teacher asks pupils in L2 ‘How many bears are on the rug?’ Pupils respond in L2. Teacher then records written sums on board or paper</li> </ul>	<p>set of seven bears</p> <p>1 rug</p> <p>paper/board</p> <p>See Appendix p. 175</p>
<p><b>Suggestions for consolidation</b>  Repeat teaching sequence making bears disappear in random numbers e.g. <math>7-4=3</math>, <math>7-1=6</math>  Repeat for any number to consolidate conservation of numbers</p>			<p><b>Suggested links</b>  <b>Language:</b>  Bear Rhyme  Five current buns  Rabbits Rhyme</p>

Curricular Area: Geography			
Main objective of activity: To mark out and to read complex journeys on a map			
Point of entry: Pupils will have experienced:			
In the curriculum area: understanding and marking out a simple journey on a map			
In the foreign language: directions and food items			
Curricular objectives	Foreign language objectives	Teaching sequence	Resources
<b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>draw a map of a journey and follow it</li> </ul>	<b>Teacher language</b> <i>Right, left, straight on</i> <i>fish, apples, sausages, bread</i> <i>What have you got in your basket?</i> <i>I've got...</i>  <b>Pupil language</b> <i>Right, left, straight on</i> <i>fish, apples, sausages, bread</i> <i>I've got...</i>	<ul style="list-style-type: none"> <li>Position the four shops in parts of the classroom</li> <li>In groups of four, pupils draw the route by which allows each shop to be visited. Checking is done by the other pupils who must work out the order in which the food items have been bought</li> <li>Comparison of all the different routes selected by pupils, and selection of the shortest route</li> <li>The teacher describes a route orally and the children follow their plan. At the end of their journey they say what they have in their shopping basket</li> <li>This assessment can be done on a grid.</li> </ul>	Map/plan of the classroom for each child  Copy of map/plan for board.  Shop signs to place in classroom.  See Appendix p. 176
<b>Suggestions for consolidation</b> Mathematics in L1: Using positional language			<b>Suggested links</b> European Dimension Using money from another country

### Spotlight: Combining Languages, History and English – West Sussex

An exciting departure in language teaching in West Sussex is a scheme of work combining objectives in French, History and English.

The materials, designed for interactive whiteboard use, build strongly on prior learning in both English and History to give an exciting and meaningful context to foreign language learning in the primary years.

At the start, the children enjoy becoming ‘language detectives’, working on an unfamiliar text in French about a child who is evacuated during World War 2, looking for clues and piecing together the meaning of the text, using their previous knowledge and learning strategies.

They continue to follow the evacuated main character as he comes to terms with rural life, homesickness and meeting a pilot escaping from the wreckage of his aircraft.

There are considerable benefits in making links between subjects which enable children to re-use their knowledge in different contexts and reinforce their learning in both subjects. This integrated approach makes the course content stimulating, enjoyable and challenging, and an excellent way of engaging children at their level of maturity.

For further information go to

<http://wsgfl.westsussex.gov.uk/ccm/navigation/curriculum/modern-foreign-languages/key-stage-2/>





# “ 4 Inclusion – languages for all ”

## Inclusion – languages for all

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“66,666”

## Every Child Matters (ECM)

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Primary languages has a valuable contribution to make to the Every Child Matters (ECM) agenda. It is important that all children, including those with special educational needs, linguistically able children and children who are learning English as an additional language are integrated into language lessons and that their particular learning needs are fully supported.

The National Curriculum 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 pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

In this section we will consider:

- teaching and supporting children with Special Educational Needs
- identifying and supporting linguistically able children
- teaching and supporting pupils for whom English is an additional language.

## Teaching and supporting children with Special Educational Needs

Learning a language is of value to the majority of children with special educational needs. Experience has shown that these children enjoy their language learning experience and improve their overall achievement as a result. In particular children make progress in these areas:

- linguistic development
- social development
- cultural awareness
- self-esteem.

In this section you will find examples of pupils with different types of special educational needs and the ways in which they make progress in learning a new language and the impact that this has on other areas of their personal, social and educational development.

## Developing language skills

The Framework is designed to be used flexibly. The Learning Objectives in the 5 strands of learning include suggestions from which you can select and which you can adapt to meet the needs of your children. Some children in the class may need to spend more time on particular objectives than others. For example, in listening activities, some children need more repetition of phrases before they can answer, so it is important to bear that in mind when doing whole class activities.

One suggestion is that when reading a story in the new language in class and asking children to respond to sound patterns or words (**e.g. O3.2**), it can be useful to introduce some children to the book beforehand and read and discuss it, looking at the pictures, before reading it with the whole class. This gives children a chance to familiarise themselves with the book so that they can concentrate on responding to a particular word or phrase when they listen to the story again with the whole class.

Some Year 6 children may be working with objectives taken from Year 3 or 4.

### Look at the following objectives from Year 4 Oracy:

#### *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.

And then compare with objectives from Year 6 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 from memory or by reading aloud from text
- Develop a sketch, role-play or presentation and perform to the class or an assembly.

As with all other areas of the primary curriculum the class teacher will plan work that suits the needs and abilities of the children in the class. The whole class may be working on the same story or song or towards the same role-play but the teacher, who knows the children well, will have different expectations for what they can achieve and will use different strategies to get the best out of all learners without expecting them all to produce the same results at the same level.

The following Literacy objectives can be adapted in the same way.

#### **Year 4**

##### *4.1 – Read and understand a range of familiar written phrase*

- Match phrases and short sentences to pictures or themes.

##### *4.3 – Read some familiar words and phrases aloud and pronounce them accurately*

- Pronounce letter strings, words and phrases accurately with good pronunciation.

#### **Compare these with some objectives from Year 6**

##### *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.

##### *6.3 – Match sounds to sentences and paragraphs*

- Use punctuation to make a sentence make sense.

All children in the class may be working from time to time with authentic materials such as magazines, emails and the internet as these should not be a resource only for the more able. However, the teacher is the best judge in choosing the most appropriate level of material for particular children in their class and in matching the level of the objectives to the needs and abilities of individual children.

Learning even the rudiments of a new language enables children to extend and develop linguistically, and to demonstrate new skills. Examples of such development include improvement in pronunciation, progress in reading and listening skills, and growing awareness of language in general by providing opportunities to reinforce and revisit first language concepts. Evidence suggests that children can operate in a new language at the same conceptual and linguistic level as in their own language; this ease of transference promotes general linguistic development.

The following examples indicate how and when this might occur. The first makes the links with mathematics:

#### Spotlight: Warm-up maths

“When using French in a maths warm-up at the start of the daily maths lesson, it is clear that children are able to perform the same mathematical operations in their heads whilst using the new language. Work was differentiated just as it would be if working in English. The interesting thing was that the children actually seemed to be thinking more about their answers rather than trying to get there as quickly as possible. Using French certainly seemed to be a good way of consolidating mathematical skills and concepts, rather than confusing them.”

Other techniques in number work could include simple adding and subtracting, counting backwards, counting in 3s, counting in 5s and so on.

Links can also be made with science and can provide added support for learners in developing and reinforcing new concepts. This approach allows children who have special learning needs to go over “old” material in a new way without simply doing more of the same.

#### Spotlight: Materials and their properties

“When teaching materials and their properties in science, it was easy to work in the foreign language and build up simple sentences describing the properties of different materials, having introduced the key vocabulary. This was by no means a more simplistic concept than that which children would have been tackling in their first language, it simply meant that children needed the new vocabulary to be taught explicitly and then to see it in context. They were then happy to use the new language when testing different materials in groups.”

### Social development – providing a new context for communication and interaction

Communication activities in language learning require a degree of planned and conscious socialisation e.g. question and answer work, introducing and talking about oneself, working in pairs and groups. This can help develop social skills in addition to language skills. You may find it helpful to look at Objective **O4.2** for example – **listen for specific words and phrases**.

You will see that for some children the demands are challenging – they have to listen carefully, to demonstrate with a physical response that they are listening and sometimes look at the face of the person who is speaking. This could be the teacher or another child. All of these activities encourage children to join in as part of a group, to engage face to face with others and to behave with courtesy towards other adults and children.

### Spotlight: Enhancing social skills

Simon and Jasmine are pupils with special needs in the area of cognition and learning and both have very low self-esteem, which manifests itself in their interaction with others, among other things.

They found it very difficult to work in a group with others, as their listening skills were poor and they found turn-taking and listening to others a challenge. They both responded extremely well to language lessons from the outset. Whole class oral work gave them the support they needed to feel confident about new language production; both children began putting their hand up more frequently to answer questions and showed an increased confidence and focus in speaking and listening activities. This developed further when paired work using puppets was introduced. Jasmine in particular loved working with the puppets and although she was still shy of producing language on her own, the puppet gave her the support she needed to participate in simple paired conversation activities.

Both pupils improved their turn-taking skills immensely in these activities, as they understood that the exchange would be meaningless if they did not wait for a reply/to be asked a question. This improvement in listening and group work skills gradually began to show in other subjects as well.

Both pupils developed a much better understanding of the need to listen carefully to questions in order to provide an appropriate response and hold a meaningful conversation. Simon would begin each day with a bouncy ‘Ça va, Madame?’, listen to the reply and wait eagerly to be asked ‘Et toi, ça va?’’. This then gave him the opportunity to reply, with great drama, ‘Non, ça va mal!’’, in order to be given a sympathetic ‘Pauvre Simon!’’. This short interchange would not have happened in English previously.

### Developing awareness of other people and their cultures

Learning a new language brings children into contact with aspects of the culture of other countries. The practical nature of language courses may make this contact even more real, whether inside school e.g. on special days, or beyond the classroom, using the Internet, e-mail links, videoconferencing, school visits and exchanges abroad, links with schools in other countries. One headteacher of a special school comments that linking languages work to the international dimension in this way “makes the world a smaller place, but widens the world of our pupils. They are very interested in the lives of people in other countries and have shown such enthusiasm”.

In thinking about how to develop your International work to involve all children you may find the following links helpful:

[www.globalgateway.org.uk/Default.aspx?page=624](http://www.globalgateway.org.uk/Default.aspx?page=624)



## Self-esteem as an opening to learning

In the book *Modern Languages for All*, by Hilary McColl (Publisher: London: David Fulton, 2000 (Now a Routledge imprint), ISBN-13: 9781853466298) the author provides a number of case studies of children who may easily have been withdrawn from languages lessons but who actually made significant progress in other areas by being allowed to continue learning a language.

*“The real children described below would have been immeasurably poorer if they had been denied the opportunity to participate. Perhaps it is this above all which justifies their inclusion; if we cannot predict what advantage certain children might gain from exposure to foreign language learning, neither can we predict what advantages they might lose if we deny them the chance to try.”*

### Spotlight: Increasing self-esteem

Joshua finds reading in English a challenge and when given a choice of reading book he always opts for the book with the least words, as his confidence is low. He will often say “I can’t read that” or simply “I can’t read”. He also finds spelling difficult.

Reading in French therefore presents a challenge to him, but the structured and repetitive (without being boring, of course!) nature of the teaching and learning is a great support for him. The fact that words are introduced orally first and then shown in their written form also helps him to make the connection between sound and word. While other children may be reading whole sentences, or larger groups or lists of words, Joshua has more time to go over a smaller number of words. He greatly enjoys reading activities where words are presented in different ways, for example where the colour of the letters matches the colour of the word, e.g. *bleu*, and when words are presented as calligrams, i.e. they are written/drawn to look like the object or concept they describe. Joshua then consolidates his knowledge of these words when he has the chance to make the word he has read using plasticine or magnetic letters, or his own body – dancing the word, drawing the word with his finger on the back of a partner’s hand etc.

Activities using the interactive whiteboard (such as slowly revealing a word letter by letter, gap-fill activities and matching activities) are also very motivating for him and help him to consolidate his knowledge of each particular word. Joshua has needed to spend longer on consolidating his knowledge of certain words before moving on, but his evident pride in his work shone through when he said “I can read *French* now!” to his mum in the playground. He has also started to choose French books that have been read as a whole class when it is his turn to be in the book corner.

*“Joe was diagnosed as dyslexic a number of years ago and his mother wanted him to be withdrawn from French lessons on the grounds that “he can’t even read and write his own language properly”. Joe was dismayed. This was the only subject in which he was just as good as everyone else. He eventually persuaded his mother to let him continue.*

*Richard’s communication impairment made it difficult for him to track text across a page, but his teachers noticed that he had no difficulty reading lists of vocabulary in German and English. When they experimented with setting text for him in columns, his reading improved markedly as did his work in other subjects.*

*Since we can observe students of all abilities successfully learning foreign languages, it is difficult to avoid the conclusion that all of our students have a potential for foreign language learning and that, given the right opportunity, conditions and motivation, they can succeed.”*

## Strategies for support

The National Curriculum general guidelines for supporting children who have special educational needs set out some strategies to help teachers make languages more accessible. you could consider:

- using materials and resources that children can understand through sight, sound, touch, taste or smell, for example, learning about the culture of a country in a simulated multi-sensory environment
- organising a range of activities that simulate or represent aspects of a country
- providing help to observe, listen and understand features of a different country, its language, people and cultures
- giving first-hand experience of a spoken language
- providing opportunities to respond to spoken and written language in different ways, including ICT
- setting work in a variety of contexts
- encouraging an awareness of the wider world through stories or music in drama activities, for example, simulation of journeys incorporating changes in climate, soundscapes and environments
- encouraging support from adults or other children, but giving children space and freedom to do things for themselves and allowing them time to respond
- adapting tasks and environments to suit individual learners
- organising short teaching sessions and limiting new content to allow for shorter spans of concentration
- using items, such as puppets, mascots and objects, to add fun and elements of surprise to lessons, and action songs, games and rhymes to encourage a physical response.

Children who have special educational needs may need support in order to overcome potential barriers to their learning. They may require:

- support in learning to understand, read and write a new language, including the use of ICT
- alternative communication systems such as signing or symbols
- help in learning to distinguish between the sounds of a particular language
- help to develop their listening skills, access to individual tape-recorders and greater provision for lip-reading with a partner or individually with their teacher
- support to compensate for difficulties in seeing visual clues or gestures in conversational language.

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

Such equipment could include:

- an electronic speech machine into which you can programme key words and phrases
- tactile materials for shaping letters, numbers etc. – plasticine, clay, sand, magnetic letters
- visual resources (pictures, flashcards, interactive whiteboard, use of digital camera) to reinforce concepts and illustrate explanations, words etc
- voice-activated text programmes for children who need readers/scribes
- smart board programme that recognises letters and words written by computer pen and turns into type
- overlay for keyboard with pictures rather than letters.

And for visual impairment in particular:

- Hands-on shapes, raised surfaces, also voice-activated text.

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

- Using other ways of communicating than speech or writing (sometimes known as augmentative and alternative communication)
- Reducing the amount of written work and reading
- Giving pupils 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.

Some children may be unable to complete the requirements of the learning objectives, for example those related to Oracy if they are unable to communicate orally or have a hearing impairment, so assessment of progress should discount these aspects.

Guidance for teachers in developing children's listening and speaking skills in English can also be helpful in teaching a new language. We suggest that you read the DfES publications *Speaking, listening, learning: Working with children who have SEN (2005)*. In particular see *Watch your language; Progression in drama; Successful environments*  
<http://nationalstrategies.standards.dcsf.gov.uk/node/88356>

The following extract comes from a recent European Commission *SEN and Citizenship report* and outlines the social, cultural and educational reasons for teaching languages to all children. It encourages us to focus on the ability rather than the disability of the learner.

*“Proponents of limited provision would argue that in the SEN context, the learning of foreign languages can only be justified for those who have a reasonable chance of applying them at some point in their lives. These arguments are open to refutation in any context. They are vigorously opposed by those who consider that education should provide a preparation for life, and thus for predictable and unforeseen circumstances. Education should open up potential, not limit it. The foundations of good foreign language teaching practice rests on responding to the diverse learning styles of the individual. This applies to all learners, regardless of age, ability or disability.”*

*The foundations of good foreign language teaching practice rests on responding to the diverse learning styles of the individual. This applies to all learners, regardless of age, ability or disability.*

*The aim of teaching foreign languages to pupils with special needs goes beyond preparing him/her to have a specific level of communicative competence in order to use the target language in professional and personal life. SEN pupils can and do achieve high levels of foreign language competence, but there are those who do not. However, these lower level achievers are able to achieve other benefits, relating to personal and educational development, alongside possible modest linguistic achievement. To encourage a pupil to bypass foreign language learning because of low foreign language expectations is to deny him/her access to these benefits which link directly to European Citizenship.”*

*Special Educational Needs in Europe, the Teaching and Learning of Languages ‘Insights and Innovation’ European Commission Jan 2005.*

### Spotlight: Equal access to language learning opportunities

Children learning a new language have the same starting point as each other and consequently, this gives the children with special educational needs an opportunity to show what they can do.

