

Teacher's guide

# Languages

A scheme of work for key stage 2



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# Introduction

## What is this scheme of work?

This scheme of work is intended to provide a comprehensive and stimulating basis for planning the teaching of languages at key stage 2 in primary, middle and special schools. The scheme comprises an overview and 24 units each for French, Spanish and German.

This scheme suggests one approach to enabling learners to meet the objectives of the *Key Stage 2 Framework for Languages* (DfES, 2005). It provides a basis from which schools can develop or adapt their own schemes. The materials are non-statutory and meant to be used flexibly. Schools should feel free to use as much or as little of the scheme as they find helpful. They can adapt, select or substitute ideas and activities as necessary to meet the needs of their children, to fit the time available and to meet the priorities of the school.

The scheme takes the primary curriculum as its starting point. Many of the units are inspired by themes that are commonly taught in schools. Some take a piece of music or a painting as a stimulus. Others explore themes that are of interest to young children, such as a playground game or a story.

This scheme of work is published on the DfES Standards website at [www.standards.dfes.gov.uk/schemes3](http://www.standards.dfes.gov.uk/schemes3). The units can be accessed in different formats.

The scheme reflects the following assumptions about languages teaching at key stage 2.

- Every child should have the opportunity to study at least one new language throughout the key stage.
- Schools have the flexibility to determine their aims, objectives, teaching methodologies and models of delivery, and the language or languages that they teach.
- Schools will plan for no less than 60 minutes per week of dedicated language teaching and make the most of planned or incidental opportunities throughout the day and week to reinforce language work.
- Teachers will allow time to consolidate and review learning.
- Some teachers may have a high level of proficiency in using a language, but the subject knowledge of some teachers may be more limited.

## What does the scheme cover?

The scheme illustrates one approach to covering the objectives of the *Key Stage 2 Framework for Languages*. It shows how the framework's generic principles can be interpreted specifically to teach children French, Spanish and German.

The overall scheme highlights:

- core language and structures, with suggestions for children needing additional support, ideas for follow-up work and extension activities for those schools with more time
- how units of work can combine oracy and literacy skills
- the development of intercultural understanding, language-learning skills and knowledge about language
- how work in languages can link with literacy, numeracy, ICT and other areas of the primary curriculum, and vice versa
- how units of work can be sequenced to provide progression, consolidation and reinforcement in language learning
- the range of expectations for children's attainment and learning outcomes from specific activities
- continuity, and progression to key stage 3.

# Languages at key stage 2

## Aims and purposes

The main aim of language teaching is to develop children's linguistic competence. Lessons need to be regular and frequent, so that previously learnt language can be reinforced and children can make good progress.

The teaching of languages at key stage 2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a new language
- develop linguistic skills, knowledge about language and language-learning skills
- understand and communicate in a new language
- make comparisons between a foreign language and English or another language
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- develop positive attitudes towards language learning
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- form a sound basis for further study at key stage 3 and beyond.

## Every Child Matters

This scheme of work can help schools to ensure that all children have opportunities to **enjoy and achieve** in their language learning. Activities in the scheme offer children the chance to:

- work cooperatively and collaboratively with others, in an atmosphere free from intimidation
- demonstrate their initiative
- become actively involved in their work
- be ambassadors for their school when communicating with partner schools abroad.

The scheme encourages children to adopt safe practices and to make a **positive contribution to the community** by showing respect for the personal dignity of others and social responsibility. Children can:

- develop positive attitudes to linguistic diversity within their school
- recognise and challenge stereotypes
- develop awareness of the need to listen to others' contributions and to work together.

Specific units support the Healthy Schools agenda through work on healthy food and lifestyles.

The scheme helps children to develop skills that will contribute to their **future economic well-being**. They will:

- develop their basic skills in literacy, numeracy and ICT through the foreign language
- develop their self-confidence and team-working skills
- learn linguistic and language-learning skills that may enhance their career options later in life.

# How the scheme is constructed

## Definitions

In these materials:

- a **scheme of work** is the overall planned provision for teaching languages in a school. It includes an overview and units of work
- **units** are medium-term plans and refer to a coherent set of work, usually designed to last for half a term. The sections within units go some way to indicating short-term, weekly plans.

## Long-, medium- and short-term planning

This scheme of work covers long- and medium-term planning, and gives guidance and suggestions for short-term planning.

The long-term plan draws together the strands and objectives from the *Key Stage 2 Framework for Languages* into coherent, manageable teaching units. The long-term plan shows how these teaching units can be distributed in a sequence that promotes curriculum continuity and progression in children's learning. Long-term planning also takes account of the other, broader dimensions of the curriculum. These include literacy, numeracy, ICT and citizenship, together with the development of children's creativity and thinking skills.

The unit is the medium-term plan. It identifies learning objectives and outcomes, and suggests activities to meet these. The sequence of learning objectives and activities promotes progression within the unit.

The sections within each unit are the basis for short-term plans. Each section is designed to provide sufficient material for approximately one week's teaching, however this is organised.

## Planning for progression

The scheme of work enables teachers to guide children's progression in the following areas.

### Oracy

In the early stages of language learning, children spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation because most do not hear the language outside the classroom. Children listen to the teacher, native speakers and recordings, and they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences, and engage in simple conversations.

## Literacy

Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing system, spelling and structure of the language.

## Intercultural understanding

Language learning brings children into contact with the people and culture of other countries. This may be real contact through links with other schools, trips abroad and email. It enables them to explore the lives of others and provides them with a context for understanding their own lives. They become aware of the similarities and differences between peoples, and discuss the danger of stereotyping. Intercultural understanding objectives can be integrated into language lessons and taught through other subjects.

## Knowledge about language

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules or patterns in language and apply this knowledge when generating new language. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

## Language-learning skills

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them do this. These can be applied to any language that they might learn later.

Guidelines on progression in language learning at key stage 2 can be found in Appendix 1, 'Progression in early language learning'.

## Overview of the content of the units

An overview of the thematic focus and language content of the units is provided in a separate document for each language. This shows the new vocabulary and structures to be taught in each unit. The individual units include lists of additional language that children will encounter, together with additional language for teachers that is required for the suggested activities.



## The units

Twenty-four units each for French, German and Spanish have been designed to be taught from year 3 to year 6. Teachers interested in teaching alternative languages can use these units as exemplars.

Each unit contains six sections plus ideas for an end-of-unit activity. Each section equates to roughly one week's work, although this will depend on the individual context of each class. Teachers can work through the units more quickly or more slowly, as appropriate. Within a section there may be activities designed to remind children of previous learning, and in their lesson planning teachers should allow time to consolidate this.

