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Developing language in the primary school: Literacy and primary languages



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Audience

Primary Strategy Managers (PSMs), local authority (LA) leads on Literacy, English as an additional language (EAL) and modern foreign languages (MFL) and School Improvement Partners (SIPs).

Dissemination

Through PSMs to consultants, advanced skills teachers (ASTs), and lead teachers, local authority (LA) leads on Literacy, English as an additional language (EAL) and Modern Foreign Languages (MFL) and School Improvement Partners (SIPs).

Aims

- To provide guidance to primary literacy and primary language advisers and consultants on the links between language learning and literacy.
- To demonstrate alignment between the key literacy objectives in the Primary Framework and the objectives from the Key Stage 2 Framework for Languages.
- To make explicit commonalities in language learning strategies in the Primary Framework and the Key Stage 2 Framework for Languages.
- To highlight teaching and learning strategies that support language learning skills development.
- To demonstrate the relevance of the continuing professional development (CPD) materials in *Excellence and Enjoyment learning and teaching for bilingual children in the primary years* in supporting implementation of curriculum guidance for the teaching of languages.
- To highlight the support primary languages can offer towards the development of Intercultural Understanding, Community Cohesion and the Social and Emotional Aspects of Learning.

Context

The National Languages Strategy for England sets out an entitlement to language learning for primary pupils in Key Stage 2 (ages 7–11), to be implemented by 2010.

Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must...be delivered at least in part in class time.¹

Primary language learning is complementary to the skills development which includes learning about and through language that is going on elsewhere in the curriculum. It supports generic literacy skills and facilitates the revisiting and consolidation of concepts and skills learned in the first language.

Learning a 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 throughout life. 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. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.²

1 Languages for all: Languages for life 2002
<http://publications.teachernet.gov.uk/eOrderingDownload/DfESLanguagesStrategy.pdf>

2 Primary Language learning Key Stage 2 Framework for Languages

The findings from the longitudinal study of provision of languages at Key Stage 2 found that:

- There is considerable enthusiasm from headteachers, teachers and children in the case study schools for the teaching and learning of primary languages.
- The teaching and learning of primary languages is perceived as beneficial by headteachers and teachers in terms of developing children's cultural understanding, language and literacy skills, and strategies and dispositions for learning generally.
- Children are developing a range of oracy skills in the languages they are learning and the majority enjoy their experience of language learning and teaching.³

This reiterates what the QCA has stated to be the benefits of language learning in the primary school:

*The learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.*⁴

Research into the characteristics of effective schools (DfES 1998, Ofsted 2004) and of effective leadership in multi-ethnic schools (NCSL 2005) found that schools which have successfully implemented strategies to raise the achievement of children from minority ethnic groups are schools with an approach to learning and teaching which demonstrates:

- a curriculum which is broad and rich, inclusive and relevant
- high reliability in teaching the core subjects
- a clear focus for developing language across the curriculum
- appropriately scaffolded and cognitively demanding learning opportunities
- effective use of Assessment for Learning
- effective use of specialist expertise within the classroom
- use of children's linguistic, cultural and ethnic heritages to enhance learning.⁵

In the *Interim Review of the Primary Curriculum*, Recommendation 16 reflects the centrality of language learning to the development of literacy skills:

The knowledge, skills, understanding and attitudes we want children to acquire in languages should be situated within the proposed area of learning entitled 'English, communication and languages'. This will enable teachers and pupils to exploit the links between English and the chosen language(s) and realise the potential, for example, of role play and drama for young children learning a modern language.

3 Language Learning at Key Stage 2: A Longitudinal Study: Interim Findings from the First Year (Christ Church University Canterbury, the Open University and the University of Southampton) Published June 2008
www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RBX-08-08.pdf

4 (QCA MFL KS1 and 2) © Qualifications and Curriculum Authority. Used with kind permission. www.qca.org.uk/qca_7052.aspx

5 *Excellence and enjoyment: Learning and teaching for bilingual children in the primary years* Introductory Guide: supporting school improvement

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The skills-based curriculum for language learning