A key principle of the Lancashire Pathfinder was that all pupils should have equal access to language learning opportunities. Evidence during the HMI visit to the Lancashire Pathfinder project showed “progress by lower attaining pupils and those with SEN is a particularly strong feature”.

Training courses have emphasised the need for inclusion and consequently promoted kinaesthetic methods. Teachers have been very creative in exploring a variety of methods to make language learning enjoyable and memorable.

## Identifying and supporting linguistically able children

Children who are gifted in languages are likely to:

- *have a natural feel for languages*  
they 'get it right' first time on a regular basis; they are quickly aware of the relationship between sound and spelling
- *pick up new language and structures quickly*  
they may have excellent aural and oral skills and may be able to identify key words at an early stage; they may also display exceptional quickness in memorising vocabulary and structures, both immediately and from one lesson to the next
- *have a strong desire to put language together by themselves*  
they apply what they have learned to new situations, adapting words and phrases and using them in a different context, often with humour
- *show creativity and imagination when using language*  
they often wish to extend what they have learned, not wishing simply to respond and imitate, but to initiate conversation and to create new language
- *make connections and classify words to help them learn more efficiently*  
they are able to recognise the grammatical function of words
- *have exceptional and sustained inner motivation for language learning*  
they may show or display an ability to work independently, without supervision, and to make effective use of reference material; they show an intense interest in the cultural features of the language being studied; some children may wish to share their knowledge with their peers.

## Strategies for support

Children who are gifted in languages need strategies for learning and coping independently. Children need to:

- develop their understanding of grammar so they can progress rapidly
- make use of challenging and authentic materials
- develop their cultural awareness
- build on their personal interests and become involved in the search for stimulating material, perhaps through information technology
- have contact with native speakers of the language
- develop the transfer of language across contexts
- take the initiative and cope with the unpredictable throughout a lesson.

In the sections on planning and progression there are examples of how to build support for linguistically more able children, based on some of these strategies, into regular lesson planning.

When teaching able linguists you might pay particular attention to children's accuracy, fluency and pronunciation, suggesting alternative ways of expressing ideas, to widen a child's repertoire.

Developing children's ability to reflect on their own learning can help them progress. Activities in another language can encourage children to reflect on their own thinking processes and language-learning strategies.

### For discussion

- Look through the suggested teaching activities for the Oracy objectives relating to one year group in the Key Stage 2 Framework for Languages
  - Which activities engage the children through a physical response?
  - What other aspects of multi-sensory learning can you identify?
- Discuss the ways in which a child with SEN could demonstrate new understanding in language learning.
- Do you agree with all the descriptors of linguistically able children? Share instances when you have identified more able linguists within a teaching and learning situation.
- Consider how the following objectives from the Key Stage 2 Framework for Languages could allow you to plan activities for linguistically able children.
  - O3.3 Perform simple communicative tasks using single words, phrases and short sentences.
  - O4.4 Ask and answer questions on several topics.
  - O5.4 Prepare a short presentation on a familiar topic.
  - O6.4 Use language confidently to initiate and sustain conversations and to tell stories.



## Languages for children learning English as an additional language

### Valuing Diversity and Challenging Racism

Language lessons provide a valuable opportunity not only to celebrate the languages and cultures of all children within the school but to draw on the considerable linguistic ability that many children who are learning English as an additional language already possess.

Good practice in language teaching includes activities which help children to value diversity and challenge racism. Teachers create opportunities that not only help children understand and appreciate aspects of cultural difference but also challenge and extend their perception of their own culture and of others.

*“Children need to understand: that different groups of people do things in different ways and that people are different in some ways but similar in others. They need to understand the way that different groups do things is always changing, that cultures are dynamic and that this variety applies to points of view and opinions as well as experiences and behaviour.”*

*PNS, Creating an inclusive learning culture, 2006*

[www.nationalstrategies.standards.dcsf.gov.uk/node/88272](http://www.nationalstrategies.standards.dcsf.gov.uk/node/88272)

Learning a new language is valuable for children who are learning EAL since the beginner in English has the advantage of knowing what it means to learn a new language.

EAL children have the potential to excel in the primary languages classroom. The resulting boost to status and self-esteem can result in benefits across the curriculum. Our EAL learners will already have a sophisticated level of knowledge about language, e.g., how different languages function in a social context. They may also have assimilated language learning strategies which they are able to apply to learning the new language. They will be at various stages of learning English and for some, the new language may be their fourth or fifth language. They may find pronunciation of the new language easier to hear and reproduce because they are able to make links with pronunciation in other languages and are aware of the importance of an authentic accent. By making use of the other languages spoken in the class, teachers are able to raise the status of the EAL children in the class.

#### Spotlight: Din's experience

Din already knew two languages, his own from home and English from school and in his local community. Learning a third was a satisfying and rewarding experience. His ear was attuned to listening for the sounds, phrases and the musicality of the new language, he was confident and eager to participate. Initial doubts as to three languages representing a burden soon vanished.



Languages lessons also reinforce literacy terminology and develop children's understanding of the relationship between phonemes and graphemes. They provide a great opportunity for EAL learners to achieve because the use of a common language, new to all, places them on a more equal footing with other children.

You can also use the expertise of the school's or Local Authority's specialist or Ethnic Minority Achievement teachers to help plan ways in which EAL learners can reach their maximum levels of attainment in languages.

The children will have different needs depending on a number of factors, including:

- their proficiency in English
- the number of languages they speak already
- their level of literacy in their first language(s)
- any previous experience of school
- their knowledge/awareness of previous language learning
- the amount of time spent in the UK/class
- the range of EAL children within one school or one class
- the levels of EAL support available within the school
- the level of support offered by parents/local community for language learning.

All of the above should be taken into account when considering the following strategies for support.

## Strategies for support

### Language skills

*Try to provide:*

- a supportive environment giving children the opportunity to experiment with language without fear of making mistakes. Modelling of the new language encourages children's confidence in speaking. Where a child may lack the confidence to risk saying anything in English, he or she may feel able to contribute uniquely in the classroom
- plenty of visual support. As the language is the main means of communication, lack of knowledge of English is not an issue
- opportunities to practise spelling in the new language as this can assist an EAL child's access to spelling in English
- support with the literacy terminology necessary to the lesson and a chance to use their knowledge of their first language to further strengthen their understanding
- access to simple first language/English and language/English dictionaries
- opportunities to record some work trilingually in order to further support understanding for children who have literacy skills in their first language.



## **Knowledge about language**

*Try to:*

- make maximum use of discussions, to include children from different language or cultural groups, about how different languages work, and encourage all children to use their knowledge to compare them
- provide support for children to access meaning when English and not the language is being used
- create opportunities to draw on children's first-language experiences by informing themselves about children's first languages and highlight similarities and differences between them.

## **Intercultural understanding**

*Try to provide particular support where:*

- a child may be totally immersed in an English-speaking environment at school but still may not feel included
- authentic texts or other resources may include cultural references which are unfamiliar to EAL children such as food, customs or geographical knowledge
- children's self-esteem needs to be developed. Children cannot benefit fully from their lessons unless social aspects of their learning are taken into account.

## **The Curriculum**

The National Curriculum guidance for languages and the Key Stage 2 Framework for Languages provide starting points for valuing diversity and challenging racism in the classroom. The QCDA statement for inclusion in languages describes how effective languages can be in making a significant contribution to children's ability to value diversity and challenge racism by providing opportunities for them to:

- discover that many different languages are spoken in a number of different countries and by people from different ethnic backgrounds
- recognise that understanding another language promotes appreciation of the speakers of that language and their culture
- learn that the ability to communicate with speakers of other languages can nurture mutual respect, tolerance and understanding
- appreciate that speakers of different languages may have beliefs, attitudes, behaviours and experiences of equal worth
- communicate in the new language and thereby learn the importance of listening carefully and conveying a clear message
- appreciate the effort required by speakers to communicate successfully in a language which is not their first language.

The statement sets out two principles that are essential to developing children's ability to value diversity and challenge racism:

- **Every language and all speakers of that language should be respected.**

Teachers need to encourage children to adapt their own linguistic identity when learning another language, making them aware of the plurality of languages and cultures and encouraging them to move away from an Anglo, Euro or ethnocentric perspective.

- **Developing cultural awareness is an integral part of learning another language.**

From the earliest stages of learning a new language, children can learn about the countries and communities where the language is spoken, their culture, traditions and way of life. Although the main focus may be on developing children's knowledge, skills and understanding in the new language, schemes of work should cover cultural aspects of the language studied and, where appropriate, different ethnic groups among native speakers.

### Spotlight: language of the month

'Language of the month' celebrates the different backgrounds of the school's pupils, encourages understanding of other cultures and gives the children an opportunity to communicate in a different language each month. The scheme introduces everyone at the school to some of the 40 languages spoken in the school community with children as young as 4 able to express themselves in different languages.

All 700 children, from the Nursery to Year 6, participate in the scheme, which highlights the value of all languages. Each month, one pupil becomes the 'language expert', recording words and phrases for everyone to learn and giving an insight into their culture. Each month teachers receive a resource pack with display materials, suggested activities and audio and video clips of basic words and phrases recorded by a pupil at the school and a family member.

Language of the month resources are now available on CD-ROM and via the school website inspiring other schools in the borough to follow suit. INSET sessions have been run for local colleagues looking to adopt the scheme and there has been interest from as far away as Denmark.

Our aim is to build on children's knowledge in their home language or languages to support their learning of other languages so that they themselves see the great advantages that being bilingual or multilingual brings to their lives.

#### Spotlight: HMI Inspection of MFL Key Stage 2 Pathfinder Initiative, Enfield LA, November 2004

"Overall pupils make very good progress in developing their knowledge and skills in PMFL and achieve particularly well in the early months of language learning. Strong progress is made by the following groups: bilingual pupils in their third or fourth language; pupils with special educational needs, including those in special settings; and higher attaining pupils. Pupils' listening skills are very well developed and their speaking is confident with accurate pronunciation and intonation. In a number of classes observed, pupils are developing a good sense of grammatical differences between English, the new language and – in some cases – their home or heritage language. Pupils' attitudes are very positive. They have a strong sense of the importance of language learning and value all opportunities to extend the range of languages learned."

*"We should not be in the business of making children forget what they know."*

*Professor Joe Lo Bianco, University of Melbourne*

#### For discussion

Look through the 'at a glance' sections of the Key stage 2 Framework for Languages and identify:

- opportunities to integrate the pupils' home language into the primary language classroom
- opportunities to celebrate language diversity
- how could you link these to other EAL strategies?
- how would you link these to other language teaching strategies?

### Spotlight: Involving Turkish speakers in peer mentoring

Churchfields School in Enfield teaches French to all pupils in Years 4, 5 and 6. It is a 3 form entry school. In addition the school decided to teach Turkish as part of their Pathfinder project. All Year 5 classes were taught Turkish as a modern foreign language. The MFL co-ordinator drew up an action plan and schemes of work, prepared resources and supported and monitored the work of the Turkish teacher.

A Turkish teacher without QTS, was appointed part-time as learning support assistant and part-time as a teacher of Turkish. She taught the three Year 5 classes once a fortnight and then prepared follow-up work for the class teachers to do to reinforce the learning. Both teachers took part in CPD for primary languages.

The Turkish teacher uses the ‘expert’ Turkish speaking pupils very well as models and as supporters of the new learners. Each group has their own expert when it comes to independent work.

The Turkish-speaking pupils have been delighted to have the opportunity to shine and to teach others. The other pupils have been keen to copy role-plays performed by their peers.

Pupils were observed drawing on their knowledge of English and French to talk about the verb and its position in a Turkish sentence. They have looked for cognates or near cognates as part of their developing knowledge about language.

It has raised the awareness among other staff of the importance of language and cultural similarities and differences.

Some of the teachers have enjoyed learning from their pupils and have put themselves in the role of learners quite happily, trying out new sounds and ready to stand corrected.

Teacher feedback stated:

“Using pupils in class who already know the language – it gives them importance.”

You may find it helpful to go to the Leader’s section of the Primary Languages Training Zone and hear headteachers talking about the importance of primary languages to the ECM agenda. [www.primarylanguages.org.uk/training\\_zone/leaders/planning.aspx](http://www.primarylanguages.org.uk/training_zone/leaders/planning.aspx)

You may also find the following links useful:

[www.newburypark.redbridge.sch.uk/langofmonth/](http://www.newburypark.redbridge.sch.uk/langofmonth/)

[www.cilt.org.uk/pdf/pubs/positively\\_plurilingual.pdf](http://www.cilt.org.uk/pdf/pubs/positively_plurilingual.pdf)



# “ 5 Progression – leaps and bounds ”

## Progression – leaps and bounds

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The Learning Objectives from the Framework provide the steps for progression year on year. By planning learning to meet these objectives you will be able to ensure progression over time and will be able to evaluate learning and teaching so you can move children on when they are ready. The Learning Objectives have been carefully planned to map progression in the main strands of Oracy, Literacy and Intercultural Understanding, with small steps being taken between each learning objective. The cross-cutting strands of Knowledge about Language (KAL) and Language Learning Strategies (LLS) are embedded into the Core Strands. KAL and LLS and progress made in these strands underpins progress in Oracy and Literacy. Taken overall, the strands prepare children for language learning for life irrespective of the language they choose to learn.

We suggest that you refer to the section “Moving on” pages 45 – 59 in Part 2 of the Framework. This section contains initial advice on planning for and recognising progression. There are a number of “Spotlights” or short case studies which demonstrate good and easily replicable practice.

In this section we will consider:

- what we mean by progression in primary language learning
- planning for progression across the strands of the Framework
- planning for progression within the strands of the Framework
- examples of techniques and strategies to support planning, teaching and learning.

## What do we mean by progression?

Planning for progression in language learning and then identifying it when it takes place is one of the most challenging things for all teachers. This is partly because there is not just one way in which children progress in a language. Over time you might expect to see the following features of their progression, although you should not worry if they develop unevenly or if you see only some of these features at some times:

- an increase in the amount and complexity of language which children can understand and use
- an increasing confidence in children’s understanding and use of language
- a growing understanding of children’s own culture and those of others
- an increase in the range and frequency of use of language learning strategies
- increased speed and fluency of response
- increased ability to re-use language in different contexts and topics
- growing confidence in dealing with unpredictable language
- new insights into how language works
- increased confidence in deducing meaning using grammatical knowledge
- developing independence in language learning and use across the range of skills.



## Planning for progression

The teaching plans on pages 67 and 69 are examples of how it is possible to develop children's knowledge, skills and understanding over one term, integrating the strands of Oracy, Literacy, KAL, and developing learning strategies.

You will see that both the medium term plan and the weekly plan provide opportunities for children to use their knowledge about sentence construction in English in order to build sentences and short texts in French. The outcomes will of course be different depending on the ability of the learner. Some pupils will be able to write their own sentences and short texts based on the topic of the planets and even progress to reading short non-fiction texts. Others will still need considerable support in order to make links between the spoken and written word. Nevertheless even those who need extra support will make progress in their ability to read and pronounce words and short phrases accurately and with confidence.

This type of planning allows all children to participate and make progress at their own levels by including support and extension activities.

You can view this work on the Primary Languages Training Zone at [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

There are good examples in the Teachers' section under the sub-theme of **Progression**.

Please select by using the navigation bar on the left-hand side of the screen.

One of the activities under the heading of progression is a team game in which children form sentences using single words on cards. Each child receives a word card. The teacher calls out sentences and as she does so children must decide whether their word is in the sentence which she calls out. If it is, they go out to the front and arrange themselves in the order of the words in the sentence. The first team to build the sentence correctly wins a point. Other examples demonstrate work on adjectives, building sentences and sound spelling links.

The following medium term and weekly plans show how pupils progress within a cross-curricular theme. In this case the planets. Once again you can see examples of this work at [www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

Type the word 'planets' into the search box on the upper right hand side of the screen. Six clips will appear on the left-hand side of the screen. View these in order.

This class has been working on a cross curricular project on the planets, involving work in science and French. In the first clip they identify the correct planets by reading a poem which describes them. The teacher then moves on to work involving using mimes to practise the language, looking at adjectives, building sentences and eventually progressing to reading aloud a familiar story using an interactive whiteboard. The children are listening out for adjectives. Whenever they see or hear an adjective, they put up their hands. After reading the story, they work in groups creating sentences from the story using single words written on cards. Now look at the following plans and look in particular at how the teacher has built progression into these plans.