The suggested sequence ensures that children build on previous knowledge and understanding and develop their skills systematically across the four years. Teachers may choose, however, to change the order in which the units are taught, for example if this facilitates cross-curricular links. In this case, they will find it helpful to consider the 'Prior learning', 'New language' and 'Core language' sections of the units.

Each unit contains a number of activities which form a coherent whole. Schools can use these activities flexibly, by adapting or developing them. The core language and structures form the basis of the scheme of work. Schools should feel free to reduce or extend the core language according to the amount of time available and the levels of attainment of the children. Each unit highlights the core language introduced. Any vocabulary related to a specific context, story, song or game (and which might be considered ephemeral) will be additional to this. This means that teachers are free to use a different context, story, song or game if they wish to do so.

Specific extension activities are highlighted throughout the scheme for those schools with more time to devote to learning a language and wishing to develop the language further. Suggestions for offering some children additional support are also included. The suggested follow-up activities are integral to the scheme. These identify incidental opportunities to support children's language learning throughout the day and week.

## Phonic progression

Most of the units have a suggested phonic focus, detailing the individual sounds (phonemes) and phonological skills practised in that unit. There is progression over the 24 units.

In the early units the emphasis is on introducing individual phonemes, getting children to practise hearing these sounds, and comparing each with the letter or combination of letters that represents it. Most of the common phonemes are introduced in Units 1–12. There are also suggested activities where children discriminate between similar sounds and practise segmenting words into individual phonemes, ie trying to hear each individual sound within a word.

In Units 13–24 children develop these skills and are encouraged to use them as strategies to help their writing and to work out the pronunciation of new words. Some of the less common phonemes are introduced in these later units, and there are regular opportunities to revise the phonemes introduced earlier.

## Links with other areas of the curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas, and vice versa. The main links with other subjects are highlighted at the beginning of each unit and expanded in the ‘Possible teaching activities’ and ‘Points to note’ sections of each unit.

Links to literacy and mathematics in the units refer to the *Primary framework for literacy and mathematics* (DfES, 2006). Other subject references link to the primary National Curriculum (QCA, 2000).

Some examples of how these opportunities can be exploited are as follows:

- **Literacy:** development of speaking, listening, reading and writing skills
- **Mathematics:** counting, calculations, time, money, collecting and organising data
- **Science:** knowing about the importance of an adequate and varied diet for health
- **ICT:** sharing and exchanging information
- **Art:** first-hand observation, designing and making artefacts
- **Design and technology:** following safe procedures for food safety and hygiene
- **Geography:** using a range of scales and secondary sources of information
- **History:** understanding changes in the past
- **Music:** listening with attention to detail, and singing songs in unison
- **PSHCE:** developing good relationships and respecting differences between people
- **PE:** creating and performing dances.

# Using the scheme of work

## Building on children's earlier experiences

Languages are not part of the national curriculum at key stage 1, so this scheme of work assumes no previous knowledge of the language.

To progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they should be encouraged to manipulate it more independently. The principle of constantly 'recycling' language is the key to becoming a proficient language learner, and schools should include this as part of a planned scheme of work.

Some primary schools teach a language at key stage 1. When planning the key stage 2 curriculum, it is important to build on what children have already learnt.

At key stages 1 and 2, children will have followed or will be following the National Literacy Strategy and will have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The scheme of work takes account of this, and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language.

## Inclusion

Teachers who use this scheme of work may find they need to adapt it to ensure it takes account of the different experiences, strengths and interests of children. In doing this, they will need to take account of the statutory requirements and guidance on inclusion set out in the national curriculum.

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

- setting suitable learning challenges
- responding to the diverse needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To provide suitable learning challenges for all children to fulfil their potential and achieve as high a standard as possible, teachers may wish to modify the whole scheme of work, or parts of units.

If modifying the whole scheme, teachers may wish to consider whether:

- particular parts of the scheme should be emphasised or expanded
- children should be given more time for particular aspects of the scheme or given opportunities to progress more rapidly
- particular children need opportunities to revisit knowledge and skills in different contexts
- children's attainment will provide a relevant structure for language teaching – if this is not the case, for example for children who have significant learning difficulties or children able to work at a particularly challenging level, schools may wish to use the scheme as a resource for developing an alternative.

If adapting particular units, teachers may wish to consider whether:

- the expectations and learning objectives need modifying
- there is a need to add challenge by increasing the level of demand of the requirements
- there is a need to provide short, guided and more focused tasks and supporting structures, to enable children working below the demands of learning objectives to undertake the activity
- the outcomes need to be changed to take account of revisions to the objectives and activities, or because children will operate on different levels
- to vary contexts, resources, or teaching and learning styles to take account of the different learning needs of boys and girls, and the needs of children from different social and cultural backgrounds and with different lifestyles
- the activities need to be adapted to provide support for children with difficulties in communication, language and literacy.

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

- using alternative communication
- reducing the amount of written work and reading
- giving children the opportunity to clarify their ideas through discussion, role-play, photographs and the use of audio and filmed recordings, rather than relying on written materials.

## Planning for mixed-age classes

Many primary schools have more than one age group in a class. For most children, the only time they encounter the foreign language is in the classroom. A mixed-age year 3 and year 4 class will have some children who have studied the language for a year and others for whom it is completely new.

Even though younger children in a mixed-age class may have an equal facility with the pronunciation and with understanding aspects of the oracy objectives (see page 5), their progress towards the literacy and intercultural understanding objectives (see page 6) will vary according to maturity and prior learning.

Schools are used to creative planning for mixed-age classes in all curriculum areas. Long-term plans often involve a ‘rolling’ curriculum where key concepts are revisited within new contexts, with extra challenges for older and more able pupils.

This approach can also be applied to foreign language learning.

- Base planning on a core ‘backbone’ of key structures (for example, questions and associated answers) that can be used in a variety of contexts. Some everyday language can also be attached to these structures.
- Revisit the structures every year but in different contexts, which is in itself a sound methodology for language teaching.
- Expect the younger children meeting a key structure (eg ‘Do you like ...? Yes, I like ...’) for the first time to ‘master’ the answer and to understand the question. For example, they can say ‘I like apples’ and they can understand, but not necessarily recall, the question ‘Do you like fruit?’
- Expect the older children revisiting the structure to ‘master’ both the answer and the question.
- Adapt your expectation of literacy skills to the year group (and the ability of individual children) so that year 3 mostly work at sound/word level, year 4/5 at phrase/sentence level and year 6 at short text level. For example, a mixed-age class creates a display about likes and dislikes: year 3 children label their pictures with single words, eg ‘apples’, ‘bananas’, while year 4 children write short phrases, eg ‘I like apples and bananas’.
- Adapt your expectation of intercultural understanding, knowledge about language and language-learning skills (see page 6) according to the maturity and any prior language-learning experience of the class.
- If older children revisit the structure for a third or fourth year, then the expectations can be to develop more complex sentences (spoken and possibly written), perhaps linking structures together to meet Year 5/6 objectives, eg ‘Hello. I’m Julie. I love bananas but I don’t like fish. I think it’s horrible’.