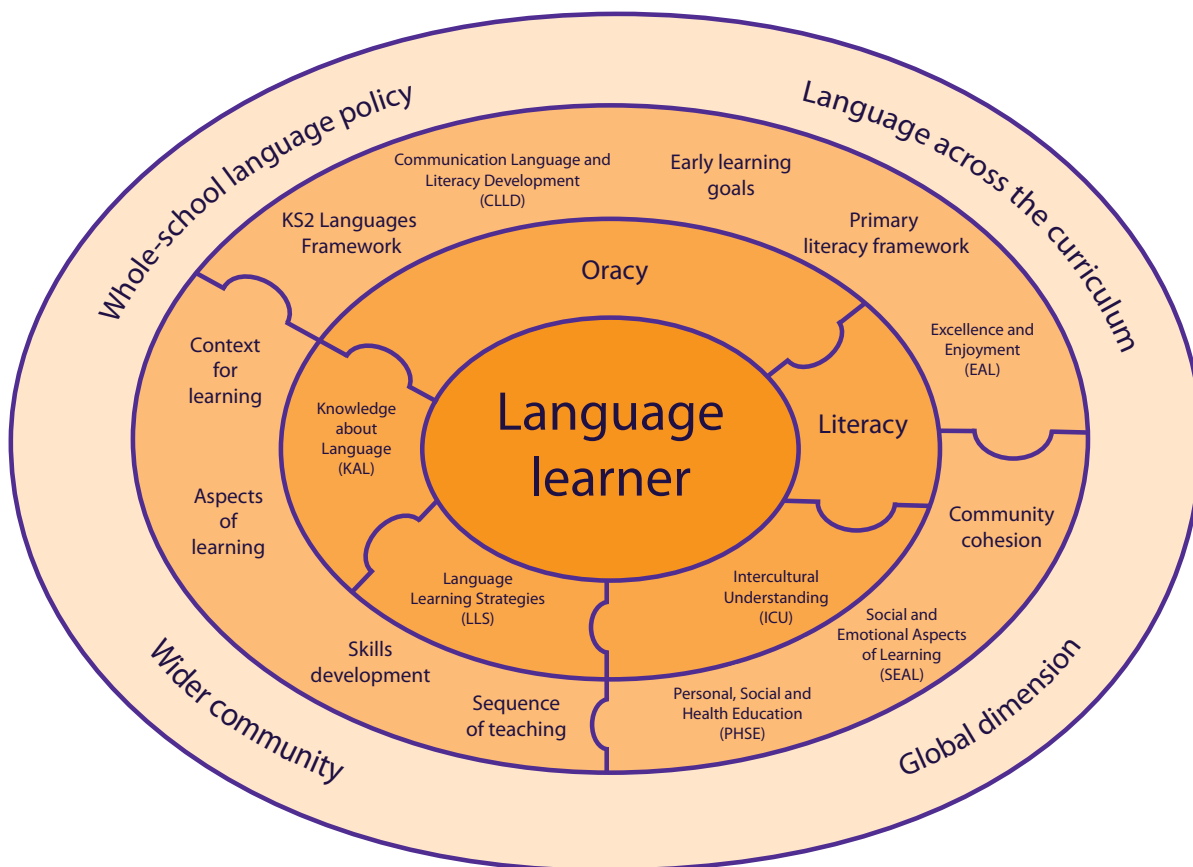
Summary: This section highlights the skills developed and consolidated in the process of learning a new language in speaking, listening, reading and writing.

Achievement in English literacy is a key priority for schools and the Key Stage 2 strategy for languages, through the Framework, is promoting a model of language learning which develops generic language learning skills and understanding of how languages work.

Key literacy skills in speaking and listening are the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion.

Key literacy skills in reading and writing are the ability to read fluently a range of literary and non-fiction texts and reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing.

This diagram has at its centre the language learner and shows the many different elements that impact upon the progress children make in their language learning.



Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in English especially in the development of speaking and listening skills, the skills required to elicit meaning from text and the knowledge and understanding of grammar and sentence construction. 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 new 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.⁶

Children spend much of their time in language lessons speaking, listening and interacting – more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.⁷

Language learning skills in MFL and literacy development

Oracy: Excellent teaching of speaking and listening enhances children's learning and raises standards further.⁸

Listening: The learning of a new language:

- develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;
- links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;
- extends children's understanding of how speakers of different languages use gesture, volume and intonation;
- develops children's understanding of gaining meaning from phonic information;
- provides opportunities to develop learners' listening skills for both gist and detail;
- allows children to revise and consolidate basic discrete listening skills, for example, to look at the person speaking, ignore distractions, predict what they may hear, use the context to increase understanding;
- exposes children to a wide range of genre of listening texts – both interpersonal and information-based and allows for discussion on strategies to cope with these;
- stresses the importance and value of listening to texts more than once in order to build up a clear picture of content. This develops persistence and perseverance in order to achieve a goal;

6 *Teacher's Guide. Languages a scheme of work for Key Stage 2*, QCA © Qualifications and Curriculum Authority. Used with kind permission www.standards.dcsf.gov.uk/schemes3/documents/mfl_teachers_guide.pdf

7 The Key Stage 2 Framework for languages

8 The Independent Review of the Primary Curriculum <http://www.dcsf.gov.uk/primarycurriculumreview>

- develops pupils' ability to understand and carry out commands and instructions ranging from simple to complex (a sequence of different messages);
- is particularly useful and appropriate for pupils with EAL and special educational needs (SEN), who benefit from the targeted scaffolding and support provided for helping pupils understand listening texts in the foreign language;
- helps learners to cope with the unknown and provides them with skills to cope with unfamiliar language and content. They learn the key reading comprehension skill of looking for known language embedded in unknown material and work from that to deduce the unknown and unfamiliar.