## Three Bridges Middle School – Medium-Term Plan Y5 French

Unit	Learning activities (including key questions)			
	Learning Intentions	Support	Main	Extension
<b>Les Planètes</b> <b>Sentence</b> <b>Building 1</b>	<p>O4.2 listen for specific words and phrases L4.2 follow a short text, listening and reading at the same time</p> <p>L5.2 make simple sentences from word cards LLS listen for clues in what they hear</p> <p>KAL recognise conventions of word order/compare with English L5.2 Make simple sentences KAL manipulate language by changing a single element in a sentence</p> <p>L5.1 re-read frequently a variety of short texts L5.2 Sequence words/sentences</p> <p>KAL manipulate language by changing single element in sentence O5.1 focus on correct pronunciation &amp; intonation</p> <p>O5.4. Prepare a short presentation on a familiar topic L5.2 Make short texts from sentence cards</p>	<p>Some children may not be ready to respond orally so encourage them to use the appropriate action as a physical response</p> <p>Have a set of cards prepared that have the English translation on the reverse so children can self-check i.e. 'Mars is a planet <i>which is</i> red' so that word order is maintained</p> <p>Accept action responses from SSC children. These children to work with TA on colour adjectives only. Use prompt cards from last lesson</p> <p>Some children may like to do the multilink activity in pairs rather than on their own</p> <p>Some children may find it easier if adjectives from which they choose are grouped e.g. colour adjectives together, size adjectives etc.</p> <p>Have a semi-completed writing frame ready to help less-confident children and ensure there is a mix of abilities in each group</p>	<p>Children recognise names of planets in poem They learn names of planets with flashcards and make up an action to go with each They recognise the written names of planets and match each planet to its day of the week</p> <p>Children revise correct pronunciation They match planets to their colour/size and then build sentences orally Using knowledge of word classes, they rebuild written sentences</p> <p>Children fill in missing words in a poem orally They describe planets using adjectives and qualifiers <i>très or assez</i> They make compound sentences with connectives '<i>parce que</i>', '<i>donc</i>'</p> <p>Children listen to a story, following the text and recognising adjectives They match sound to sentences in order In groups, make written sentences from story</p> <p>Children re-order written sentences from story They change adjectives to describe new planet They practise reading their sentences aloud</p> <p>In groups, children make up sentences about a planet of their choice They edit and revise their sentences They prepare a presentation of their story</p>	<p>Research both the English and the French methods of learning the order of the planets</p> <p>Encourage children to write their questions down and play a team game where they score points for correct answers</p> <p>Create posters about your favourite planets using adjectives and qualifiers to describe them</p> <p>Make up questions about each of the planets that Mimi visits. Score 1 point for Y/N, 2 for an either/or and 3 for an open question</p> <p>Use the original text to find out which sentence comes after yours in the story and try changing that one, too</p> <p>Children may like to present their story on PowerPoint, Publisher or as a drama</p>
	Learning outcomes	<ul style="list-style-type: none"> <li>Understand and respond to simple questions with support from visual cues</li> <li>Make links between the spoken and written word</li> <li>Read aloud words they practise on a regular basis e.g. colours</li> <li>Make a short text by completing semi-completed phrases</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use phrases to ask and answer questions</li> <li>Read fiction texts</li> <li>Understand that the order of words in a sentence influences meaning</li> <li>Make a sentence using single words cards</li> <li>Make a short text using word and phrase cards</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions</li> <li>Use punctuation to make a sentence make sense</li> <li>Read a short story for enjoyment</li> <li>Write a short text</li> </ul>

## Planning for Progression – weekly planning

Examples of this work can be viewed on the Primary Languages training zone

Weekly planning French – Three Bridges Middle School

Term: Autumn

Week beginning: / /

Lesson: 3

Year group: 5

Class: Kingfisher/Avocet

Learning Objectives: KAL recognise the typical conventions of word order and compare with English

L5.2 Make simple sentences and short texts

KAL manipulate language by changing a single element in a sentence

Oral/listening objective	Oral/listening activity	Main teaching activities	Support	Plenary
To begin to memorise and recite a short spoken text	Children fill in missing words in a poem orally	<p><b>Children describe planets using adjectives and qualifiers très or assez</b></p> <p>Aural recognition of familiar words - give an adjective and children respond with name of planet</p> <p>Create sentences orally and children repeat as a class. AFL</p> <p>Comprehension and pronunciation of written sentences – write on IWB and children read. AFL</p> <p>Reflect on position of adjectives – compare with English. Change colour of different word classes. Ask children to come out and underline the noun/verb /proper noun/adjectives in each sentence. What do the children notice?</p> <p>Verbalise rules to consolidate understanding of word order. AFL</p> <p><b>Children build their own sentences following a model</b></p> <p>Oral recognition of qualifiers – use gestures and variety of questions based on distance and temperature</p> <p>Create sentences orally – children repeat as a class</p> <p>Revise how to formulate compound sentences in English. How do we make sentences longer and more interesting? AFL ENG</p> <p>Apply knowledge of English to select appropriate connectives. AFL ENG</p> <p>Model how to combine simple sentences into compound ones in French. Write examples on board. Discuss the effect of changing the order of the simple sentences</p> <p>Children work in pairs to write a compound sentence on a planet of their choice using the model from the board. AFL</p>	<p>Accept action responses from children in the support unit</p> <p>These children to work with TA on colour adjectives only. Use prompt cards from last lesson</p>	Ask for volunteers to read out sentences. Traffic-light what has been easy/hard this lesson and discuss reasons
			<p><b>Learning outcomes</b></p> <p>I can understand and pronounce familiar written sentences</p> <p>I can make up a rule to explain to someone else how to use colour and size adjectives in French</p> <p>I can work with a partner to write a compound sentence about a planet using a model</p>	
<p><b>Resources:</b></p> <p>Les Planètes poem</p> <p>flashcard pictures of Planets</p> <p>written word cards</p> <p>PPT sentences</p> <p>Self-check support cards for SSC group</p> <p>Mini-whiteboards and pens</p>		<p><b>Teacher language:</b></p> <p>Qu'est-ce qu'il manque?</p> <p>C'est quelle planète ?</p> <p>Répétez la classe</p> <p>Qui peut lire la phrase ?</p> <p>Qui peut souligner le nom, l'adjectif, le verbe ?</p> <p>très</p> <p>assez</p> <p>parce que</p> <p>donc</p>	<p><b>Extension:</b></p> <p>Create posters about your favourite planets using adjectives and qualifiers to describe them</p>	

## Progression in the 3 Core strands

### Oracy Literacy and Intercultural Understanding

Oracy supports the development of Literacy and Literacy enriches and reinforces the development of Oracy. Children need to progress from developing awareness of pattern and recognising sound and spelling links to identifying and producing words, phrases and sentences to make meanings of their own in speech and writing. As they progress they will become increasingly able to adapt language for their own purposes.

Successful links between Literacy work in English and learning the new language can play an important role in giving pupils the confidence to develop their reading and writing skills. Techniques using games, songs, storytelling and simple role-plays amongst other activities can all contribute to a growing understanding of sentence building, word order, simple text level work, tense, prediction skills and a move to more independent and creative use of the new language.

Both Oracy and Literacy work are given content by the culture of the new language and so they support progression in Intercultural Understanding, from the simple identification of different ways of speaking or writing in Year 3 to comparisons of attitudes in Year 6.

The following tables track themes through the objectives of the Key Stage 2 Framework for Languages showing how children might progress in language learning skills such as asking and answering questions or reading for meaning. For Literacy and Oracy each objective is exemplified by one of the teaching activities from the relevant year group. The overall expectations for Intercultural understanding are then summarised.

## Developing Oracy (Listening, Speaking and Spoken Interaction)

ORACY	Listening with a physical response	Asking and answering questions
Year 3	<p><b>O3.1</b> Listen and respond to simple rhymes, stories and songs <i>Copy the actions modelled by the teacher or respond when they hear a sound or word e.g. perform a mime or hold up a picture card</i></p> <p><b>O3.2</b> Listen and respond to sound patterns and words <i>Place objects in the order in which they hear them, using Lego bricks or Multilink cubes to recreate a pattern</i></p> <p><b>O3.4</b> Listen attentively and understand instructions, everyday classroom language and praise words <i>Draw a picture following instructions</i></p>	<p><b>O3.3</b> Perform simple communicative tasks using single words, phrases and short sentences <i>Ask and answer simple questions using real objects, cards and games e.g. how many? What is this? Is she called Rajida?</i></p>
Year 4	<p><b>O4.2</b> Listen for specific words and phrases <i>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</i></p> <p><b>O4.3</b> Listen for sounds, rhyme and rhythm <i>Listen for plurals and give a physical response such as standing up, sitting down or putting their hand up when a plural idea is heard</i></p>	<p><b>O4.4</b> Ask and answer questions on several topics <i>Turn statements into questions, paying close attention to intonation</i></p>

Developing Oracy (Listening, Speaking and Spoken Interaction)		
ORACY	Listening with a physical response	Asking and answering questions
Year 5	<p><b>O5.2</b> Understand and express simple opinions <i>Give a physical response to show understanding of an opinion, e.g. thumbs down for dislikes and thumbs up for likes</i></p> <p><b>O5.3</b> Listen attentively and understand more complex phrases and sentences <i>Respond to a dictation by drawing, miming or acting out what they hear</i></p>	<p><b>O5.1</b> Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts <i>Use ‘stalling strategies’ to allow time to hesitate, e.g. use spoken expressions and gestures which allow for thinking time in the conversation</i></p> <p><b>O5.2</b> Understand and express simple opinions <i>Express simple opinions when using familiar vocabulary, talking/asking about food, animals, places</i></p>
Year 6	<p><b>O6.3</b> Understand longer and more complex phrases or sentences <i>Listen to a spoken phrase or sentence and act out the meaning or point to a picture card illustrating the meaning</i></p>	<p><b>O6.4</b> Use spoken language confidently to initiate and sustain conversations and to tell stories <i>Sustain a conversation within the class or with visitors or via video-conferencing with peers</i></p>

## Developing reading and writing skills

LITERACY	Reading for meaning	Writing
Year 3	<p><b>L3.1</b> Recognise some familiar words in written form  <i>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</i></p>	<p><b>L3.3</b> Experiment with the writing of simple words  <i>Write well-known words e.g. in the order of their preference or of size etc. in order to make children think as they are writing</i></p>
Year 4	<p><b>L4.1</b> Read and understand a range of familiar written phrases  <i>Read familiar phrases and short sentences, decide what they are about and link them to particular theme which the class has studied</i></p> <p><b>L4.2</b> Follow a short familiar text, listening and reading at the same time  <i>Choose text cards as the teacher calls out words and phrases</i></p>	<p><b>L4.4</b> Write simple words and phrases using a model and some words from memory  <i>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</i></p>
Year 5	<p><b>L5.1</b> Re-read frequently a variety of short texts  <i>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</i></p> <p><b>L5.2</b> Make simple sentences and short texts  <i>Play Human Sentences by lining up in the correct order, holding up their cards to form a human sentence</i></p>	<p><b>L5.3</b> Write words, phrases and short sentences, using a reference  <i>Use word cards or word lists to create a sentence for a speech buckle or caption</i></p>

Developing reading and writing skills		
LITERACY	Reading for meaning	Writing
Year 6	<p><b>L6.1</b> Read and understand the main points and some detail from a short written passage  <i>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</i></p>	<p><b>L6.3</b> Match sound to sentences and paragraphs  <i>Produce a PowerPoint building simple sentences for younger children to read</i></p> <p><b>L 6.3</b> Write sentences on a range of topics using a model  <i>Use a structure offered by a poem-story to construct their own e.g. This is the house that Jack built</i></p>



## Developing Intercultural Understanding

Intercultural Understanding	Understanding aspects of everyday life
Year 3	<p><b>IU3.3</b> Identify social conventions at home and in other cultures</p> <p><i>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?</i></p>
Year 4	<p><b>IU4.2</b> Know about some aspects of everyday life and compare them to their own</p> <p><i>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 children in class</i></p>
Year 5	<p><b>IU5.1</b> Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p><i>Imagine what a child whose first language is not English feels like when coming to stay with a family or arriving 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</i></p>
Year 6	<p><b>IU6.1</b> Compare attitudes towards aspects of everyday life</p> <p><i>Talk about attitudes towards e.g. school uniform, leisure activities, curriculum subjects, music. Design a questionnaire to carry out a survey amongst the 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</i></p>

After four years of learning a language most children should be able to:

### **Oracy**

- 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.

### **Literacy**

- 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.

### **Intercultural Understanding**

- demonstrate understanding of and respect for cultural diversity
- present information about an aspect of another country.

## Developing Language Learning Strategies

As well as progressing in the Oracy, Literacy and Intercultural Understanding strands children can also make good progression in the cross-cutting strands of Language Learning Strategies (LLS) and Knowledge About Language (KAL). Obviously opportunities to make sure that this happens have to be planned for. Here are some examples of how to build these opportunities into your teaching. We look at how to involve children in the process of reflecting on their progress so that they too, not just the teacher, have an understanding of how they learn, how good they are at the subject and what they need to do in order to get even better.

### How can teachers help to develop children's language learning strategies?

- Regularly transfer the teaching role from the teacher to children in the class. As children take on the role of teacher they become more aware of how they and others learn most effectively.
- Systematically draw children's attention to the ways in which they are learning a language and encourage them to list, share and to re-use successful strategies.
- Point out that individuals have different learning styles and preferences – what works for one person will not necessarily work for another.
- Experiment by trying out different methods of learning with the class. They can evaluate the success of e.g. communicating using some gestures; different methods of memorising words and phrases using rhythm, rhyme, blocking out words; understanding by interpreting gestures, asking someone to repeat something or speak more slowly.
- Build up a wall poster of effective language learning strategies and refer to them frequently.

### How to help children to reflect on their learning skills and strategies

- Ask children what they want to learn in the new language. This supports reflection on their existing knowledge and their learning needs. In a simple way it passes some of the responsibility for decision making to the child.
- Encourage children to note down or draw what they have learned in a word list or vocabulary book e.g. list 'Now I can talk about...'; List 'My new words'. This encourages reflection on learning and the articulation of newly learned items. It also supports the development of personal strategies for collecting and organising new words and phrases.
- Regularly ask children questions along these lines:
  - what have you done?
  - for what reason?
  - did it work?
  - how do you know?
  - was it hard or easy?

### If hard, what would make it easier?

- What have you learned from this activity?
- What have you learned about your learning and how to make it more effective?

## Progression in memorising – examples from the Key Stage 2 Framework

One of the challenges for children when learning a language is how best to remember not only words and phrases but also the rules that allow them to make these words and phrases into meaningful communication. Primary teachers often draw on techniques from other curriculum areas in order to support their children's learning e.g. mime, gesture, rhyme, rhythm and games that support children in their attempts to build correct sentences. In looking at the following suggestions you will find some with which you are already familiar and which can easily be adapted to language learning activities e.g. pupils listen to a song or story and stand up each time they hear a familiar word or phrase or they can play games such as “Simon says” in the new language to reinforce their use and understanding of listening to and giving commands.

### Use a physical response

O3.2 recognise and respond to sound patterns and words

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

O5.2 understand and express simple opinions

### Use mental association

O4.1 memorise and recite a short, spoken text

### Remember rhyming words

O3.1 listen and respond to simple stories, finger rhymes and songs.

O4.1 memorise and recite a short, spoken text

### Say words to a rhythm

O3.2 recognise and respond to sound patterns and words

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

### Play games

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

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

L3.1 recognise some familiar words in written form

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

### Read and memorise

O5.4 prepare a presentation on a familiar topic

O6.2 perform to an audience

IU4.1 learn about festivals and celebrations in different cultures

### **Learn a short text by gradually blocking out words**

L5.2 make simple sentences and short texts using written words cards

IU4.3 compare traditional stories

### **Compare techniques for memorising**

IU6.1 compare attitudes towards aspects of everyday life

### **Look, say, cover, write, check**

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

### **Analyse and compare English and the new language and reflect on the similarities and differences between the cultures of English speakers and the culture(s) of speakers of the new language(s) being learned.**

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

IU3.2 identify social conventions at home and in other cultures

O4.3 listen for sounds, rhyme and rhythm

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

### **Progression in language skills and language learning skills might be developed in the following ways.**

#### *Encouraging accurate pronunciation and intonation:*

- ensure that children have a clear and accurate model to copy. Discuss ways of achieving accurate pronunciation and correct intonation.
- split words into syllables and practise using specific sounds, groups of letters and words, as suggested in the scheme of work. Discuss simple rules of phonetics.