### A two-year rolling programme

Although the *Key Stage 2 Framework for Languages* is organised into separate years, year 3 and year 4 objectives for oracy and literacy are quite similar, working at sound, word and phrase level. They could be achieved in one year, as long as they are repeated the following year with an expectation of greater accuracy from the ‘revisiting’ pupils. The same applies to year 5 and year 6 objectives, which address mainly sentence and short text levels.

Intercultural understanding could similarly be ‘rolled’ over two years (for years 3/4 and years 5/6), depending upon the chosen focus. In one year, in a year 3/4 class, the focus could be on social conventions (IU3.3), and in the next year it could be on festivals and celebrations (IU4.1).

## Key points

Some key points to consider when planning to use this scheme with mixed-age classes are as follows.

- Establish a clear plan of objectives and language structures to be covered.
- Select those units that provide opportunities to revisit desired structures and introduce new ones, and create a plan incorporating these, covering two (or more) years.
- Identify in medium- and short-term plans which structures will be new for younger children but are to be revisited by older children.
- Have clear expectations of differentiated outcomes, and plan activities that allow all children to make appropriate progress.
- Plan opportunities for children of different ages to work together in order to achieve their individual objectives.

## Different models of language provision

There are a number of different models for teaching languages at key stage 2, such as:

- a single language learnt over four years
- a two-language model
- a focus on multilingual language awareness.

Whichever model a school decides upon, planning an appropriate programme will need to take account of the desired expectations and outcomes of children's learning. In a two-language or multilingual approach, a school may find it appropriate to work from units intended for earlier in the key stage. For example, a year 5 class beginning French for the first time after two years of Spanish could follow a programme based on year 3 objectives for oracy and literacy. In this case, teachers would need to ensure that activities were age-appropriate for their year group. Teachers should also consider the appropriateness of the themes of year 3 units for year 5 children and adapt these as necessary.

However, one would expect year 5 children who had studied Spanish for two years to have progressed in their intercultural understanding, knowledge about language and language-learning strategies. It would therefore be appropriate for these children to follow year 5 objectives for these three strands.

## Continuity of learning

In order to ensure continuity and progression from class to class, schools might devise and instigate a development plan for language teaching. The plan should address:

- linguistic progression
- the sustainability of language teaching throughout the school
- the provision of staff
- the provision of resources
- in-service training and staff development, including language refresher courses
- collaboration with secondary schools.

## Partnership with secondary schools

In order to ensure children's continuity of learning when they transfer to key stage 3, there should be effective planning at an early stage, involving primary and secondary schools. Schools need to work together to develop a coordinated programme with shared perspectives and transfer of information, for example use of a portfolio or evidence of any informal testing. Transfer records should refer to children's progress in oracy and literacy.

## How parents can support children's language learning

Parents are often keen to support their child with his or her language learning. Some will have little or no knowledge of the language themselves and may not have the possibility of travelling to a country where it is spoken. They can, however, encourage their child to see the relevance of foreign languages outside the classroom. Although the scheme does not suggest specific out-of-school activities, some general ideas are suggested below:

- practising new vocabulary with parents, classmates, brothers and sisters
- looking out for products from a country in which the foreign language is spoken
- collecting pictures for practising language or for display in the classroom
- reading for pleasure, eg comics and magazines
- use of materials from the internet or CD-ROMs for independent learning
- singing along to CDs
- contact with speakers of a foreign language outside the classroom.

## Adapting the scheme of work for use at key stage 1

Where staffing and the timetable permit, the scheme of work can be adapted for use at key stage 1. Many of the suggested teaching activities can be adapted for use with younger learners. It will be necessary to plan for linguistic progression and long-term objectives.

In planning, teachers may wish to consider:

- short teaching sessions and limited new content to cope with shorter concentration spans
- use of puppets, mascots and objects to add fun and an element of surprise
- use of action songs and rhymes to encourage a physical response
- use of stories in the foreign language to develop children's listening skills
- frequent revision and consolidation of previously learnt language
- how to build on work in literacy.

# Teaching languages at key stage 2

## The Key Stage 2 Framework for Languages

The strands of the *Key Stage 2 Framework for Languages* are:

- oracy
- literacy
- intercultural understanding

and the cross-cutting strands of:

- knowledge about language
- language-learning strategies.

The units in the scheme of work offer one approach to addressing the framework objectives.

### Oracy

Activities in the scheme include:

- respond on hearing certain words, structures or phrases, eg put up hands, hold up an object, picture or word card, stand up
- listen and respond to songs, poems or stories, and listen for certain details, information, repeated words or rhyming words
- play games that require concentration on listening, such as Simon Says, Bingo or True or False
- respond to what they hear by performing an action or answering a question
- pick out specific details from longer passages of familiar language, eg name, place, cost
- listen to some speech and note down information
- join in with songs, poems and rhymes and then learn them by heart
- integrate previously learnt language with newly learnt language
- manipulate language, eg using vocabulary and structures for a range of purposes and in a range of different contexts, changing the person of verbs, using plurals, forming negatives and questions
- take part in pair and group work, eg finding out and exchanging information, devising sketches and role-plays
- make a recording, eg poems, songs, information about school or town, sketches, presentations
- prepare for a presentation or an assembly.



## Literacy

Activities in the scheme include:

- replace visual cues gradually with text cues
- play word games, eg word and picture dominoes, matching pairs
- do sorting and dictionary work
- share reading of stories
- do finger writing in the air
- communicate real messages by writing and sending emails
- write down personal information as it is learnt, to create a pen portrait
- make labels and posters
- write acrostic poetry and shape poetry
- create and extend sentences using familiar language
- use a familiar structure as a framework for creative writing
- prepare text for a wall display or presentation.

## Intercultural understanding

Activities in the scheme include:

- find out about languages spoken by children in the class
- find out about the weather in a country where the language is spoken
- invite a native speaker to meet the class
- compile data of the class's favourite playground games, and exchange information with a partner school abroad
- identify some locations where the language is spoken
- compare information about the school with children in a partner school abroad
- follow a simple recipe and prepare a dish
- prepare information about the locality to exchange with a partner school
- learn about the currency of another country
- discuss the dangers of stereotyping.