Speaking: Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

- makes pupils aware that different languages have different sounds (Spanish 'j', German 'ich/ach' and French 'r') which widens learners' linguistic repertoire;
- makes pupils learn about the importance of pronunciation and intonation, and formal and informal use of language;
- develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication;
- develops key presentation skills, allowing for discussion on the use of voice, register and eye contact;
- allows children to practise and discuss the non-verbal communication which takes place in oral interactions;
- enables learners to develop their speaking skills – from single word responses and phrases to full sentences, with subordinate clauses, and finally to short paragraphs of text using connectives;
- provides opportunities for children to create and sustain roles, script and perform plays and stories;
- helps learners to use language, firstly in very specific contexts and then enables them to personalise the language and use it more freely in a creative way;
- requires pupils to learn material off by heart as a natural part of the learning process. This ranges from single words to songs, chants and short dialogues and presentations;
- enables pupils to appreciate the 'power of language'. They can experience communication with native speakers and realise that their utterances are not only understood but that they have impact and effect change;
- encourages children to experiment orally without the pressures of aiming for grammatical accuracy in the first instance.

Literacy: Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes and they apply this knowledge in their reading and spelling.

Reading: Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages and can make comparisons with text types and styles from different countries and cultures.

The learning of a new language:

- develops phonic knowledge and understanding of the relationship between sounds and symbols
- encourages learners to recognise familiar parts of words and using these to deduce the meaning of unfamiliar language

- allows learners to develop their skills in reading for meaning, for example looking for familiar words and phrases, making predictions and looking for semantic and grammatical clues
- develops skill and confidence when reading aloud
- offers an opportunity for learners to enjoy listening to and reading and dramatising stories
- exposes children to a range of text genres with which they are familiar from their experiences in literacy and encourages discussion of the features of each genre
- offers learners the challenge of 'cracking the puzzle' – decoding and understanding a range of texts using a wide variety of reading strategies.

Writing: Writing in a new language is used to support and consolidate speaking, listening and reading as children develop a basic knowledge of the writing system, spelling and structure of the new language. In the early stages of learning a new language writing may involve copying accurately or writing words or short phrases from memory, especially those with accented characters as well as labelling items. Other templates and strategies familiar to primary teachers from early writing in the Foundation Stage and Key Stage 1 are used to scaffold learning and ensure accuracy. Learners write simple sentences and short texts, often using a frame or model and from memory.

The learning of a new language:

- allows children to consolidate skills in recognising genres of text familiar to them from English literacy such as acrostic poems, calligrams, haikus, shape poems, jokes, simple non-fiction texts, pamphlets
- consolidates learners' knowledge of the differences between spoken and written text
- consolidates the importance of attention to detail when composing a written text
- revises and allows comparison of features of punctuation in English and the new language
- enables learners to communicate through letters and email with children in other countries
- extends learners' presentation skills by finding out about cursive writing styles from other cultures and the teaching and learning of these
- promotes close attention to accuracy in spelling, in particular, the use of accented characters
- supports generic spelling skills and awareness of spelling and punctuation conventions.

Knowledge about language and language learning strategies

In addition to the four communication skills of speaking, listening, reading and writing, learning a foreign language also has a major impact on developing learners' generic awareness of the importance of recognising language patterns and grammatical structures. Children increase their understanding of how language works, explore differences and similarities between the new language and English or another language 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.

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language. In the early years children should develop insights into the sounds and some of the structures of the new language and compare them with their own language. As they increase their understanding of the rules of sounds, spellings and grammar, they should begin to apply these rules when creating new language, both spoken and written. As they progress, children should have frequent opportunities to apply previously learned knowledge and rules in English and the new language.

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

In the Key Stage 2 Framework for Languages the objectives for developing children's knowledge about language are integrated into the learning objectives and teaching activities for oracy, literacy and intercultural understanding.

Children are expected to:

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

Learning about language is most meaningful when it occurs in the context of actual language use. In order to make their meaning clear, learners need to consider clarity of expression and the grammar involved. Thus they become aware of such concepts as word order, number, gender, negatives, pluralisation, verb and adjective agreement, intensifiers, tense and simple and compound sentences. 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 also be applied to any language that they might learn later in life.