#### *Teaching children how to listen carefully and promoting experimentation with the new sound system:*

- use simple songs, tongue twisters, poems, stories. Use exercises to identify the odd one out, e.g. *words, sounds, sentences*.

#### *Using a variety of authentic listening texts to train the ear:*

- listen to native speakers to awaken a feel for the music of the language. Which sounds are different/easy/pleasant/dominant?

#### *Training children how to memorise efficiently:*

- present and discuss methods for memorising, e.g. saying words to a rhythm, the 'look, cover, say, write' method.

*Showing children how new language can be integrated into previously learnt language, in a growing range of different contexts:*

- use previously learnt vocabulary and structures in new contexts, e.g. substitute different nouns/verbs/structures in a range of different topics.

*Increasing the length of sentences and texts that children hear:*

- use complex sentences and add subordinate clauses where possible. Encourage children to increase the length of their sentences and texts by asking: who can make the sentence/utterance/text longer?

*Increasing the range of contexts and speakers, and the range of tasks:*

- use a range of resources, including audio and videotapes to widen the range of language heard. Extend tasks to include group and pair work, games, tasks with an ‘information gap’.

*Linking the sound with the spelling of the new vocabulary:*

- teach new phonics at the outset before bad habits are formed. Avoid the use of English sound approximations. Group new words according to their sounds and observe different spellings of the same sounds.

*Teaching children how to use dictionaries and other reference materials:*

- this will build on work undertaken in the National Literacy Strategy.

*Consolidating new vocabulary and structures regularly:*

- ensure that previous work is revised and consolidated in new contexts.

*Teaching children how to learn and record new items of language:*

- encourage children to think about how they learn best. Suggestions might include self-designed and organised vocabulary books, visual clues, use of the first letter of words, use of computer to store vocabulary and for practice activities.

*Promoting creative use of the new language:*

- provide imaginative examples, including simple stories, poems and songs, encouraging experimentation.

**Progression in understanding, learning and applying simple aspects of grammar might be developed in the following ways.**

*Introducing the grammatical point in a relevant and meaningful context:*

- introduce possessive pronouns with personal classroom objects, pets or family members. The teacher might present objects using the pronouns and elicit their meaning and reasons for variation, e.g. *mein/meine, mon/ma, mi/mis*.

*Encouraging comparison with English or another language and encouraging discussion about how words and sentences are constructed:*

- ask children why certain words might end with an ‘s’ or an ‘e’. Compare with English or another language.

*Drawing conclusions, understanding, learning and applying simple grammatical rules:*

- group words according to gender. Negatives: demonstrate the position of *ne...* and *pas*, *nicht*, *no* in a sentence. Highlight simple verb endings/changes using colours to show how they change from the first to second or third person.

*Providing opportunities for manipulating language and for applying rules:*

- elicit responses in different persons of the verb or the negative, use of question forms. Questions such as '*Est-ce que tu as...?*' which elicit a response of '*Oui, j'ai...*' can be followed by '*et ton ami? Est-ce qu'il a...? Il a...*'.

*Praising children's spontaneous use of grammatical rules:*

- recognise the importance of children's attempts at production, creativity and imagination, both in content and use of language.

**Progression in knowledge of different countries, cultures and people might be developed in the following ways.**

*Establishing contact with a partner school abroad:*

- real contacts give meaning and purpose to foreign language learning. Use contacts to exchange information, ideas, materials in English and the foreign language.

*Using authentic materials to bring the culture alive:*

- use the internet, magazines and brochures. Compare and contrast language and culture.

*Making comparisons with children's own culture and discussing our multilingual society:*

- discuss the wide variety of different languages spoken in this country. Look at ways in which other nations see us and we see them. Discuss stereotypes and how they develop.

*Making contact with native speakers of other languages*

- investigate the possibility of contact with foreign language assistants from local schools, parents, visitors from the locality who speak different languages.

**Recording progress**

As well as helping children to think about their learning skills and strategies you will want a clear idea of how to assess children's performance and progress and how best to record this to inform them and their parents/carers of how well they are doing in the language.

Advice on recording progress including suggestions on how to involve children in reflecting on and reviewing their own progress is in section 7 on Assessment.

## For discussion

- Look at the Overview of the Oracy strand on pages 67-69 of the Key Stage 2 Framework. What stage have your children reached? Plan some activities which will enable them to progress. Use the Overview pages and the Teaching Activities sections of the Framework.

### Teaching Activities

#### Oracy

Year 3: Pages 23 – 24

Year 4: Pages 37 – 38

Year 5: Pages 49 – 50

Year 6: Pages 61 – 62

- Consider ways of enabling children to move on from listening to speaking, e.g. taking the role of teacher, working in pairs.
- Track the development of reading aloud from Year 3 to Year 6, referring to the Overview of the Literacy strand of the Framework on page 71.
- Review the experiences of your class in developing reading and writing skills. Refer to the Overview of the Literacy strand on page 71 of the Framework. Where are your children at the moment? Devise some activities to help them progress.





# “ 6 Transition and continuity – building on achievement ”

## Transition and continuity – building on achievement

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Languages are like any other subject in that the key to effective transition lies in recognising and building on children's prior knowledge, understanding and achievement.

Schools who choose to teach a language in Key Stage 1 will want to ensure that the learning gains made by their children are celebrated and built upon in Key Stage 2. In this section we provide examples of how this can be achieved by using some of the Framework objectives in a more flexible way and adapting them so that they are appropriate for a younger age-range, at the same time providing an excellent foundation for future learning and confidence.

Languages teaching and learning do of course present their own challenges when pupils transfer to secondary school. Even if all children in a Year 7 class have studied the same language at primary school they may have been taught in rather different ways or have covered different areas of vocabulary and different grammatical structures. Some may have been used to a much more kinaesthetic approach to learning than others. A number will have had experienced specialist or native speaker input, whilst others will have been taught by their class teacher.

The Framework supports the planning process between and within key stages. The inter-relationship of the strands and objectives underpins linguistic understanding and progression.

In order to establish a shared picture of the language learner who is about to enter Year 7, both primary and secondary colleagues should look at the expected outcomes across the strands and objectives for Year 6.

Children whose language learning has been based on the Framework will come to secondary school with more than a bank of vocabulary and set phrases. They should arrive in Year 7 with a sound understanding of phoneme/grapheme links, the ability to build basic sentences, to formulate simple questions, with developed listening skills, ways of communicating effectively with a partner and the ability to decode both short extracts of spoken language and passages of text and even longer stories and works of non-fiction, particularly when these are accompanied by pictures or other forms of support.

The challenge for Secondary languages teachers will be to recognise their children's achievement and skills and to build on these in order to maintain momentum, enthusiasm and a continued desire for learning.

In this section we will consider:

- using the Key Stage 2 Framework to build on learning a language in Key Stage 1
- using the Key Stage 2 Framework as an essential tool in planning for progression from Key Stage 2 to Key Stage 3
- advice for primary and secondary schools on ensuring that transition is a smooth and effective process which builds on children's prior knowledge, understanding and skills
- creating bridging units
- transferring information.

## Key Stage 1 and transition to Key Stage 2

Although it is not an expectation or part of entitlement to teach a language in Key Stage 1, an introduction to at least one new language at this age can be very beneficial. As well as helping to build children's confidence in using language, it provides an excellent basis on which to begin teaching a language more formally from the beginning of Key Stage 2. The methodology used in teaching simple finger and action rhymes can also be carried forward into Key Stage 2.

Schools which have introduced the teaching of another language in Key Stage 1 will be able to:

- use the objectives more flexibly
- use the objectives as a reference for progression to ensure that key aspects of language learning are covered
- develop certain aspects of language learning in detail according to the needs and interests of the children.

Schools might consider one of two main approaches to language learning in Key Stage 1: either apprenticeship and experience of more than one language, or an early start in the chosen language that will be taught in Key Stage 2.

Work with other languages in Key Stage 1 can be used to:

- build links between school and home, where children are already speakers of other languages
- develop listening and speaking skills and build confidence
- encourage and develop children's linguistic and creative skills
- build positive attitudes to languages and culture
- develop learning about other countries and cultures.

Language work can be embedded within routine practices, e.g.:

- greetings and salutations such as at the start and end of the day, e.g. children might learn a greeting phrase each week in a different language, in addition to the main language they are learning, and practise it throughout the week
- celebrations such as birthdays and other events
- assemblies
- book weeks, cultural festivals, inputs by visiting speakers.

Language work can also be included in many areas of the curriculum such as music, physical education, English, mathematics, geography, drama and art.

In order to develop speaking and listening skills and an awareness of culture, children need opportunities to be exposed to hearing another language, or other languages. This might involve listening to simple stories, songs and rhymes. These opportunities could be found:

- through modelling by the teacher, a parent or visitor, a foreign language assistant or a teaching assistant
- through EAL pupils modelling their mother tongue
- by occasionally listening to audio material or watching videos or DVDs
- through video-conferencing
- by playing circle game.

Children can develop speaking skills by performing finger rhymes and singing songs, learning to speak in chorus, in small groups and individually, and with a clear and audible voice.

### Spotlight: Teaching and learning in Key Stage 1

Schools in Norfolk use language activities initially with the whole class ensuring that each child can participate and succeed at their own rate. Although some children remain at the listening stage for much longer than others, they are all able to join in with gestures.

**Finger rhymes** and songs require no resources except for the children's own bodies and are an excellent bridge into beginning a new language session. The teacher says a short rhyme with actions, each gesture and utterance being copied by the class. When the class know the rhymes well they say them to each other in pairs.

**Drama activities** enable teachers to introduce new language through acting out stories. The class stands in a circle and the teacher says and acts out a short line from a story, inviting the class to repeat. Each story is used over several sessions and can be followed by a video or song to reinforce new language. The children become so confident that they eventually say the story-lines before the teacher!

**Big books** read by the teacher or interactive big books with a sound file are most successful when they contain repeated refrains or limited vocabulary enabling children to repeat and act out some words or phrases. The same book is used for several weeks (as a parent may read the same one to a child again and again) and the children learn a little more each time they encounter the story. The teachers also use 'story sacks' with soft toys and felt boards to illustrate the story or song.

**Games** involve the use of attractive visual aids (cuddly toys, coloured balls, large foam dice etc.) which support all the words used by the teacher. Care is taken not to expect too much of very young children who may not yet know all their colours and numbers nor be able to catch!

It is recommended that learners of this age have opportunities to use the language at least on a daily basis. Learners would benefit from a planned daily session of 5 – 10 minutes, which could be a discrete session or could be included in another curriculum area.

## Key Stage 1 – Learning objectives

Although these objectives can be used as a guide for teachers when planning for Key Stage 1, it is not intended that they should form a definitive list.

Children should be taught to:	As outcomes children in Key Stage 1 should be taught to, for example:
O.1 develop listening and attention skills	<ul style="list-style-type: none"> <li>• focus attention on the speaker</li> <li>• make eye contact with the person who is speaking</li> <li>• look at gesture and body language of the speaker</li> <li>• recognise a familiar word or phrase and give a physical response</li> <li>• identify sounds in words</li> </ul>
O.2 listen with sustained concentration	<ul style="list-style-type: none"> <li>• listen to simple stories, songs and finger rhymes</li> <li>• watch videos or DVDs in other languages</li> </ul>
O.3 understand the conventions of turn-taking	<ul style="list-style-type: none"> <li>• play circle games, passing an object round the circle as a signal to allow children to speak</li> <li>• create a Mexican Wave in small groups, demonstrating one word or phrase, such as days, numbers or greeting words</li> </ul>
O.4 copy language modelled by the teacher or another speaker	<ul style="list-style-type: none"> <li>• speak in chorus, small groups or individually</li> <li>• speak in a clear and audible voice</li> </ul>
O.5 sing songs and recite short finger rhymes	<ul style="list-style-type: none"> <li>• sing children's songs and recite rhymes in English and in other languages spoken by children in the class</li> </ul>
IU.1 understand that different languages are spoken in the world	<ul style="list-style-type: none"> <li>• listen to examples of languages spoken by children in the class, or teachers, teaching assistants, parents or visitors</li> <li>• listen to stories from dual-language storybooks</li> </ul>
IU.2 celebrate and value plurilingualism	<ul style="list-style-type: none"> <li>• be inquisitive about languages</li> <li>• showcase language skills and experiences in assemblies and presentations to parents</li> </ul>
IU.3 celebrate and value cultural diversity	<ul style="list-style-type: none"> <li>• learn respect for one another</li> <li>• foster attitudes of fairness, tolerance and forgiveness</li> </ul>

Learning a new language supports and develops children’s overall learning experience, providing a different context for learning in other areas of the curriculum, e.g:

Speaking, Listening and Learning	National Curriculum Key Stage 1
<ul style="list-style-type: none"> <li>• <b>Listening:</b> to listen with sustained concentration</li> <li>• <b>Group discussion and interaction:</b> to ask and answer questions, make relevant contributions, offer suggestions and take turns</li> <li>• <b>Group discussion and interaction:</b> to take turns to speak, listen to others’ suggestions and talk about what they are going to do e.g. devising simple rules for turn-taking and contributing in groups.</li> <li>• <b>Speaking:</b> to describe incidents or tell stories from their own experience, in an audible voice e.g. recounting events using detail, following teacher modelling.</li> <li>• <b>PHSE &amp; citizenship non-statutory guidelines:</b> Developing good relationships and respecting the differences between people</li> <li>• <b>Speaking:</b> to speak with clarity and use intonation when reading and reciting texts e.g. learning choral techniques to emphasise rhythm and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHSE &amp; citizenship non-statutory guidelines:</b> Developing good relationships and respecting the differences between people</li> <li>• <b>PHSE &amp; citizenship non-statutory guidelines:</b> Developing confidence and responsibility and making the most of their abilities</li> <li>• <b>PHSE &amp; citizenship non-statutory guidelines:</b> Preparing to play an active role as citizens</li> <li>• <b>Music:</b> controlling sounds through singing and playing – performing skills</li> <li>• <b>English:</b> speaking and listening</li> <li>• <b>Foundation Stage Stepping Stones:</b></li> </ul>
	Foundation Stage Stepping Stones
	<ul style="list-style-type: none"> <li>• Gain an awareness of the cultures and beliefs of others (Begin to know about their own cultures and beliefs and those of other people).</li> </ul>



## Transition from Key Stage 2 to Key Stage 3

In order to ensure children's continuity of learning on transfer to secondary schools, there needs to be effective planning at an early stage, involving primary and secondary schools.

It is crucial that the issues surrounding transition be effectively addressed. Evaluation of the experimental teaching of French in the 1960s showed that some children did not make the progress expected because sound primary – secondary transition arrangements were not operational. Many of these children had been taught French for three years from the age of eight and some were required simply to start again at age eleven.

Building Key Stage 2/Key Stage 3 liaison arrangements is especially important in the case of languages because many schools will have no history of transition in this subject. As primary schools begin to embed the Framework, it will be imperative to put in place cross phase liaison arrangements to ensure that in future secondary teachers recognise and build on the attainment and prior learning of primary children. In this way, pupils' motivation, enthusiasm and progress can be sustained.

At local level, there needs to be a co-ordinated programme of network meetings in order to develop shared expectations and to set in place secure arrangements for the transfer of information. It is beneficial if clusters of primary schools work together to share strategic planning, best practice and professional development, and to work with the relevant secondary schools in sharing information about curriculum planning and children's achievements.

Many primary and secondary schools are already working together to ensure that the mistakes of the past e.g. ignoring a pupil's prior learning or expecting those with less experience in the language just to 'catch up by Christmas' are not repeated. There are excellent examples throughout the country of primary and secondary teachers working together in the best interests of the pupil to make transition in languages a rewarding and stimulating experience which builds children's confidence and interest in language learning. A major feature of the collaborative work that has been going on is that secondary teachers are changing their practice in Key Stage 3 to incorporate recognised elements of good primary practice to support language learning. Another key feature is that primary teachers welcome the opportunity to work with secondary colleagues who are experts in language teaching methodology and who can, in collaboration with primary colleagues, introduce exciting new strategies and techniques for teaching languages into the primary classroom. There are many good examples of Secondary teachers supporting primary colleagues in developing their language skills.