## Knowledge about language

Activities in the scheme include:

- identify specific sounds, phonemes and words
- imitate pronunciation of sounds
- apply phonic knowledge of the language to support reading and writing
- manipulate language by changing an element in a sentence
- recognise patterns in simple sentences
- devise questions for authentic use.

## Language-learning strategies

Activities in the scheme include:

- discuss language learning and share ideas and experiences
- use mental associations to help remember words
- ask for repetition and clarification
- practise new language with a friend
- use a dictionary
- make predictions based on existing knowledge.

## Use of the target language

In order to understand and communicate in the target language, children should be exposed to it as much as possible. There will be occasions when the use of English is appropriate, eg to compare English and the target language, or to discuss an aspect of the foreign culture.

The teacher needs to have a good command of the vocabulary and structures contained within the scheme of work, and also a repertoire of classroom language to deal with common eventualities. For the non-specialist teacher, quality of pronunciation and language is just as important as the quantity of language known.

In order to use this scheme of work to begin teaching a new language, some teachers may need to develop their skills and knowledge in the following areas:

- the phonics of the language
- the alphabet
- numbers
- days, months, dates, weather
- colours
- the time
- classroom objects
- personal language: myself, family, activities
- vocabulary and structures used in themes such as food and drink, clothes, sports, parts of the body, places in a town, countries, school
- language to express opinions: likes/dislikes, feelings
- classroom language: greetings, praise and discipline, language to organise the lesson, language that children need in order to participate – suggested simple phrases can be found in most commercially produced resources and are useful as a starting point; it is then best to agree with colleagues on the most important phrases and display them in the classroom for easy reference; each unit lists the language needed for the suggested activities
- simple grammar, eg gender; definite, indefinite and partitive articles; pronouns; adjectival agreement; possessive adjectives; present tense in the first, second and third person singular; negatives; imperatives; question forms; prepositions (with variations according to which language is being taught).

With an acceptable level of competence, teachers can maintain and build confidence in using the language by:

- scripting lesson plans: what the teacher will say and what children might say
- limiting teacher talk: keep it short, accurate and simple
- using mime, gesture and visual clues to make meaning clear
- collaborating with specialist colleagues or native speakers
- making use of resources for the non-specialist teacher of foreign languages, eg the internet, DVDs – these can be used to prepare work, to check pronunciation and intonation, or as a tool in the classroom
- improving language skills outside school hours, eg listening to CDs, spending time in the country or community where the language is spoken, attending evening classes, corresponding by email with a partner school.

## Teaching and learning approaches

The units suggest a range of approaches to teaching and learning, including:

- direct teaching, through whole-class and small-group sessions
- use of games and activities requiring a physical response
- opportunities for children to apply their learning, either on their own (eg reading or writing independently) or with others (eg working in pairs or small groups), or communicating with people in other countries, with varying degrees of support
- opportunities for children to reflect on and reinforce their own learning, eg learning by heart or revising work.

## Presentation, practice and production in teaching languages at key stage 2

When planning lessons, teachers may wish to consider a teaching sequence of **presentation, practice and production**. The scheme of work contains many suggestions for teaching and learning activities, and others might be added according to personal preference, availability of resources and restrictions of time or space.

### Presentation

At the presentation stage of a lesson, teachers may wish to consider:

- use of a variety of visual aids, eg real objects, puppets, DVDs, interactive whiteboard, picture flashcards, gestures
- ways of developing listening acuity by getting children to respond as they listen, eg holding up picture cards or objects and saying, ‘Hands up when you hear ...’ ‘If it’s correct, nod your head, if it’s wrong shake your head’
- presenting new words gradually, eg between four and eight words at a time
- the choice and order of presentation, eg present the easiest and most useful words or cognates first, words of the same gender together
- repetition of a clear model, ensuring that children listen attentively before attempting to speak, and encouraging them to watch the teacher’s mouth for correct pronunciation

- use of a variety of teaching approaches to aid memory, including active learning and the use of different senses. Activities might include handling objects, using sounds and music when presenting vocabulary, touching and identifying mystery objects
- ways of encouraging children to take an active role at an early stage, eg physical response, use of gestures to show understanding of words and while repeating, taking the role of the teacher, handling objects and flashcards
- ways of presenting new language in relevant contexts, eg describing pets at home, saying 'I have a rabbit' rather than 'It is a rabbit'. The new words then lend themselves to immediate and meaningful use by the children, eg 'Do you have a pet?'
- questions to the whole class first, then to groups and finally to individuals
- varying repetition by asking children to say things loudly, quietly, quickly or slowly. It can be helpful to divide words into syllables
- use of graded questions, eg when a few items have been introduced, use a sequence of questions to help children learn the words or phrases gradually:
  - ask yes/no questions, eg 'Is it a cat? Yes or no?'
  - ask questions that offer an alternative, eg 'Is it a cat or a dog?'
  - ask open questions, eg 'What is it?'

When reinforcing new language, teachers may wish to consider the following activities.

- Teacher shows an item and makes a statement. Children repeat if the statement is true, or stay silent if it is false.
- Teacher or child removes or hides one item. Children try to identify the missing item. This can be done with objects on a tray, images on an interactive whiteboard or cards stuck on the board.
- Teacher or child thinks of one item. Children try to guess what this item is.

## Practice

At the practice stage of a lesson, the use of enjoyable activities, including games, rhymes and songs, will enable children to repeat new language in a motivating way. Eventually children will apply the language in a new context by adapting it and adding to it. Teachers may wish to consider using the following games.

- Guessing games, eg 'I'm thinking of a word beginning with the letter C; I'm thinking of an animal with three syllables/that begins with a vowel/that rhymes with ...'
- Choose a word, clap the number of syllables in it, then children guess the word.
- Begin to say/write words and children guess the ending.
- Chain games where each child adds on a new part to the sentence, eg 'In my basket, I have ...'
- Action games such as the Mexican Wave or Simon Says.
- Children seated in a circle are each given one of four fruit names. When their fruit is announced, they must change places. When the teacher says 'fruit salad', they all change places.
- Listening games: children point, touch, tick, mime, move or write to show their understanding. These can be group response games, eg each group has a set of the same items, and a point is gained by the first group to respond correctly by holding up the item or pointing.