When looking at successful primary/secondary transition there are a number of different perspectives that we need to consider. These include those of:

- the learner
- their teachers at both primary and secondary school
- heads of MFL departments in secondary schools
- primary and secondary headteachers
- parents
- Local Authority advisers.

When considering organisational and structural issues, which are clearly an integral part of successful transition arrangements, experience indicates that these are best worked out through strategic planning at local and or regional level. Circumstances and teacher and learner profiles differ from one area to another. For example, local authorities (LAs) where Secondary schools take pupils from a large number of primary schools will have different organisational needs from LAs where the vast number of children transferring from a local primary school go on to the same Secondary school. Similarly LAs where there is a Specialist Language College (SLC), or where there are a number of SLCs, will present different challenges in terms of successful transition arrangements. However, there are key features of successful transition outlined in this section which will be of relevance to most circumstances.

### Spotlight: Primary and secondary schools working in partnership

The secondary school decided to focus on transition as a whole school issue and used some of its training school funding for this. In MFL the funding was used to release a teacher to work in primary classrooms with the class teacher to help introduce primary languages and to ensure continuity. This was welcomed by the primaries and now all fourteen feeder schools are involved in the project. Pupils who had done some language work in primary were put into a fast track group and initial analysis of standards at the end of the first term in Year 7 show that many pupils are at National Curriculum Level 5 and that they are more enthusiastic about language learning.

## Collaboration

In order to identify the significant differences between primary and secondary pedagogy, teachers of Years 6 and 7 should put the lessons learnt from mutual observation of learning and teaching at the heart of their planning and schemes of work. Secondary teachers are often surprised at the complex and sophisticated ways that young learners function in languages and in particular at the cross-curricular approach that primary teachers develop in order to embed the language in the curriculum. Many primary teachers require more knowledge about what will be expected of their learners, particularly in terms of skills and pace, when they progress to secondary school.

The best approach is for Key Stage 2 and Key Stage 3 teachers to agree what is practicable in their local circumstances. Cross phase dialogue of this kind is extremely valuable, especially where it is supplemented by reciprocal visits to observe practice in Years 6 and 7 so that Key Stage 2 teachers have an awareness of subsequent progression and Key Stage 3 teachers gain insights into the nature of primary methodology. It enables both sectors to set their teaching in a broader context which reflects an understanding not only of what is being taught in each phase but also of wider issues such as each school's contacts with partners abroad, the resources it uses, the policies it has put in place, the initiatives it is pursuing, the community links it has established. Schools gain greater awareness of the bigger picture.

Teachers may wish to access materials produced by CILT Cymru (2006) which document the impact of what is being achieved in Wales as primary and secondary schools work together to build on an early start in primary language learning. For further information go to [www.ciltcymru.org.uk](http://www.ciltcymru.org.uk)

In drawing up a strategy for transition you may find it useful to answer the following questions. Although we have broken the questions down into a set for primary colleagues and a set for secondary colleagues it will in practice be helpful for all teachers to look at all questions to establish an understanding of the key points for each phase.

### For primary school teachers

- What links does our school already have with secondary schools?
- Is there a named primary languages co-ordinator or link person?
- Is there a whole-school transition policy?
- What contact do Year 6 teachers have with secondary languages departments?
- Do we know what happens in language lessons in Key Stage 3?
- How can we support pupils' preparation for learning a language, learning a new language or continuing with a language learnt in Key Stage 2?
- How can we make the link across languages as well as key stages?
- Could we develop a bridging unit with secondary languages departments?
- How can we involve secondary teachers more with our classes?

### Spotlight: A rural Local Authority where there is a defined number (approximately 10) of primaries feeding into one secondary

The group of primary schools decided to appoint several primary French language teachers to work for approximately one day a week in each school to teach French. The choice of these teachers was made by the primaries. Subsequent discussions with the local secondary lead to the secondary agreeing to employ one of these teachers to teach for one day a week in the secondary school in Year 7. This teacher takes the lead in ensuring that the curriculum in the secondary school is appropriate for the pupils, taking into account their prior learning. The secondary school is helping the primary to carry out the performance management of the primary French staff. The secondary school has a dedicated Key Stage 2-3 liaison teacher, also a linguist, who is able to oversee the whole project and compare the transfer arrangements with that of other subjects. Initial analysis of results shows that more pupils reach National Curriculum levels 5 and 6 after two years of language study than would be expected normally if they had begun in Year 7.

### For secondary languages teachers

- What links does our school already have with feeder primary schools?
- Is there a named link in each feeder primary school?
- Is there a whole-school transition policy?
- What information does the department and the school already receive?
- What is the role of the Languages department in transition?
- What could the department do to strengthen that role? Transition events? Bridging Unit? Taster lessons?
- Do teachers from the Languages department visit primary schools? Once? Regularly?
- What can our Languages teacher learn from primary colleagues and how can it support our own teaching?
- Do the visits have a clear purpose and focus?
- How do we find out what language experience pupils in Year 7 have already had?
- How can we make the link across languages as well as key stages?
- How could we find out more? Observe lessons? Look at pupils' work?
- How can we build on pupils' prior language learning?
- Do we know what is in the Key Stage 2 Framework for Languages?
- How do we maintain links and build on both language learning and literacy in Key Stage 3?

Once you have looked at the questions the next step is to consider the following guidelines.

### **In order to build successfully on their pupils' prior learning, language teachers in secondary schools should try to:**

- have regular contact with feeder primary schools to support primary provision
- find out as much information as possible about what pupils' prior language experience has been and what progress they have made
- make sure that the language department is fully involved in school transition arrangements
- review languages provision in Key Stage 3 to take into account how and what their pupils already know and understand
- review groupings and timetabling
- review provision to take into account all their pupils' prior language experience, including home languages.

**Possible strategies to build on pupils' prior learning, knowledge and experience could include:**

- having language teachers, class teachers and literacy coordinators from both key stages working together to identify common skills and terminology in different languages
- adapting the Year 7 Scheme of Work to take into account topics and structures already covered
- accelerating the Year 7 Scheme of Work so that pupils make faster progress
- putting on intensive classes for pupils who may not have had sufficient exposure to the language being studied in Year 7
- developing a 'buddy system' to pair pupils who have previously learnt the new language with any pupils who have not
- providing new and challenging material when revising topics already covered in the primary school
- Looking at the possibility of fast-tracking able linguists so that they can take GCSE in Years 9 or 10. If this is to happen other strategies for what happens to these pupils in Years 10, 11 and beyond need to be in place
- using the European Language Portfolio in Year 7 to provide a bridge from Year 6 so that pupils can monitor their own language progress
- Year 7 pupils can be encouraged to visit their former primary schools to demonstrate activities and levels of achievement that primary children have to look forward to. They could also be involved in peer tutoring.

In reality it may not be possible for every secondary school directly to relate its Year 7 teaching plans with the Year 6 experience offered in all of its different feeder primary schools. Equally primary schools cannot specifically respond to all the different Year 7 programmes offered in the secondary schools to which they send children. It is essential that all stakeholders, including children and their parents, understand these constraints so that unrealistic expectations concerning continuity do not arise.

**Spotlight: Local planning involving the Local Authority, primary and secondary schools**

As part of the Pathfinder project, the Local Authority called a meeting with a group of secondary schools and the primary schools involved in the pathfinder. This was an information sharing exercise, designed to encourage dialogue between the 2 sectors, raising awareness of the curriculum provision in Key Stage 2 and Key Stage 3, the opportunities that can be explored to develop a cross-curricular approach, to broaden ideas of how languages can support other areas of learning, and to encourage discussion on how the 2 sectors can work together in planning and provision. The secondary schools visited the primaries and vice versa, and was very successful in raising awareness and helping in planning. The LA also encourages dialogue between Key Stage 2/3 in training, workshops, network meetings, conferences, consultations, etc The use of the Key Stage 2 Framework objectives, the Languages Ladder and the European Portfolio, is being encouraged.

The essence of the dialogue therefore is about what can be done to make the experience of children moving from Year 6 to Year 7 as smooth and continuous as possible. The essential elements must be to value and build on prior learning.

Where it is not possible to continue with the same language into Key Stage 3, the cross-phase focus should be on developing and recording core competences and transferable skills.

Empathetic dialogue of this sort is best facilitated by face to face cross phase meetings of primary and secondary teachers. While such meetings are of value in any curriculum subject there is a particular urgency in the case of languages during the capacity building period until 2009/2010.

### Spotlight: A secondary school offering equal weighting in two languages

To address the issue of transition, it was decided at a meeting of headteachers from all the feeder primary schools in the cluster and the secondary headteacher, to introduce both Spanish and French in the primaries. The choice of materials was also a joint decision. The importance of utilising the different skills of teachers at each key stage was recognised and so Key Stage 1, 2 and 3 coordinators were employed, who plan collaboratively to ensure that transition is smooth and effective. In addition, each school also has a named link teacher to assist communications between the different key stages and joint non-contact days are held where staff from Key Stage 1, 2 & 3, ASTs and the Local Authority, demonstrate and try out a variety of language activities and methodologies.

The development of languages in Key Stage 2 will have a profound effect on both primary and secondary schools. Its installation as an entitlement in the primary curriculum will have implications for class teachers' professional work and beneficial effects on children's progress. For languages departments in Secondary schools, it will change what they do in the early stages of Key Stage 3 and beyond. Teachers in each phase need to understand how this development is impacting on the other. Secondary teachers must now extend their interest in what is happening in primary schools in order to respond effectively to their incoming Year 7 children. In the same way primary teachers need to appreciate the significant change in Key Stage 3 teaching of languages which the extension of languages to all Key Stage 2 children is bringing.

Such encounters may be part of wider meetings to discuss transition in a range of subjects organised by secondary schools or by the Local Authority. Many schools in the secondary sector have teachers with designated responsibility for outreach or primary links. Local authorities will be expected to include planning for languages in their Education Development Plans and transition will be an important element in this.

Collaboration can be extended and exploited in a variety of ways. Secondary languages teachers may participate in 'special days' held by primary schools. Primary and secondary schools may cooperate on linking with schools abroad or even on trips and journeys. Primary teachers may be invited to cultural events organised by secondary languages departments. The stronger such involvement becomes, the better the likelihood of children's experiencing a smooth transition between Key Stage 2 and Key Stage 3.

Projects in storytelling, geography, preparation for school life and planning language festivals across clusters of primary and secondary schools are all examples of how collaboration can improve and enrich the experience of children as they move from one key stage or sector to another.

### **Bridging units or joint activities**

A unit of work that is taught in Year 6 and is a stepping stone for the learning in Year 7 can be an effective way of preparing children for changing schools and supporting continuity from one key stage to the next.

To recognise the importance of successful transition, a final unit of the Key Stage 2 scheme of work Languages could be used as a bridging unit.

The unit could lend itself to a joint activity or display with secondary colleagues. This could be started in the primary school and ‘celebrated’ in the autumn term of the receiving secondary school, bringing together children from different feeder schools in a common purpose. The activities could be videotaped, with copies in both schools, and MFL staff from both key stages could be involved in the planning and organisation.

When creating bridging units there are some important principles to bear in mind:

- a good bridging unit will make pupils feel comfortable with activities, content and language
- it will not matter if it is actually language that pupils already know – they will be using it in a different way and for a different purpose
- some pupils will find comfort in the familiar
- a good bridging unit will encourage both pair work and group work
- a good bridging unit will encourage ‘research’ and independence.

#### **Spotlight: A bridging unit in Gloucestershire**

Schools working with The International Learning and Research Centre in South Gloucestershire have developed a bridging unit in order to strengthen existing links between Modern Languages and English in Year 7 through collaboration on aspects of early language learning and literacy with partner primary schools. The aim of the cross-phase unit and future work is to draw together teacher expertise and build on children’s prior learning and transferable language skills, rather than specific vocabulary in the new language.

The bridging unit enables both Year 7 and Year 6 teachers to assess pupil progress and their application of skills. By sharing the pupil outcomes both as stimulus materials and transfer documents, some of the issues raised in progression and continuity are also addressed.



## Transfer of information

Recording achievement is a way of celebrating success and an important means of ensuring that early success in language learning is recognised and built upon by pupils, parents and teachers.

In order to facilitate transfer of information, schools can make use of the Languages Ladder or the European Language Portfolio which contains the grades and descriptions of levels of the Languages Ladder.

The Languages Ladder, part of the Government's Languages Strategy, is a voluntary National Recognition Scheme against which you can assess achievement in language learning for learners of all ages, studying any language. It is designed to endorse learner achievement. Through external assessment, learners can gain a nationally recognised qualification.

The European Language Portfolio (ELP) is an effective tool in which children can record their own achievements, and in which teachers can comment on the grades they have attained.

It is an excellent way of recording and celebrating the learner's achievement in languages and can incorporate all the linguistic experiences that the learner may have at school, at home, on holidays and on visits abroad. It is a record for both learner and teacher and allows secondary colleagues to recognise what has been achieved in primary Languages in knowledge, skills and cultural understanding in order to build on the learner's achievement and enthusiasm. It is a





way of teachers ensuring that some form of written record is transferred between key stages, to allow for progression and continuity in the secondary school.

The Dossier is one of the most important parts of the ELP for young children, as it is a personal collection of their own work.

Children take pride in their Dossiers and learn to take responsibility for what should be included, by removing and replacing work as they progress. Teachers should help younger children to review their Dossiers on a regular basis, evaluating the contents and replacing previous material with improved and more advanced work. When the time comes to leave a class, children and teachers can choose pieces of work which children take with them to present to their new school or teacher.

Examples of pupils' work done in Year 6 or as part of a bridging unit can be used as classroom displays in Secondary classrooms (languages area or tutor group rooms) to provide a sense of welcome for Year 7 pupils and to show that the Secondary school already acknowledges their achievements.

### Levels of achievement

It is anticipated that children in Key Stage 2 will be working between grades 1-6 of the Languages Ladder in the strands of Oracy and Literacy.

*The overall achievement of most children in these two strands by the end of Year 6, in at least one language, is likely to be approximately Grade 4.*

Here are the listening, speaking, reading and writing statements for Grade 4:

I can understand the main points and some of the detail from a short spoken passage

I can take part in a simple conversation and I can express my opinions

I can understand the main points and some of the detail from a short written text

I can write a short text on a familiar topic adapting language which I have already learned

You can see that these are an integral part of the work that is happening in primary languages linked to the Framework.

**Further details on both the ELP and the Languages Ladder are available in Section 7 on Assessment as well as on:**

[www.teachernet.gov.uk/teachingandlearning/subjects/languages](http://www.teachernet.gov.uk/teachingandlearning/subjects/languages)

[www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)

The European Language Portfolio is available from CILT Publications or freely downloadable from: [www.primarylanguages.org.uk/link/jelp.aspx](http://www.primarylanguages.org.uk/link/jelp.aspx)

In this section we have identified the key points around transition and continuity from both Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3. The critical issues are mainly concerned with transition from Key Stage 2 to Key Stage 3. It is worth considering the following:

- **Working in partnership is an essential factor in ensuring that children progress smoothly and with confidence**

Primary and secondary teachers need time to discuss each other's work in relation to the curriculum and to primary and secondary pedagogy in order to create stable arrangements for effective transition. A co-ordinated programme of network meetings should be organised.

- **Schools need to develop a coordinated programme with shared perspectives and transfer of information**

It is important to share expectations and information and to set in place secure arrangements for the transfer of information, e.g. use of the European Language Portfolio to transfer key information about progress and achievements; collaboration when devising programmes of work.

- **Transfer records are crucial**

These should outline children's progress in Oracy, Literacy and Intercultural Understanding together with some information about the two cross-cutting strands of Knowledge about Language and Language Learning Strategies. The European Language Portfolio contains suitable check lists and grids for the main strands and Learning Strategies.

- **It is important to develop interest in and knowledge of the language learning process**

The Framework focuses not only on progression in language learning but on developing a confidence and curiosity about languages, as well as learning strategies which help to provide a sound basis for further study and achievement at secondary school.

Secondary schools may need to adapt their schemes of work in order to ensure that children do not have to repeat their learning. Secondary teachers need a thorough working knowledge of the *Key Stage 2 Framework for Languages* and how this complements the aims and objectives of the *Key Stage 3 Framework*.

To hear school leaders discussing how their schools are addressing the issue of transition and continuity, see the Primary Languages Training Zone.

[www.primarylanguages.org.uk/training\\_zone.aspx](http://www.primarylanguages.org.uk/training_zone.aspx)

Examples of how schools and Local Authorities are working on Key Stage 2/3 transition can be viewed on the CILT website at [www.cilt.org.uk/transition/index.htm](http://www.cilt.org.uk/transition/index.htm)

For other examples see:

[www.ciltcymru.org.uk/english/primary/Homepage/primaryhome.htm](http://www.ciltcymru.org.uk/english/primary/Homepage/primaryhome.htm)

[www.teachers.tv/video/3219](http://www.teachers.tv/video/3219)

### SPOTLIGHT: A rationale for primary languages from North Yorkshire

“Our local secondary school has been fully involved from the outset and is completely supportive of the introduction of languages in the primary school. When I did an audit of staff expertise in the primary schools, French was definitely the most popular language and so, as a cluster, we decided that that would be the language that we would teach in the primary school. What we decided to do was to draw up a rationale which we could share with parents to explain why we had chosen French when the secondary school was doing German. We very much focused on developing a love of languages and fostering positive attitudes to language learning.”

### For discussion

- What links does your school already have with local primary/secondary schools? Is there a named primary languages co-ordinator or link person?
- How do you share knowledge about pupils’ achievement at primary/secondary transfer in languages or other curriculum areas? How could examples of transfer of information from other areas of the curriculum be successfully adapted for languages?
- What are the key points to consider in ensuring that transition documentation is successful and seen as important by parents, pupils and teachers?
- What contact do Year 6 teachers have with secondary languages departments?
- How can you support pupils’ preparation for learning a language, learning a new language or continuing with a language learnt in Key Stage 2?
- How can you make the link across languages as well as key stages?

**Spotlight: One Local Authority's approach to teaching Year 7 classes in which some pupils have quite a bit of previous knowledge of the MFL, and some have none at all**

- Plan your teaching around the Key Stage 3 MFL Framework objectives, which focus on the teaching of skills, not content: it is likely *at this stage* that work in Key Stage 2 will have focused primarily on vocabulary.
- Focus on developing all four language skills (listening, speaking, reading, writing): it is likely *at this stage* that work in Key Stage 2 will have focused primarily on listening and speaking.
- If revisiting topics covered previously, change the context (e.g. Use *A Visit to the Zoo* to revisit gender/adjectives/animal nouns done in Key Stage 2 as *Pets*).
- Consider starting with a topic which is new to everyone (e.g. *Pocket money*) and using it as a context in which to cover the basic ground (e.g. gender, plural, pronouns, the verb *to have*, numbers, days of the week, etc).
- If there are groups which are taught at the same time consider differentiated groupings in selected lessons to extend/consolidate/deliver 'catch up' sessions.
- Plan opportunities for differentiated group work within the classroom to allow you to focus on pupils who need some 'catch up' work (e.g. engaging the more advanced in an ICT/MFL project).
- Consider pairing pupils so those with no expertise are with somebody who has learned the language before.
- Consider using pupils who have learned the language before as models/leaders of activities.
- Think about using your FLA and/or teaching assistants with language expertise to facilitate differentiated grouping.



# “ 7 Assessment and recording ”

## Celebrating achievement – assessment and recording

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The Framework sets out clear expectations as to what most children should be able to do by the end of each year in Key Stage 2. These consist of statements about language learning in general and abilities in Oracy, Literacy and Intercultural Understanding in particular. They present an overview of the kinds of capability it is expected that working to the objectives in any one year will generate. Together with the objectives they can be usefully used in assessing progress and describing attainment.

Assessment is an integral part of teaching and learning. During the normal course of lessons teachers take account of children's progress and can assess how much pupils understand and what language skills they have acquired by the way pupils respond in whole class activities and the way they participate in small group and individual activities. They use this formatively to inform future lesson planning.

The learning objectives offer the basis for informal assessment by the teacher, and for simple self-evaluation by children.

In this section we will consider:

- effective practice in assessing languages
- informal assessment and Assessment for Learning
- summative assessment
- using the Languages Ladder
- building up pupil portfolios and using the European Languages Portfolio.

## Expectations and outcomes

To make full and effective use of assessment strategies, teachers need to regularly engage children in the process. This requires a shared understanding of what is to be learned (the learning objectives) and what children might be expected to be able to do after they have learned it (the learning outcomes).



Look at page 18 of the Framework which clearly outlines the expectations and outcomes for Year 3. By the end of Year 3 for example, children should be able to:

### **Oracy**

- 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.

### **Literacy**

- 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.

### **Intercultural understanding**

- 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.

If you now look at the learning objectives on page 19 of the Framework 'Year 3 at a glance' you will see how the expectations and outcomes are linked to the learning objectives for the Oracy, Literacy and Intercultural understanding strands and how they are supported by the cross-cutting strands of Knowledge about language and Language learning strategies.

It is quite likely that several objectives can be demonstrated with one task and will match a number of learning outcomes. For example, asking pupils to *repeat a nursery rhyme with the actions* could show evidence of being able to:

- |                                       |      |
|---------------------------------------|------|
| • identify rhyming words              | O3.1 |
| • perform finger rhymes singing songs | O3.1 |
| • listen with care                    | O3.2 |
| • speak clearly and confidently       | O3.2 |

This task also matches the following outcomes for Oracy and Intercultural Understanding:

- enjoy listening to and speaking in the language
- listen and respond to familiar spoken words, phrases and sentences
- recognise a rhyme well known to native speakers.

In order to ensure that learning outcomes are secure the teacher needs to make sure that tasks matching the objectives happen regularly over the year so that pupils have the opportunity to show that they can do these things more than once and in a range of contexts.

A learning outcome such as ‘appreciating the diversity of languages spoken within their school’ is of course more difficult to exemplify and capture within a single objective or with a single task but can be linked to a number of objectives, activities and tasks. Look for examples of how you may want to link an objective from the Intercultural Understanding strand to appropriate activities and tasks that will allow you to assess informally of course whether the children are beginning to develop their awareness and appreciation of other languages and cultures.

### Objective IU3.1

- Learn about the different languages spoken by children in the school.

### Activities and tasks

- 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.
- 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 e.g. sound files of greetings in different languages.

### Teaching and learning activities for informal assessment

The Framework contains many examples of teaching activities which can be useful to support teachers in their planning and assessment. Suggested activities are provided for each of the learning objectives in the core strands of Oracy, Literacy and Intercultural Understanding.

They can be found in the section *Teaching Activities* at the end of the learning objectives for each year on pages 23-30, 37-42, 49-54 and 61-64.

Teaching activities highlighted in **bold** in the Framework particularly illustrate the nature and level of the learning objectives. They can also be used to help teachers develop informal formative assessment for learning and teaching.

The following activities for Year 4 for example, are very much part of everyday routines in the classroom. These kinds of activities help create situations in which the children feel comfortable, e.g. a game, song or story or small-group or whole-class discussion, but which allow the teacher to observe and encourage whilst at the same time making informal judgements on children’s progress and learning needs.

## Examples of activities – Year 4

### Oracy 04.1 (Speaking)

- 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.

### Oracy 04.2 (Listening)

- 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.

### Literacy L4.1 (Reading)

- 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.
- Choose text cards as the teacher calls out words and phrases.
- 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.

### Literacy L4.4 (Writing)

- 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.

### Intercultural understanding IU4.4

- 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).
- 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.

## Assessment for learning

Assessment for learning should be a regular feature in language teaching and learning, so that the teacher and children can respond appropriately to the developing skills and understanding. Teachers can only plan effective future lessons if they are fully aware of what stage pupils have reached in previous lessons. Equally children need to be given a clear idea of how well they are progressing in different areas of language and how they might improve.

Primary schools which use AfL successfully are described in the CPD materials *Excellence and Enjoyment: learning and teaching in the Primary years* (which can be found at <http://nationalstrategies.standards.dcsf.gov.uk/node/85287>), and share the following characteristics:

- assessment is embedded in a view of learning and teaching
- learning goals are shared with the children
- teachers help children to recognise the standards for which they are aiming
- children are involved in peer and self-assessment
- teachers provide feedback which leads to children recognising their next steps and how to take them
- the school ethos is underpinned by the belief that every child can improve
- both children and teachers are involved in reviewing and reflecting on assessment data.

You may also find it helpful to refer to the teaching cycle for improving learning and teaching on page 10 of the Primary Framework for Literacy and Mathematics.

[www.standards.dfes.gov.uk/primaryframeworks/literacy/assessment/](http://www.standards.dfes.gov.uk/primaryframeworks/literacy/assessment/)

Teachers might start the lesson by sharing the learning objectives with the children, using language they understand. Many teachers find that children's responses during this introductory phase of the language lesson give a good general indication of attainment.

Both during and towards the end of the lesson teachers might discuss with the whole class and with groups of children what they can do as a result of their learning. They give feedback on children's responses and work. This ongoing oral and written feedback refers back to the learning objectives in order to identify for the children where they have been successful and what they need to work on next in order to improve.

### Spotlight: Assessment for learning in West Sussex

The teacher introduces a task on the interactive whiteboard and without comment asks children to work on it in pairs. The whiteboard shows a short, familiar text e.g. a familiar rhyme, poem or excerpt from story, with some of the words masked. The children are encouraged to suggest ideas for the missing words. (L5.1) The teacher observes particular pairs of children who had had difficulty with related work in earlier lessons, which she had identified from her analysis of their responses. During the whole-class discussion on the task, she draws in the children she has observed and encourages them to offer explanations and answers. Later she works with this group of children, referring back to their contributions and what she observed while they worked in pairs.

### Spotlight: Setting up a task for children's self assessment

The following example describes how a teacher set up a task and encouraged children in Year 6 to use self assessment to show that they could “give a presentation in a clear audible voice” (Year 6 Oracy outcomes) and the specific objectives of O6.2 “deliver a presentation and perform to the class or assembly”.

After some lessons learning how to talk about the weather in German, children were asked to devise their own Powerpoint presentations describing the weather in a particular country or countries. They were asked to work in groups of three.

Depending on the ability of the children involved some groups used more complex language than others and brought in language they had learned in other contexts.

Children then had to perform in their groups in front of the class, and those listening had to decide if the children performing had met all the criteria and if they could improve in any way. In the plenary, the teacher realised that several children needed further practice on the pronunciation of certain sounds and words and that a few still needed help in saying longer phrases with confidence. He built some revision into this lesson and then again the next day.

**The following grid can be easily adapted to suit a range of circumstances that will allow children to be involved in talking about how well they are doing in languages.**

[illegible]

## Oracy 6.2 Perform to an audience

Develop a sketch, role-play or presentation and perform to the class or an assembly

## Summative assessment

While it is important to use the majority of the time available for languages for actual teaching and learning, there are points at which summative assessments are valuable. These may broadly aim to locate children against stages in the Framework. An important development in this regard is the Languages Ladder (The National Recognition Scheme for Languages).

The key to successful language teaching lies in engaging the motivation of the learner. Motivation is enhanced by a sense of achievement. In addition to ongoing regular feedback it is worthwhile therefore undertaking more formal assessments at given intervals so that pupils can appreciate and celebrate how much they have learned. Through summative assessment of this kind teachers can evaluate their own teaching as well as taking stock of the level of pupils' attainments.

When interviewed as part of a research study led by a team from Warwick University several pupils commented on they would appreciate feedback on how to improve and make progress.

“I think it would be nice if they told us how we were doing, because if we weren't doing well they could actually help us.”

“They just say très bien, but they don't tell you individually, they just say it to the whole group.”

“Sometimes it can be quite hurtful if you find out you are bad at something and you thought you were good at it.”

As language learning is extended to progress over 4 years from Years 3-6, it will be important for schools to build in a more systematic programme of assessment so that children's progress can be properly monitored over the four years. Assessment data can then be passed to on through the school to each new teacher and then to the secondary school to ensure progression and continuity.

We will now look at some ways of supporting this process, in particular through the Languages Ladder and the European Language Portfolio.

## The Languages Ladder

The Languages Ladder, part of the government's Languages Strategy, is the National Recognition Scheme against which you can assess achievement in language learning for learners of all ages, studying any language. The Ladder enables children and teachers to assess achievements using 'Can do' statements in the main skills of listening, speaking, reading and writing. There is also voluntary external assessment at the end of each stage.

### Expectations for most children

It is anticipated that children in Key Stage 2 will be working between Grades 1-6 of the Languages Ladder in the strands of Oracy and Literacy i.e. in listening, speaking, reading and writing.

*The overall achievement of most children in these two strands by the end of Year 6, in at least one language, is likely to be approximately Grade 4.*

Here are the grade 4 listening and speaking, 'can-do' statements. There is no expectation that learners would be at the same grade in each of the four skills at one time.

I can understand the main points and some of the detail from a short spoken passage

I can take part in a simple conversation and I can express my opinions

I can understand the main points and some of the detail from a short written text

I can write a short text on a familiar topic adapting language which I have already learned

You can see that these are an integral part of the work that is happening in primary languages linked to the Framework.

**The Languages Ladder 'can-do' statements can be seen at the end of this section.**

### Key features of the Languages Ladder:

- designed to endorse the learner's achievement
- 'can-do' statements
- can assess just one skill in any one language reading/writing/speaking/listening
- possibilities for teacher assessment within each stage
- voluntary external assessment available at the end of each stage.

Teacher assessment and the external tests associated with the Languages Ladder are currently available through Asset Languages.

For further information and to look at some examples see:

[www.teachernet.gov.uk/teachingandlearning/subjects/languages](http://www.teachernet.gov.uk/teachingandlearning/subjects/languages)

[www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)



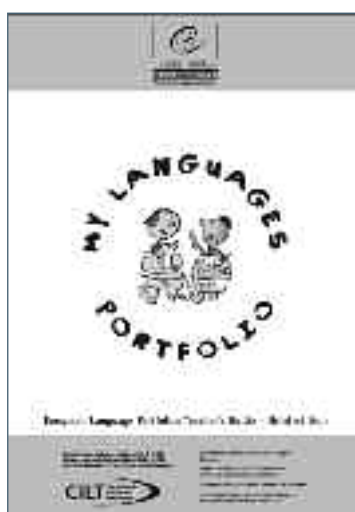
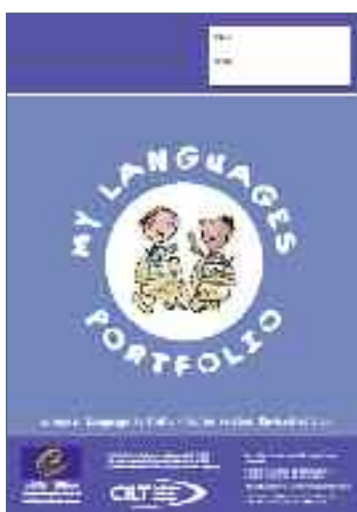
## Language learning portfolios

Before focussing on the European Languages Portfolio (ELP) it may be helpful to look at the use of pupil portfolios as part of effective practice in assessing languages: The following suggestions show how we can involve children in their own learning, progress and assessment:

- Break down language content into small attainable steps
- Give children the opportunity to reflect upon how they are developing their understanding, skills and learning strategies
- Children record their progress in their portfolio
- Children build up a dossier of their best work
- Children present their work on audio and video tape in displays, books; they collect examples for their dossier
- Children and teachers discuss progress using ‘*I can*’ and ‘*I have (learned)*’ statements
- Children receive badges, certificates and merits. Recognition of the success of individual children and the whole class motivates children and develops positive attitudes.

Some schools choose to use their own portfolio or a Local Authority or cluster model in order to recognize children’s success in language learning and as a way of passing on records to secondary schools. Other schools may prefer to choose the ELP as it is already aligned to the Languages Ladder and to the levels of achievement on the Common European Framework, an internationally recognized standard of achievement in languages.

### The European Language Portfolio (ELP)



The European Language Portfolio forms part of language teaching and can be integrated into the course and teaching materials. It is a learning tool, in which children record their language learning and intercultural experiences. It is essentially the property of the child, but used under the guidance of the teacher.

The portfolio has 3 main sections:

- 1 **My language biography:** a personalised learning diary, showing specific achievements in language learning, intercultural understanding and learning strategies
- 2 **My dossier:** a record of children's work in languages to which they can add throughout their course, keeping work in a folder
- 3 **My language passport:** a record of children's progress in learning languages, and their intercultural experiences and contacts. It contains the first nine grades of the Languages Ladder, together with the overarching Council of Europe language levels. These are designed to help children check their progress.

The ELP is a standard document in which pupils can record their language learning and intercultural experiences. It is an open-ended record of linguistic achievement which can be used in transfer to subsequent year groups or into Key Stage 3.

The junior version for England has been aligned directly with the Languages Ladder. It was established to introduce primary school children to a language learning process which lasts for life.