- Children listen to stories and poems, and sing songs that incorporate some of the new language.
- Use mini-flashcards for pair and group work, eg memory games.
- Games using cue cards: pictorial or text cards are distributed to pairs of children to encourage information exchange, eg asking for and giving directions.
- Information games: children exchange information in order to complete a task, eg one child has a shopping list and a limited budget, and the other has a price list.
- Role-play, ranging from the structured reading of a given dialogue using pictures or word cards, to a free interpretation by children of a given situation.
- Partner game: children need to find a partner who has either the same or complementary items on a card, eg questions and answers, two halves of a word or phrase.
- Surveys of most popular pets, favourite colours/foods: once children have interviewed each other, they collate and present their findings.
- Number games: teacher throws a beanbag and says a number, the child who catches it gives the consecutive number, the preceding number or even the inversion of it, eg 12 → 21, 34 → 43; children form groups according to the number given by the teacher, then stand when the teacher says an even number, sit when the number is odd.
- Bingo: use numbers or structures or any other vocabulary.
- Picture dictation: children draw what the teacher describes.
- Matching pairs games, Snap, Dominoes, Happy Families, combining pictures with text and eventually using only text to practise not only items of vocabulary but also rhyming sounds.
- Games against the clock, eg how quickly can all the children introduce themselves.
- Spelling games: using the new alphabet, teacher/child starts spelling a word and the class must guess what it is; name the second/third/last letter in words; Battleships; Hangman.

## Production

The scheme of work includes a range of varied ideas for end-of-unit production activities, including:

- performances, eg assembly, presentations to the class, sketches, songs, stories and poems
- wall displays and collages, eg posters for display around the school, festivals and pen portraits
- written tasks for inclusion in a portfolio of work, eg adverts and newspaper reports
- recorded sketches and dialogues, eg weather report, TV cookery programme, music competition and role-plays
- exchanging recordings with a partner school, eg information about school, performance of favourite poems and musical compositions
- video tour of the town or school with an English narration to be sent to a partner school, which might do the same in its language
- photographs and emails to exchange with other classes and schools at home or abroad.

## Using ICT to support language learning

ICT can help children's language learning by:

- offering audio, video, CD-ROMs, DVDs and the internet to provide a diversity of learning experiences
- allowing teachers and children to hear and see good models of pronunciation and intonation
- providing sources of authentic and up-to-date reading materials through the use of the internet
- enabling the construction and interrogation of databases
- making it possible to draft and redraft work using a word processor, documenting and evaluating ideas electronically
- extending the possibilities for communication with children in other countries and cultures.

The examples of the use of ICT in the schemes of work are suggestions to enhance teaching and learning. Although they are linked to particular hardware and software, the activities themselves will be replicable, and indeed enhanced, as schools acquire more sophisticated equipment. Teachers should select the most appropriate ICT activities, taking account of the available resources, access to equipment and expertise. Opportunities to use the internet are highlighted in the units. Teachers will need to check the content of websites used by children to make sure it is appropriate. Teachers may want to bookmark sites in advance.

The suggested ICT activities include the most recent innovations in this rapidly changing area of technology.

A **learning platform**, or virtual learning environment (VLE), is a way of storing, managing and sharing information. There are several examples in the units that illustrate how children can store their work and use it as evidence linked, for example, to the European Language Portfolio (see Appendix 3).

There is frequent mention of **handheld devices** in the units, such as digital blue video recorders, digital cameras and personal digital assistants (PDAs).

**Digital content providers** offer materials such as video clips and interactive exercises relating to different contexts appropriate to primary language learning. Some providers make their materials available free of charge.

Many of the examples suggested in the units mention the **interactive whiteboard**. Some of the functions currently available, or likely to be offered in the near future, include:

- superimposing images on top of a picture background so that teacher and children can model and create their own environments
- hyperlinks to other pages in a document, other applications or websites

- changing the colour of the background so that elements of words or sentences can be made ‘invisible’ until moved into an area with a different colour
- an ‘infinite clone’ function for words and pictures, so that, for example, children can select articles from a shelf or food from a table, or copy words into a grid to build up sentences and explore word order
- ‘blinds’ and ‘spotlights’ to hide and reveal elements of a text or picture
- linking a sound file to a word, phrase or picture
- recording mouse movements. For example, pupils can drag images onto a background to make up sentences, or drag words into a grid. Their actions are recorded and may be played back as a video. Children can also record their voice into the computer connected to the whiteboard, and it will be integrated into the video file
- the ability to play back video clips as part of a presentation. This provides valuable support for teachers who feel insecure in their pronunciation of the language.

The interactive whiteboard can also be the children’s window into other classrooms, not only in their local area, but also in countries where the foreign language is spoken, as it can be linked to video-conferencing equipment.

# How the units are constructed

## Title of the unit

Each unit has a title, and reference number. The English titles in brackets are the same for all languages and are not always a direct translation.

## Resources

This lists the equipment and resources likely to be needed for the suggested activities. Sometimes alternative resources would serve the purpose equally well.

## About the unit

This gives the ideas underpinning the unit. It includes details of the key learning objectives that should be achieved by all children by the end of the unit.

## Where the unit fits in

This indicates how the work in this unit relates to learning in other units of this scheme of work.

## Prior learning

This indicates the knowledge, skills and understanding that it is helpful for children and teachers to have before they start the unit.

## New language

This lists the functions, notions, grammar and structures to be covered and, where applicable, the phonic focus of the unit.

## Links with other subjects

This highlights cross-curricular links and suggests how language learning can help to reinforce learning in other areas of the curriculum.

## Expectations

These give broad descriptions of what children might be expected to know, understand and be able to do by the end of the unit. They also describe the range of responses that might be achieved by the more and less able in the class.

## Unit 8 L'argent de poche (Pocket money)

### About the unit

In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.

### Where the unit fits in

Children are developing their confidence in speaking French and have the opportunity to perform to an audience. They have opportunities to talk about things that they like and dislike, and they are able to justify their opinions. They consolidate numbers up to 20 and, with the addition of some higher numbers, begin to discuss prices in euros.

### Prior learning

It is helpful if children already know:

- J'aime
- Je n'aime pas
- numbers 1–20
- J'ai ...