Use of the Portfolio helps to give children a commitment to and ownership of their learning. By discussing and negotiating the aims, content and processes of their work at regular intervals, they gradually learn to take more responsibility for their own progress. The Portfolio helps children develop a reflective approach to language learning and to develop language-learning strategies, which help them to learn more independently.

Information of this kind can be useful in reporting to parents/families/carers on the progress of their children. It is important to give an all round picture of children's achievements in language learning, taking account of all five strands of the Framework, so that parents/families can understand properly what it is that the school is trying to achieve.

The European Language Portfolio is available from CILT Publications or freely downloadable from: [www.primarylanguages.org.uk/link/jelp.aspx](http://www.primarylanguages.org.uk/link/jelp.aspx)

## The Primary Languages Training Zone

Working with teachers in the primary classroom, the Primary Languages Training Zone presents examples of the Framework in action and shows how the five strands can inform learning and teaching and underpin progression across the four years of Key Stage 2. For examples of peer and self assessment and teacher observation and recording, see [www.primarylanguages.org.uk/training\\_zone/teachers/assessing\\_and\\_recording.aspx](http://www.primarylanguages.org.uk/training_zone/teachers/assessing_and_recording.aspx)

### For discussion:

- Read the expectations and outcomes for each of the three core strands from the overviews on pages 67, 71, and 75 of the Key Stage 2 Framework for Languages. Reflect on how useful these statements would be:
  - as a basis for setting assessment tasks
  - for self-evaluation by the children
  - for day to day assessment
  - For summative assessment.
- Do schools in your area use the Language Ladder or a portfolio such as the Junior ELP? Do they have any other ways of recording progress or involving children in the learning process?
- How might teachers use a portfolio such as the ELP? How might this support other work in languages on a regular and frequent basis?
- Do you agree with the view that children like to know how they are achieving? If so what approaches could you use to help them? What, if any, are the potential issues?
- Is it possible to assess Intercultural Competence?





# “ 8 Using the Framework in different contexts ”

## Working together – using the Framework in different contexts

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The Framework is broad and flexible. It can be used in a full range of different contexts and circumstances.

In this section we will consider:

- challenges for small and rural schools
- mixed age planning
- working with secondary colleagues
- working with other adults.

## Small rural schools

Some small rural schools face particular generic challenges arising from their remoteness and their small pupil numbers which necessitate planning for constantly changing mixed age group classes. Small staff numbers may mean it is better for clusters of small schools to share a primary subject co-ordinator for languages between them. On the other hand, the inbuilt timetabling flexibility provided by the same teacher delivering all subjects can be turned to good advantage in programming lessons using an embedded approach. Language learning can also serve as an added dimension bringing the wider world into the rural environment.

## Mixed age classes

### Model 1

In Norfolk rolling programmes are set up for a range of foundation subjects and languages can adapt to an existing model. Some small schools have experience of 2, 3 and 4 year rolling programmes. Lesson objectives span the age range and much can be achieved by differentiated questioning techniques.

### Model 2

Rural schools in North Yorkshire have experience of solutions for mixed age classes developed when they introduced the Literacy Strategy. Year 3/4 and Year 5/6 Classes combine learning objectives for the two years to produce a two-year rolling programme for Year A and Year B. These programmes are of a similar challenge and scope. Rather than aiming for children to have completed all Year 3 objectives by the end of Year 3 and all Year 5 objectives by the end of Year 5. The target is to have completed all lower Key Stage 2 objectives by Year 4 and all upper Key Stage 2 objectives by Year 6.

### Model 3

Year 4/5 classes pose the most challenge to any system. One solution is to split the class with the older year group joining the class above and the younger year group the class below. The teacher selects the objectives which most closely match the class profile (this might be Year 4 or Year 5). S/he bases the medium-term planning around these, adding differentiated activities for the older and younger groups, using objectives from their year (either Year 3 or Year 6).

### Model 4

Some very small schools have one Key Stage 2 class. In these circumstances the class splits into upper and lower groups. Planning is then based on a two year rolling programme and the two groups are taught separately. The teacher prepares two linked medium-term plans, one Lower Key Stage, one Upper Key Stage from the rolling programme. Different complementary themes are used to mediate content so that no child repeats the same work.

### Spotlight: Eastrington Primary School

Eastrington Primary School is a rural school situated seven miles to the north-east of Goole in the East Riding of Yorkshire. It is smaller than most primary schools, with 133 pupils who are currently grouped into five classes.

French is taught throughout Key Stage 2 to three classes: Year 3/4 mixed, Year 4/5 mixed and Year 6. The Year 6 class teacher is also the coordinator for primary languages as well as an AST for primary languages within the East Riding of Yorkshire. She teaches her own Year 6 class but also provides the French planning for the other two classes in Key Stage 2. Curriculum planning has been adapted in the light of the Key Stage 2 Framework which was initially used to review existing practice. Planning is now based on the objectives in the Framework but with a 2-year cycle of content/themes. This enables the staff to plan programmes of learning for children in mixed age classes, recognising and building on their prior knowledge and achievement, and trying to ensure that pupils in their second year of learning within the class achieve a more complex level of skill and understanding.



### Spotlight: Managing mixed age classes

In adopting a strategy for managing mixed age classes as part of the Pathfinder project Lancashire LA developed an approach to learning involving a rolling programme of introducing the language for the first time, then revisiting, reinforcing and building up language. Creative use of cross-curricular opportunities including ICT helped vary the approach and ways of reinforcing the language.

In addressing the challenge of small schools in particular the LA encouraged the formation of partnerships, clusters and networks at every opportunity.

### Grouping children of different ages in the same class

Some primary schools ‘vertically group’ children of different ages together, usually when year group numbers do not fit neatly into classes of 25 to 30. It is difficult to obtain a national estimate but a rural county such as Norfolk has mixed age classes in about half of its 400 primary schools.

Many schools with mixed age classes have developed effective ways to achieve progression in other curriculum areas which can help to inform planning for primary languages. Whilst many positive opportunities arise from a mix of ages and maturity, curriculum planning has to allow for:

- the much greater spread of ability and maturity when two, three or four ages combine in one class
- the greater number of curriculum objectives for each age group
- the equal opportunity issues for split-age classes
- avoiding unnecessary repetition of content for older children.

It is unrealistic for one teacher to plan and deliver separate lessons to each age group, although this model can be followed occasionally, especially when another adult is available in the classroom. A common approach for all curriculum areas is for all the class to work within a theme so that whole class input can be addressed to everyone. All the class will be studying *Poetry* in Literacy or *Shape and Space* in Numeracy but within the learning objectives of their year and ability group. Questioning and expected outcomes would be differentiated in whole class, small group and individual activities. Other curriculum areas (e.g. History) are often approached through a two, three or four year rolling programme. All the Key Stage might study *Ancient Greece* one year, *Tudor Times* the next year, followed by *Victorian Times* and *WW2* in the fourth year. One child might learn about the Greeks when they are seven years old and another would learn this when they are ten.

Progression through Framework objectives can be achieved in one language with careful planning.

You may decide to do this by using a themed approach to planning. Following one theme, such as Sports, the whole class can work together throughout the week, sharing whole class input; singing the same songs; playing the same interactive games. With careful planning of rolling programmes of work, it is possible to teach one language to mixed age classes over two, three or four years and achieve progression in all five strands. Examples of such rolling programmes are given on pages 123 to 128. Before looking at examples of rolling programmes, it would be useful first to consider the following:

- the Framework carries a clear message of flexibility and planned freedoms and recognises that some compromises will be required to accommodate the needs of the different ages and language experience in a mixed age class
- the key to mixed age planning will be to look at the three main strands of the Framework longitudinally, depending on the age range in a class
- part 1 of the Framework is particularly helpful here, giving an overview of Oracy, Literacy and Intercultural Understanding across all four years (KAL and LLS objectives are relevant at all stages of learning and can be revisited frequently in different contexts)
- a mixed age Year 3/4 class would progress through Year 3 and Year 4 objectives in one year but would return to the same objectives for a second year in a different context
- a mixed age Year 5/6 class would similarly progress through Year 5/6 objectives throughout one year
- a mixed age Year 3/4/5/6 class would have to progress quickly through four years of objectives in each year. Even though these objectives will be revisited each year, great care will need to be taken to ensure that younger children are not over-stretched, in particular with literacy objectives. For example, in a summer term (see four year rolling programme on pages a class of Year 3 to Year 6 might have learned five prepositions (*sur, sous, dans, devant, derrière*) and be beginning to use the structure '*où est...?*' relating to rooms in a house. All the class could have read/acted out: *Une Histoire Sombre* by Ruth Brown following the Oracy objective: O6.1: *Understand the main points in a story*. The class could then focus on different literacy objectives, also using IT skills, so that Year 3/4 are not given too complex a task
- Year 5/6 focusing on L6.4: *Write sentences using a model*, could be set the task of working in pairs to write PowerPoint pages of a new story, using school photographs as a setting and also following the suggested KAL and LLS objectives of using a dictionary to build up new meaningful sentences (*Il était une fois une école très moderne!*)
- Year 3/4 however, following L4.4: *Write simple words and phrases using a model* could be given examples of the five preposition words to make into big posters and then use digital cameras to photograph themselves putting *dans* a box; *sur* their heads etc. An alternative 'simple phrase' task would be to follow a model: *dans la cuisine* and create their own phrases to accompany photos in their homes or school
- appropriate core language structures could provide a 'backbone' of language and could be returned to each year in different contexts or themes, many of which could be cross-curricular, making meaningful links with other subjects

- older children, revisiting familiar language structures would be able to lead questioning and help younger children
- a Year group could enter a rolling programme in any year as the identified core structures and their linked Framework objectives would be repeated each year
- some content, such as greetings, classroom instructions, numbers and colours, would need to be repeated to give a common core of everyday vocabulary to new children. A varied input could be used for this common content, using differing songs and artefacts and older children could help teach their younger classmates or use ICT to revise this core content independently.

Although the rolling programme suggests using some commercially produced children's stories such as *The Very Hungry Caterpillar*, *Une Histoire Sombre*, *Grand Monstre Vert* and *Chapeau!*, these are simply examples of the kind of texts that can be used. The essential is that you choose texts or stories that use reasonably simple language, are linguistically repetitive and at the right level of maturity for the learners in terms of the visual content. You can find examples of appropriate texts and stories and how to purchase them on the CILT Primary Languages website. [www.primarylanguages.org.uk/resources/publishers\\_and\\_suppliers.aspx](http://www.primarylanguages.org.uk/resources/publishers_and_suppliers.aspx)

The following links may also prove useful as they provide storytelling resources in a range of languages and accompanying Schemes of Work and activities:

<http://ngfl.northumberland.gov.uk/languages/default.htm>

<http://wsgfl.westsussex.gov.uk/ccm/navigation/curriculum/modern-foreign-languages/key-stage-2>

[www.primarylanguages.org.uk/teaching\\_and\\_learning/active\\_learning/storytelling1.aspx](http://www.primarylanguages.org.uk/teaching_and_learning/active_learning/storytelling1.aspx)

### **Frequent revisiting is crucial to successful language learning and is indispensable when planning for mixed age classes.**

Mixed age classes are not an ideal situation for any curriculum area where teaching points need to be made progressively. However such classes are a reality in many primary schools and a 'best fit' solution must be found for each school.

Even though a language is mainly acquired in progressive steps, from sounds to words to text, learning cannot be embedded without frequent revisiting of key structures and skills. Older children will relish returning to structures they are beginning to know well and, within the context of a mixed age class, they will be motivated to help younger classmates with their learning and will have a real purpose for developing questioning and conversational skills.

If revisiting is placed at the heart of mixed age planning, pupils will move on to high school as 'confident users and learners of a new language – enthusiastic and eager to learn more'. (DfES, 2005)



## A two-year rolling programme (mixed age: Y3/4)

## Broad Theme: Myself

- This rolling programme could be started in either year A or year B
- Content themes have been chosen to be appropriate for the core language structures, year groups and school terms
- Intercultural Understanding objectives have been chosen to be covered either in both years or in one of the two years
- These are only suggestions: schools could adapt the rolling programme according to their own needs
- Any units could be replaced/enriched by cross-curricular or story based units ( a few suggestions are given)
- Framework links are abbreviated and illustrative to show a gradual progression from Y3 to Y4 objectives. Several objectives will be relevant each term

Core structures	Year A	Year B	Oracy	Literacy	KAL	LLS
Autumn	Greetings, 1-12, name, age, colours, classroom instructions  IU3.1: Identify languages spoken and countries		3.1 Listen and respond to simple rhymes etc.  3.2 Recognise sound patterns and words  3.3 Perform simple communicative tasks  3.4 Listen attentively to everyday language  4.1 Memorise and present a short text  4.2 Listen for specific words and phrases  4.3 Listen for sounds, rhyme and rhythm  4.4 Ask and answer questions	3.1 Recognise familiar words in written form  3.2 Make links between some phonemes rhymes and spellings  3.3 Read and write simple words  4.1 Read and understand a range of familiar written phrases  4.2 Follow a short familiar text  4.3 Read aloud words used on a regular basis  4.4 Write simple words and phrases using a model	Sounds phonemes and words  Link sounds to meaning and written form  Imitate pronunciation  Hear/recognise main word classes  Recognise questions & negative statements  Recognise categories of words and simple agreements  Apply phonic knowledge to pronounce/decode text  Notice spellings of familiar words  Understand similar, different words to English  Appreciate different writing systems  Recognise text layouts and styles	Remember rhyming words  Use gesture and mime to show understanding  Record self  Repeat words rhythmically  Recognise mouthed words  Ask for repetition  Use physical response  Listen attentively  Use context to aid meaning  Say new words under breath/out loud  Compare English words with other languages  Practise with a friend  Play memory games  Use dictionary to check spellings
Who/what is it ?  It's...	Jungle toys and presents Pere Noel  IU3.3 Social conventions (Christmas)	Family and pets nativity  Story: <i>The Enormous Turnip</i>  IU4.3 Traditional stories  X-C: History of a tudor family tree				
Spring	Days, months, 13-31, birthdays  IU3.4 Make direct/indirect contact with country where language is spoken					
Do you have a...?  Yes I have a...  No, I don't have a...	Body Monsters!    Story: <i>Le Grand Monstre Vert</i>	Fruit Easter traditions  X-C: Art/DT materials: making an Easter card IU4.1 Festivals/celebrations (Easter)				
Summer	Alphabet					
Do you like...?  Yes I like...  No, I don't like...	Clothes Sports  X-C: Sports (Move unit to coincide with Olympics or World Cup)  IU4.4 Travelling to countries	Ice cream Hobbies  Story: <i>The Hungry Caterpillar</i>  IU4.2 Aspects of everyday life				

## A two-year rolling programme (mixed age: Y5/6)

## Broad theme: The world around us: home, school and the world

- This rolling programme assumes this class have already covered the Y3/4 rolling programme in the same language
- This rolling programme could be started in either year A or year B
- Content themes have been chosen to be appropriate for the core language structures, year groups and terms
- IU objectives have been chosen to be covered either in both years or one of two years
- These are only suggestions: schools could adapt the rolling programme according to their own needs
- Any units could be replaced/enriched by cross-curricular or story based units (a few suggestions are given)
- Framework links are abbreviated and illustrative to show a gradual progression from Y5 to Y6 objectives. Several objectives will be relevant each term

Core structures	Year A	Year B	Oracy	Literacy	KAL	LLS
Autumn	Revise 1-31, 31-100, time, money. More class instructions  IU Continue contact with other school(s)		5.1 Prepare and practise a simple conversation  5.2 Understand and express opinions  5.3 Listen attentively and understand more complex phrases and sentences  5.4 Prepare a short presentation on a familiar topic  6.1 Understand the main points/opinions in a story/song/passage  6.2 Perform to an audience  6.3 understand longer/more complex phrases or sentences  6.4 Speak language confidently	5.1 Reread frequently a variety of short texts  5.2 Make simple sentences and short texts  5.3 Write words and phrases using a reference  6.1 Read and understand main points from short written passage  6.2 Identify different text types and read short authentic texts for enjoyment/information  6.3 Match sounds to sentences and paragraphs  6.4 Write sentences on a range of topics using a model	Develop accuracy in pronunciation  Manipulate language by changing a single element  Apply knowledge of language rules to build short sentences  Recognise conventions of word order  Recognise importance and significance of intonation  Deal with authentic text. Locate words in a reference source. Use notions of plurals and gender  Use knowledge of language to present personal ideas  Recognise that languages borrow words from other languages and that there are different ways of expressing social relationships	Plan and prepare task and evaluate work  Integrate new into known language  Apply grammar knowledge to make sentences  Use actions/rhymes to aid memory  Ask for repetition/clarification  Practise with friend and outside classroom  Look and listen aural/visual clues  Use dictionary/word list  Pronounce read unknown words  Use tone of voice/key words for cues
What do you want?  How much?  It's great!  + opinions	Buying food Christmas food tradition  X-C: The food technology  IU5.3 Compare products, object	Classroom objects Buying presents  X-C: Maths and money  IU5.2 Compare attitudes				
Spring	Revise dates etc.  Weather, Prepositions Directions					
Where is...?	Places in towns: Cities in the world  X-C: Geography  IU5.2 Recognise similarity and differences between places	Furniture rooms Around the school  Story: <i>Une Histoire Sombre</i>  IU5.1 Aspects of everyday lives				
Summer	Revise Alphabet  Language Portfolio					
What do you like doing?  Opinions!	Sports and holidays  X-C: Sports (move unit to coincide with Olympics or World Cup)  IU6.3 Present information about an aspect of culture	Hobbies/jobs School subjects and high school  Story: <i>Chapeau!</i>  IU6.2 Recognise and understand some differences between people				

## A four-year rolling programme (mixed age: Y3/4/5/6)

## Broad theme: Myself and my world

- This rolling programme could be started in either year A B C or D
- Schools with one class of Y3/4/5/6 or unevenly mixed classes such as Y3/4 Y4/5 & Y5/6 may need to follow a four-year rolling programme such as this
- This roll would also work for two years with a Y5/6 class learning a new language
- These are only suggestions: schools could adapt the rolling programme according to their own needs
- Any units can be replaced/enriched by a cross-curricular or story based unit
- This is a complex four-year roll and would need to be undertaken with care so that youngest pupils aren't over-challenged particularly within the higher literacy objectives
- Older pupils returning to familiar structures and vocabulary can lead the questioning with younger pupils and/or embark on independent revision using ICT programmes to embed/assess their understanding
- A year group would eventually return to the core structures several times and should have the questions and answers firmly embedded by transference to high school
- Framework links are abbreviated and illustrative to show a gradual progression from Y3 to Y6 objectives. Several objectives will be relevant each term
- Appropriate KAL and LLS objectives should be selected and could be identified from two-year rolling programmes

Core language structures	Year A	Year B	Year C	Year D	Oracy	Literacy
<b>Autumn core:</b>	Greetings, 1-12, name, age, colours, classroom instructions IU3.1 Learn about different languages spoken and their countries IU3.4 Make direct contact with country of language IU4.1 Learn about festivals and celebrations from different cultures IU4.3 Compare traditional stories				3.1 Listen and respond to simple rhymes etc. 3.2 Recognise sound patterns/words 3.3 Perform simple communicative tasks	3.1 Recognise familiar words in written form 3.2 Make links between phonemes rhymes and spellings 3.3 Read, write simple words
<b>Autumn 1:</b> Who/what is it? It's...	Jungle animals Story: <i>Billy Goats Gruff</i>	Body parts X-C: Science Story: <i>Red Riding Hood</i>	Pencil case and furniture Story: <i>Three Bears</i>	Pets Story: <i>The Enormous Turnip</i>	4.1 Memorise and present a short text 4.2 Listen sounds rhyme rhythm, for specific words and phrases 4.3 Listen for sounds, rhyme and rhythm 4.4 Ask and answer questions	4.1 Read aloud and understand a range of familiar phrases 4.2 Follow short familiar text 4.4 Write simple words, phrases using a model 5.1 Re read a variety short texts
<b>Autumn 2:</b> Do you have a...? Yes I have a... No I don't have a...	Family X-C history: Family tree Nativity	Monsters Story: <i>Grand Monstre Vert</i>	X-C: Drawing and DT materials: Making a Christmas card	Toys and presents	5.1 Prepare and practise a simple conversation 5.2 Understand and express opinions 5.3 Listen attentively and understand more complex phrases and sentences	5.2 Make texts using a model 5.3 Write words and phrases using reference 6.1 Read and understand main points from short written passage
<b>Spring core</b>	Alphabet, days, months 13-31, birthdays, weather, money IU 3.3, 4.2, 6.1 Learn about aspects of everyday life/social conventions/attitudes and compare to own IU 5.3 Compare symbols, objects, products from own and other culture					
<b>Spring 1:</b> Do you like...? Yes I like... No I don't like... + opinions	Food X-C: History: Children in World War II	Fruit Story: <i>The Hungry Caterpillar</i>	Clothes/fashion	Sports		



A four-year rolling programme (mixed age: Y3/4/5/6) (continued)					Broad theme: Myself and my world	
Core language structures	Year A	Year B	Year C	Year D	Oracy	Literacy
<b>Spring 2:</b> What do you want? How much?	In a cafe	Buying ice creams etc.	Buying clothes	X-C maths	6.1 Understand the main points/opinions in a story/song/passage  6.2 Perform to an audience  6.4 Use spoken language confidently to initiate/sustain conversations/stories	6.2 Identify different text types, read short authentic texts  6.4 Write sentences on a range of topics using a model
<b>Summer core</b>	31-100 Time, Prepositions, Language Portfolio  IU5.2 Recognise similarities and differences between places  IU6.3 Present information about an aspect of culture					
<b>Summer 1:</b> Where is...?	Places in towns	X-C: Geography: Cities and rivers	X-C: Literacy <i>Le chateau hanté</i>	Rooms in school/house  <i>Story: Une Histoire Sombre</i>		
<b>Summer 2:</b> What do you like doing? + Opinions!	X-C: Literacy: <i>Chapeau!</i>	Holidays	Hobbies and school subjects	X-C: Sports (an Olympic year?)		



## Special schools

Special schools will need to consider how the Framework might be delivered so as to meet the needs of their particular children, bearing in mind the evidence, including inspection evidence, of how language learning can positively support children's' social, cultural and linguistic progress.

*See Section 4 Inclusion – languages for all*

## Middle schools

Middle schools have the advantage of covering the transition between Key Stage 2 and Key Stage 3 within their own age range but will need to liaise both with preceding first schools for delivery of the early years of Key Stage 2 and secondary schools for delivery of the later years of Key Stage 3 depending on what ages of children they are actually teaching. Schools in these circumstances have found particular benefit in bringing together colleagues from nursery and infant, middle and upper secondary together to plan a coherent programme of learning from 3 to 19.

### For discussion:

- Look at the suggested models for teaching languages to mixed-age classes.
- Are you familiar with the range of topics and resources proposed? You may wish to follow the web links to look at some of the specialist resources for storytelling in a foreign language.
- How could you adapt these models in order to meet the needs of your children and teachers?

## Working with secondary colleagues

Specialist Language Colleges and other secondary schools are working in collaboration with primary schools to support language teaching. The most successful examples involve primary teachers and secondary languages teachers working closely together to plan schemes of work and lessons and to draw from each other's specialist experience and expertise.

### Spotlight: Effective models of working with visiting teachers

In one particular cluster in the North-East, the primary languages lead teacher who is based at the local Specialist Language College delivers lessons at all partnership schools as part of a rolling programme of support.

She also provides support (ideas, resources etc.) to teachers she is no longer directly working with on a regular basis during her visits to schools and via email.

The Lead teacher provides on-going CPD in the form of lesson observations as well as twilight sessions on languages methodology to support teachers' delivery of French.

Conversation classes are also provided by the FLA at the Language College to support linguistic up-skilling of primary teachers.

The Lead teacher delivers fortnightly discrete 30 minute French lessons.

The class teacher replicates this discrete lesson in the alternate week as well as embedding language work into the curriculum throughout the week (e.g. register, dinner money, mental maths etc.).

### Spotlight: Cluster primary and secondary links

A large rural secondary school (1400 pupils), which is working in partnership with another secondary school (750 pupils) and all their 17 feeder schools. The LA appointed a coordinator to ensure an organised approach to the introduction of primary languages in line with LA policy.

The coordinator has since gained AST status and her outreach work is for primary languages within the partnership. The coordinator is a secondary trained languages teacher.

The coordinator conducted an audit of practice within the schools and found a mixed picture with some schools delivering languages in curriculum time, others on a language club basis and some with no language provision. The coordinator helped by the LA patch adviser spoke to all headteachers and it was decided to establish a smaller working group of headteachers and the coordinator; this group made strategic decisions, as regards planning, training and resource purchase.

It was decided that the coordinator would, where necessary, initially deliver a series of lessons in the primary schools, with the primary teacher present to observe. In the meantime the coordinator visited primary schools to watch lessons and to gain an insight into good primary pedagogy to ensure that the lessons were not merely a reflection of secondary language methodology. Over the last two years the coordinator has worked in all schools, which required her support. The process has gone from complete delivery by the coordinator to the primary colleague teaching a small section of the lesson, to team teaching and then to independence.

Teachers who want further language upskilling have taken part in lessons via the Digital Learning Community.

### Spotlight: AST support in North Tyneside

In this cluster approach each secondary school in the LA has a link teacher to support feeder primaries in delivery of entitlement, to liaise and inform secondary planning:

- The LA languages AST team train link teachers in primary methodology
- Link teachers also attend CPD for primary teachers run by the AST team
- The AST team supplement link teacher support to primary schools.

## Working with trainee teachers

If you are able to offer a school based placement to a primary languages trainee teacher you may be interested in the following initiative.

The primary languages in initial teacher training project is a shared initiative involving the Training and Development Agency for Schools (TDA) and equivalent institutions from European partners, supported by CILT, the National Centre for Languages. Since it began in 2001, this project has brought together a number of higher education institutions (HEIs) in England twinned with institutions in France, Germany and Spain to facilitate the exchange of ideas between students and trainers within either a primary PGCE or an undergraduate course. The overall number of institutions involved in the project has grown from 10 in 2001 to over 50 in 2003. Initial teacher training providers in England participating in the project are listed below, with links to courses offered. Further information, including a list of primary French, German and Spanish PGCE course providers is available on:

[www.primarylanguages.org.uk/professional\\_development/initial\\_teacher\\_training/pgce\\_providers.aspx](http://www.primarylanguages.org.uk/professional_development/initial_teacher_training/pgce_providers.aspx)

### Spotlight: Trainee teachers in Liverpool

In order to raise and develop the profile of language teaching in line with the Primary Languages Entitlement for September 2009, the school decided to offer placements to PGCE primary languages' trainees from Liverpool Hope University. Two primary PGCE students were accepted in 2005-2006 on their third placement. One trainee was placed in Year 3 and the other in Year 6. Both trainees developed units of work with their own classes in French and/or Spanish supported by the primary languages co-ordinator. The teachers brought with them recent knowledge, experience and materials such as photographs and links with schools abroad from their overseas placements.

One of the students was appointed as an NQT Year 5 teacher at the school in September 2006. The school is now able to enhance the current language provision and has an immediate point of reference to address language concerns. The NQT is an excellent primary languages practitioner in her own right.

The profile of primary languages at Park Road has now been boosted. The primary languages co-ordinator has mapped out the provision from September 2007, utilising the expertise of the ITT NQT and a Year 3 teacher. The school is now actively engaged in developing a language and cultural link with a school in Malaga.

## Working with other adults

Teaching assistants, learning support assistants, foreign language assistants and other adults can play a very significant role in supporting language learning in schools. The role of the assistant may be determined by their level of experience, skills and professional training, and the school's needs and preferred ways of working. Teaching Assistants with a good level in the new language – perhaps even a native speaker – can be invaluable in providing models of language. Although the role of teaching assistants has changed considerably in recent times – they are now much more involved in direct teaching – it is still essential that opportunities are found to jointly plan ways of supporting individual children and to discuss roles.

Additional adults can:

- when appropriate provide a model of the language being learned
- boost pupils' confidence and speaking and listening skills by engaging them in conversation
- support pupils in maintaining concentration and participation as well as explain and reinforce learning objectives
- make a note of which pupils are not coping well with an exercise so that the teacher knows which pupils will need an objective teaching again at a later date
- value pupils' home languages and encouraging them to use them in their learning
- support pupils to work collaboratively in groups with their peers.

### Spotlight: Developing the role of the teaching assistant

One of the teaching assistants (TA) had always been very keen to support the development of French throughout the school and had also been one of the members of staff to accompany the school trips to France.

Over the past four years the primary languages Advanced Skills Teacher (PL AST) has encouraged both teachers and interested TAs to participate in primary languages training both within and outside of the Local Authority. The TA, who has a 'rusty' GCE in French, attended the primary French CPD 30 hour upskilling course run for teachers by the Local Authority. Following her training, she had the confidence to return to school and try out activities with groups of children. Alongside this, the PL AST timetabled the TA to be in her own class' French language learning lessons thus engaging the TA as both a learner of French along with the children and a facilitator for target support groups which helped to further upskill her own knowledge and ability to teach French. The PL AST involved the TA in the planning and preparation of units of work and individual activities.

This year the TA is delivering Year 6 French under the guidance of the PL AST and is also delivering Year 5 French whilst a key member of the language teaching team is on maternity leave. In addition, the TA is now benefiting from Key Stage 2 Framework training and nearby Local Support Group networking and training opportunities.

### Spotlight: Using teaching assistants to support the delivery of languages in primary schools

The DCSF piloted a course in the summer term 2004, to equip bilingual support staff with the knowledge and skills needed to support the delivery of language teaching. One participant was a native Spanish speaker who had worked as a teaching assistant in south London for 5 years. Her school had no curriculum provision for languages. In order to try out ideas discussed in the sessions, the teaching assistant taught a series of Spanish lessons to Year 3 pupils.

In the autumn term 2004, she introduced Spanish as a timetabled subject to two Year 3 classes, 30 minutes a week. She developed a teaching programme based on the Key Stage 2 Framework for Languages.

During the autumn term 2006, she was awarded higher level teaching assistant status and aspires, in the future, to follow a PGCE course with a Spanish specialism. She offers Spanish to all Year 3 and 4 classes and has whole class responsibility for this, mentored by the school's ethnic minority achievement co-ordinator. A newly qualified teacher with a Spanish specialism has been appointed. Longer term, the school plans to offer Spanish across the key stage.

### DCSF primary HLT/TA materials

The National Languages Strategy envisages teaching assistants, including native speakers from local communities, playing an important role in the delivery of language learning in primary schools. This short course offers a 20 hour introduction to language teaching in primary schools, equipping participants with some basic principles underpinning good practice, a range of practical activities for use in the classroom, and pinpoints sources of further support.

Further information is available on:

[www.primarylanguages.org.uk/professional\\_development.aspx](http://www.primarylanguages.org.uk/professional_development.aspx)

Further advice on training to teach languages in primary education is available on:

[www.primarylanguages.org.uk/professional\\_development/initial\\_teacher\\_training.aspx](http://www.primarylanguages.org.uk/professional_development/initial_teacher_training.aspx)

## Foreign Language Assistants (FLAs)

The Foreign Language Assistant scheme is over 100 years old. Young people, usually students, can work for up to 12 hours a week in schools supporting teachers. They are an excellent source of up to date language and are able to relate well to the children bringing with them both enthusiasm and understanding of the country's culture.

### Spotlight: Hounslow Town Primary School on their French assistant, Eric Delsart

“We foster positive attitudes towards other cultures, value bilingualism including teaching using mother tongue languages and our communities expose children to a rich language tradition, knowledge of other countries and their customs. In this context, we welcomed the opportunity to have a French language assistant – Eric Delsart for 12 hours a week in our school.

Eric worked with children from Year 1 through to Year 6. He provided support for teachers' own language skills and it was an opportunity for all to hear a native speaker. He used ICT very effectively and made PowerPoint presentations including photographs he had brought with him to introduce the cultural dimension to the children. He used the languages framework to plan and prepare resources for his lessons. These plans and resources he then saved onto our central resources and made this available to all staff. Eric prepared labels and signs that he laminated and that could be used in class. We are benefiting from this at the start of this year.

Working in small groups for drama and games had a big impact on the motivation of our children.

Eric also ran a French lunchtime club where the children played games and also role play e.g. playing shop keeper. During some lunchtimes he went out in the playground and played football with the older pupils, speaking in French only. This was very fortuitous as it linked with the World Cup and a lot of pupils were very interested in discussing the matches.”

If you are a primary school headteacher or teacher thinking of hosting a foreign language assistant for the first time, you may find the following link useful

[www.britishcouncil.org/languageassistants-schools-primary-faqs.htm](http://www.britishcouncil.org/languageassistants-schools-primary-faqs.htm)