### New language

- Expressing likes and dislikes (about food and toys)
- Justification of opinions
- Numbers 21–39
- Simple prices
- C'est + adjective
- avoir: negative je n'ai pas
- de after negative
- Phonic focus: *in*; revision of nasal sounds

### Resources

- Access to the toys catalogue of the website of a French department store
- Bag with toys, plastic food items or food packets
- Sad and smiley face cards
- Word cards
- Food items or pictures of food items to provoke strong reactions
- Place-value cards
- Word cards for *et*
- Large number cards for 1–9, 20 and 30
- Pictures or toys for the 'Birthday Song'
- Real or plastic euro coins or pictures

### Links with other subjects

Primary framework for literacy: use knowledge of different organisational features of texts to find information effectively; understand and interpret texts; identify how talk varies with age, familiarity, gender and purpose; develop scripts based on improvisation

Primary framework for mathematics: count and understand number; know and use number facts

### Expectations

#### At the end of this unit

*most children will:*

*some children will not have made so much progress and will:*

*some children will have progressed further and will:*

count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learnt in the unit; develop their understanding of how sounds are represented in writing

understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with *oui* or *non*, gestures or short answers when asked if they like a toy

initiate a dialogue in French when working with a group; use number patterns with increasing flexibility



## Unit 8 L'argent de poche (Pocket money)

## Language

## Core language

|                       |            |
|-----------------------|------------|
| <i>J'adore ...</i>    | I love ... |
| <i>Je déteste ...</i> | I hate ... |
| <i>ça</i>             | that       |

*vingt-et-un, vingt-deux, vingt-trois, 21-29*  
*vingt-quatre, vingt-cinq, vingt-six,*  
*vingt-sept, vingt-huit, vingt-neuf*  
*trente* 30

|                       |                 |
|-----------------------|-----------------|
| <i>C'est combien?</i> | How much is it? |
| <i>un euro</i>        | one euro        |

|   |                                    |
|---|------------------------------------|
| <i>C'est super, magnifique, fantastique</i> | It's great, magnificent, fantastic |
| <i>Je n'ai pas de ...</i>                   | I don't have ...                   |

## Additional language for this unit

|                    |       |
|--------------------|-------|
| <i>miam, miam!</i> | yum!  |
| <i>berk!</i>       | yuck! |

|                              |                 |
|------------------------------|-----------------|
| <i>pour mon anniversaire</i> | for my birthday |
|------------------------------|-----------------|

|                    |                 |
|--------------------|-----------------|
| <i>un CD</i>       | a CD            |
| <i>un football</i> | a football      |
| <i>une console</i> | a games console |
| <i>une peluche</i> | a soft toy      |
| <i>une poupée</i>  | a doll          |

|                           |                       |
|---------------------------|-----------------------|
| <i>génial, hyper-cool</i> | brilliant/great, cool |
| <i>nul</i>                | useless               |

## Additional language for teachers

|                     |                   |
|---------------------|-------------------|
| <i>Tu aimes ça?</i> | Do you like that? |
|---------------------|-------------------|

## Language

This is divided into two parts: the **core language** that children will need for a variety of contexts and purposes, both in this unit and for future language learning and use, and the **additional language for this unit** that they will hear, will read and may use in this unit but may not occur again in this scheme of work.

All the units are set out in the same way.

## Additional language for teachers

This contains vocabulary, structures and, in particular, instructions that teachers may need to use for the suggested activities in the unit.



## Learning objectives

All the objectives are included in the *Key Stage 2 Framework for Languages*, and their references are included. For example, O3.2 is the second oracy objective for year 3.

## Possible teaching activities

These offer activities through which children can be taught language within the unit. Teachers may wish to substitute other activities through which the learning objectives can be achieved. Extension activities are suggested for schools with more time.

### Learning objectives

Children should learn

#### Section 1. At the toy shop

- to listen for specific words and phrases (O4.2)
- to ask and answer questions on several topics (O4.4)
- about some aspects of everyday life and compare them to their own (IU4.2)
- to use question forms (KAL)

#### Section 2. Likes and dislikes

- to listen for specific words and phrases (O4.2)
- to ask and answer questions on several topics (O4.4)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- about some aspects of everyday life and compare them to their own (IU4.2)
- to use question forms (KAL)

### Possible teaching activities

- Show children the toys catalogue of the website of a French department store. Look at the layout of the site. Discuss how the information is presented and ways in which it has been made to look attractive, eg use of colour, fonts and pictures.
- Ask children to look closely at the toys and their prices. What are the differences and similarities compared with England?
- Focus on one page of the website. Point to various objects and say *J'aime ça!* or *Je n'aime pas ça!* with appropriate facial expressions, voice tone or gestures such as thumbs up / thumbs down. Ask children what they think you are saying. Practise as a whole class, saying the words and using appropriate gestures.
- Hold up some items or point to pictures and ask *Tu aimes ça?* Children reply with words and gestures.
- Play *Le Sac Magique* (The Magic Bag). Children each make a sad and a smiley face card. You have a bag in which you have placed toys or plastic food items. Take an item from the bag. Ask *Tu aimes ça?* Children hold up their response cards and you choose a child to reply with *J'aime ça!* or *Je n'aime pas ça!* Some children will respond to this question using only gestures, facial expressions or by showing their response card.
- Extension: Children work in pairs and browse the website of a French toy shop. Using *J'aime ça!* or *Je n'aime pas ça!* they tell each other what they like or dislike.

- Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *J'adore ça!* or *Je déteste ça!* Some of the items could be based on the vocabulary from Unit 6, so that children can see that they are re-using language in a different context. Use the interactive whiteboard to combine known and new vocabulary in interesting combinations to stimulate the children's reactions.
- Show the written form of the two phrases and ask children which English phrases these look like. Ask when they would use these phrases.
- Ask children what else they might say to express their feelings about food. Elicit 'yum!' and 'yuck!' Tell children the French equivalents of these: *miam, miam!* and *berk!* Ask them to guess what they mean. Practise saying the words as a whole class.
- Show children a selection of real or plastic items, or pictures, and ask them to work in pairs or with a puppet to practise asking the question *Tu aimes ça?* responding with *J'adore ça!* / *Je déteste ça!* / *miam, miam!* / *berk!* Some children will respond to the question with only gestures, facial expressions or by showing a response card from the previous session.
- Play *Pass the Word Parcel*. Into a bag, put word cards for: *J'aime ça!* / *Je n'aime pas ça!* / *J'adore ça!* / *Je déteste ça!* / *miam, miam!* / *berk!* Play some French music as children, sitting in a circle, pass round the bag. When the music stops, the child holding the bag takes out one card and reads it aloud. The other children echo the word and you correct pronunciation if necessary. The word card is placed back in the bag and the game continues.

## Learning outcomes

These are specific outcomes from the teaching activities, which provide indications of children's progress. Opportunities for checking progress should arise naturally in the course of teaching the unit.

## Points to note

These highlight specific teaching points relating to the unit and provide some suggested follow-up activities.

Unit 8 L'argent de poche (Pocket money)



Learning outcomes

Points to note

Children

Respond to the question *Tu aimes ça?* / whether they like something or not. Be aware that French shops want to make their products look attractive, in the same way that English ones do.

- You can find online toys catalogues by entering *Jouets* into an internet search engine.
- If you are unable to access a website from a French store, you can send off in advance for a French catalogue (names of stores can be found by using an internet search engine). Alternatively, you can use an English catalogue, cut out the pictures and add prices in euros. You could also download attractive pictures from an internet search engine.
- Link with literacy work: The first activity links to literacy work on investigating and writing advertisements in year 3 using persuasive vocabulary.
- Follow-up: Throughout the week, practise *J'aime ça!* or *Je n'aime pas ça!* by holding up various objects or bringing in different food items every day.
- Follow-up: Children look at a selection of French and English advertisements and say why they are effective or not by commenting on layout, use of colour, font, etc.
- Follow-up: During the course of this unit, children bring in packets from French products for a classroom display.

Ask and answer the question *Tu aimes ça?* / whether they really like something or not. Show the sounds that French children use to show that they like or don't like something.

- *Miam, miam!* and *berk!* would only be used in an informal context. Discuss conventions of politeness with children and decide when it would be appropriate to use these expressions.
- Link with work in English: Children may have identified how talk varies with age, familiarity, gender and purpose in their work in English.

Continued over

# Appendix 1: Progression in early language learning

Progression in language skills and language-learning skills might be developed by:

|  |  |
|--|--|
| <i>encouraging accurate pronunciation and intonation</i>   | <ul style="list-style-type: none"> <li>■ Ensure that children have a clear and accurate model to copy. Discuss ways of achieving accurate pronunciation and correct intonation.</li> <li>■ 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.</li> </ul> |
| <i>teaching children how to listen carefully, and promoting experimentation with the new sound system</i>                            | <ul style="list-style-type: none"> <li>■ Use simple songs, tongue-twisters, poems, stories.</li> <li>■ Use exercises to identify the odd one out, eg words, sounds, sentences.</li> </ul>  |
| <i>using a variety of authentic listening texts to train the ear</i>   | <ul style="list-style-type: none"> <li>■ Listen to native speakers to awaken a feel for the music of language. Which sounds are different/easy/pleasant/dominant?</li> </ul>   |
| <i>training children how to memorise effectively</i>   | <ul style="list-style-type: none"> <li>■ Present and discuss methods for memorising, eg saying words to a rhythm, the 'look, cover, say, write' method, association with colours and pictures.</li> </ul>  |
| <i>showing children how new language can be integrated into previously learnt language, in a growing range of different contexts</i> | <ul style="list-style-type: none"> <li>■ Use previously learnt vocabulary and structures in new contexts, eg substitute different nouns/verbs/structures in a range of different topics.</li> </ul>  |
| <i>increasing the length of sentences and texts that children hear</i>   | <ul style="list-style-type: none"> <li>■ Use compound sentences and connectives where possible. Encourage children to increase the length of their sentences and texts by asking: who can make the sentence/utterance/text longer?</li> </ul>  |
| <i>linking the sound with the spelling of the new vocabulary</i>   | <ul style="list-style-type: none"> <li>■ 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.</li> </ul>   |
| <i>teaching children how to use dictionaries and other reference materials</i>   | <ul style="list-style-type: none"> <li>■ This will build on work undertaken in the National Literacy Strategy.</li> </ul>  |
| <i>consolidating new vocabulary and structures regularly</i>   | <ul style="list-style-type: none"> <li>■ Ensure that previous work is regularly revised and consolidated in new contexts.</li> </ul>   |
| <i>teaching children how to learn and record new items of language</i>   | <ul style="list-style-type: none"> <li>■ Encourage children to think about how they learn best. Suggestions might include self-designed and organised word banks, visual clues, use of the first letter of words, using a computer to store vocabulary and for practice activities.</li> </ul>   |
| <i>promoting creative use of the new language</i>  | <ul style="list-style-type: none"> <li>■ Provide imaginative examples, including simple stories, poems and songs, encouraging experimentation.</li> </ul>  |
| <i>identifying narrative forms in a different language</i>   | <ul style="list-style-type: none"> <li>■ Ask children to identify layout and use of vocabulary.</li> </ul>   |
| <i>understanding and applying conventions of spoken and written language</i>   | <ul style="list-style-type: none"> <li>■ Arrange word cards, coloured according to parts of speech, into sentences.</li> </ul>   |
| <i>promoting use of language beyond the classroom</i>  | <ul style="list-style-type: none"> <li>■ Say something in the language to someone in school or at home.</li> </ul>   |

Progression in understanding, learning and applying simple aspects of grammar might be developed by:

|  |   |
|--|---|
| <i>introducing a grammatical point in a relevant and meaningful context</i>  | <ul style="list-style-type: none"> <li>■ Introduce possessive pronouns with personal classroom objects, pets or family members. Present objects using the pronouns, and elicit their meanings and reasons for variation.</li> </ul>                                     |
| <i>encouraging comparison with English or another language, and encouraging discussion about how words and sentences are constructed</i> | <ul style="list-style-type: none"> <li>■ Ask children to identify words that are similar in English. Describe the similarities, eg number of vowels and consonants.</li> </ul>  |
| <i>drawing conclusions, and understanding, learning and applying simple grammatical rules</i>  | <ul style="list-style-type: none"> <li>■ Group words according to gender. Demonstrate the position of negative markers in a sentence. Highlight simple verb endings/ changes using colours to show how they change from the first to second or third person.</li> </ul> |
| <i>providing opportunities for manipulating language and for applying rules</i>  | <ul style="list-style-type: none"> <li>■ Elicit responses in different persons of the verb or the negative, and use different question forms.</li> </ul>  |
| <i>praising children's spontaneous use of grammatical rules</i>  | <ul style="list-style-type: none"> <li>■ Recognise the importance of children's attempts at production, creativity and imagination, in both content and use of language.</li> </ul>   |

Progression in knowledge of different countries, cultures and people might be developed by:

|   |   |
|---|---|
| <i>establishing contact with a partner school abroad</i>                                      | <ul style="list-style-type: none"> <li>■ Real contacts give meaning and purpose to foreign language learning. Use contacts to exchange information, ideas and materials in English and the foreign language.</li> </ul>               |
| <i>using authentic materials to bring the culture alive</i>                                   | <ul style="list-style-type: none"> <li>■ Use the internet, magazines, books, songs and brochures. Compare and contrast language and culture.</li> </ul>   |
| <i>making comparisons with children's own culture and discussing our multilingual society</i> | <ul style="list-style-type: none"> <li>■ Discuss the wide variety of different languages spoken in this country. Look at ways in which other nations see us and how we see them. Discuss stereotypes and how they develop.</li> </ul> |
| <i>making contact with native speakers of other languages</i>                                 | <ul style="list-style-type: none"> <li>■ Investigate the possibility of contact with foreign language assistants from local schools, parents, or visitors from the locality who speak different languages.</li> </ul>                 |

## Appendix 2: Games for language learning

Teachers can develop a basic repertoire of simple games to ensure that lessons are kept lively, interactive and fun. Such generic games can be used to practise a range of themes and may, of course, be adapted as appropriate.

Games might include the following.

- **Touch the Picture:** Place picture flashcards on the board. Divide the class into two teams. One child from each team comes to the board. Hold up a text card for one of the pictures and read it out. The first child to touch the correct picture wins a point for their team. Choose two new children for the next round. (This game is also known as **Knock, Knock**, in which children knock on the pictures.)
- **Kim's Game:** Children put small picture cards on their table. They study them for a few seconds and then, at a signal, turn them over (but keeping them in the same order). Call out a card and invite them to try to select this from memory. They hold it to their chest until you say *Show me*. If they have guessed correctly, they put the card to one side. If not, they return the card, face down, to the same place. The first child to have guessed them all correctly is the winner. The winner can be the caller in the next round.
- **Repeat if it is True:** Show a flashcard or digit card and say a word, phrase or number. If this corresponds to the card shown, the children repeat it. If not, they remain silent.
- **Start Again:** Display two questions and a few possible answers for each on the board. Read them all aloud. Two children leave the room. The class select an answer for each of the questions displayed. The two children come back into the room. The class chorus the first question and the two children choose one answer as a response. If their answer matches the class's choice, they proceed to the next question. If their choice does not match, they have to start again.
- **Stations:** Read aloud some word or sentence cards, and stick them on the walls. Play some music. When the music stops, children choose one of the cards to stand next to. Using a set of smaller cards, invite a child to choose one and read it out. All children standing next to that card are out.
- **Pass the Parcel:** Put small sentence cards in a bag. Children sit in a circle and pass the bag around to music. When the music stops, the child with the bag pulls out a card, reads it aloud and chooses another child to mime a corresponding action.
- **Chinese Whispers:** Organise children into lines, in teams of about six. Give the last child in each line a written sentence. On a given signal, they turn over their card and whisper the text to the next child in line. The sentence is passed along the line to the child at the front, who selects the corresponding picture and sticks it on the board. The first team to place the correct picture on the board scores a point.

- **Secret Signal:** Two children leave the room while the rest of the class choose a signal, eg a wink or scratch of a nose, and a signaller. Choose two sentences (eg from a story). The two children come back in and the class chorus the first sentence continuously until the signal is given. The class then switch to chorusing the second sentence. The two children try to spot who is making the signal.
- **Pictionary:** Draw a picture on the board, asking children to guess what it is after each stroke. They then play in pairs on mini-whiteboards.
- **Heads Down, Thumbs Up:** Choose four children to represent, for example, animals or characters in a story and give them each a flashcard to show the animal or character. The rest of the children each put their head down on one arm, close their eyes and put a thumb in the air. The chosen four walk around the room and gently squeeze one thumb each. The class sit up, and those with squeezed thumbs stand up. They have one guess as to which animal or story character touched them. If they guess correctly, they swap places for the next round.
- **Read my Lips:** Mouth a number or word, and children say it aloud or write it on a mini-whiteboard.
- **Number Ping Pong:** Say a number, and the class give the next one in sequence. Children can play this in pairs, 'batting' numbers to each other.
- **The Price is Right:** Divide children into teams. The price of each item displayed on the board is hidden behind a Post-it note or by using the interactive whiteboard. Ask each team how much they think an item costs. The team closest to the price wins a point.
- **Show Me:** Say a number. Children have 10 seconds to discuss with their partner and then show the correct number on a digit fan or mini-whiteboard.
- **Strip Lotto:** Each child has a strip of paper divided into six sections. They write a number in each section. Call out a number and children rip it off if they have it at either end of their strip. The child who is the first to hold only one number is the winner.
- **Find the Number:** Place numbered tiles, balls or number flashcards on the floor. Invite two children to stand next to them. Call out a number and the two children race to find it. The winner stays to have another turn.
- **Hopscotch with digit cards:** In small groups, children arrange digit cards (1–9) in a 3×3 grid on the floor. The first child jumps to a number, calls it out and then moves away. The second child jumps onto the first number, calls it out, then jumps to a second number, calls it out and moves away. The game continues with other children in the group following the sequence and adding their own number.

## Appendix 3: Resources and support

For information on resources, training courses and publications, visit:

- the National Advisory Centre on Early Language Learning (NACELL)  
[www.nacell.org.uk](http://www.nacell.org.uk)
- CILT, the National Centre for Languages  
[www.cilt.org.uk](http://www.cilt.org.uk)

For information on school linking and school projects worldwide, international study visits, language-learning opportunities for teachers, and foreign language assistants, visit:

- The British Council  
[www.britishcouncil.org](http://www.britishcouncil.org)

### The European Language Portfolio

In order to pass on information about children's language-learning experiences and achievements, teachers may wish to use the European Language Portfolio. It provides a recognised record of all language-learning achievement in and out of formal education, and is updated as the owner's language learning progresses and develops. It can be a valuable aid to transition from class to class and from key stage 2 to 3.

The primary school version of the European Language Portfolio is available at:  
[www.nacell.org.uk](http://www.nacell.org.uk)

### The Languages Ladder

The voluntary national recognition scheme for languages – the Languages Ladder – is designed to endorse achievement in language skills at all levels of competence and for all ages in a wide range of languages. Evidence of a child's progress in a language can be recorded in the European Language Portfolio.

For more information, see: [www.dfes.gov.uk/languages/DSP\\_languagesladder.cfm](http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm)



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## About this publication

|                          |   |
|--------------------------|---|
| <b>Who's it for?</b>     | Teachers of languages at key stage 2, subject leaders, curriculum managers, ITT modern foreign language departments.  |
| <b>What's it about?</b>  | This optional scheme of work suggests one approach for enabling learners to meet the objectives of the <i>Key Stage 2 Framework for Languages</i> (DfES, 2005). |
| <b>What's it for?</b>    | To provide a basis for planning the teaching of languages at key stage 2.   |
| <b>Related materials</b> | The <i>Key Stage 2 Framework for Languages</i> (DfES, 2005).  |

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This scheme of work is also available at [www.standards.dfes.gov.uk/schemes/](http://www.standards.dfes.gov.uk/schemes/)



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