Children are expected to:

- discuss language learning
- discuss and try out different learning strategies
- plan and prepare themselves for a language activity
- analyse what they need to know in order to carry out a task
- use knowledge of English or other languages to help learning and understanding
- direct all their attention to what they need in order to understand a spoken or written text
- refer appropriately to sources of support both in books and online, dictionaries and so on
- use gesture and mime to show understanding and help make themselves understood
- improve their ability to memorise
- apply prior knowledge of language structures to understand or create new language.

Whole-school language development

Summary: This section shows the place of primary languages in a whole-school language policy which brings together English, communication and languages.

'High levels of literacy and numeracy will continue to be fundamental to full participation in learning and life, as will the ability to communicate effectively in spoken English and other languages.'⁹

Language is an integral part of most learning and oral language in particular has a key role in teaching and learning. Whole-school approaches to the learning of language, both mother tongue (first language) and a new language, and the processes of teaching and learning are vital to the coherence of children's experiences during their life in school. The ability to communicate coherently and effectively is increasingly important and children need to be aware of the range of circumstances in which communication is initiated. Access to a range of languages and the motivation to value and use language are key to all pupils.

In addition to language being essential to access future learning opportunities, language learning stimulates children's creativity. Children enjoy taking an active part in language lessons, joining in with singing, reciting rhymes and poems, and responding to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.¹⁰

Discussing language learning strategies and knowledge about language can result in an increase in the motivation to value language development. An important research finding is that pupils will make more rapid progress in learning a new language if the linguistic concepts they are dealing with are already familiar to them from their own language. This highlights the desirability of making links between literacy-related work in English and foreign language learning.¹¹ This has implications both for primary language learning and the learning of English for children with EAL.

There are key pedagogical principles for promoting linguistic and cognitive development and the growth of critical literacy skills. Cummins identifies three interrelated areas that are embedded in such a pedagogy:

1. A focus on meaning. This requires input, or the language that children listen to or read to be comprehensible and the development of critical literacy.
2. A focus on language. This includes the development of children's awareness of language forms and uses and the ability to critically analyse these.
3. A focus on use. This involves using language to transform what has been learned through generating new knowledge, creating literature and art and acting on social realities.¹²

The leadership and support of headteachers and senior managers is critical to the success of sustaining progression and building capacity in language learning and teaching both in English and other languages. Planning for language development is a whole-school enterprise and should ensure that consistent teaching strategies are adopted, common terminology used and progression is understood throughout the key stage. School leaders need to develop and share a clear rationale for language learning across the school.

9 The Independent Review of the Primary Curriculum http://publications.teachernet.gov.uk/eOrderingDownload/IPRC_Report.pdf

10 Key Stage 2 Framework for Languages

11 QCA MFL KS1 and 2 © Qualifications and Curriculum Authority. Used with kind permission

12 Extract from Cummins, J. *Language, Power and Pedagogy: Bilingual children in the Crossfire*, Clevedon UK, 2000. © Multilingual Matters. Used with kind permission.

Whole-school whole language policy

Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra. The Framework exists to enable schools to build motivating and imaginative teaching plans and units, which deal with content of real interest and relevance to children. Planning for language learning should also fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and enjoyment.¹³

Language plays a fundamental role not only in a child's linguistic education, but also in the areas of social enrichment and cognitive development. A whole-school language policy enables a school to have a shared philosophy on all aspects of language education. It is a dynamic action statement consisting of principles, aims and strategies. It is a shared document for all stakeholders and expresses a common vision of the role and status of all languages relevant to life within a school. It is ideally developed following organised discussions, a school language audit and a profiling exercise. A healthy policy would be authored and owned by all stakeholders. It should include a rationale for its aims, as well as a declaration about who is responsible to carry out which tasks by when. The aims should be related to:

- *raising all participants' awareness about, and the significance of, language and the lifelong nature of language learning;*
- *the identification of needs of learners and of staff, and the suggestion of how to meet those needs;*
- *the creation of a climate of working together, building on existing linguistic resources for the benefit of everyone involved.¹⁴*

Example of whole-school language policy

Language plays a fundamental role not only in a child's linguistic education, but also in the areas of social enrichment and cognitive development.

Headteacher, School A

Introduction

At School A, we believe that the development of Language and Literacy skills are of the highest priority. All staff, children and parents should realise that language is the main tool for learning and communication. The linguistic and cultural diversity of the school's population is considered to be both a strength and a rich resource in the promotion of language learning among pupils which in turn, fosters community cohesion and the development of social and emotional skills. Learning language enables our children to become international citizens who are linguistically equipped and culturally aware in a rapidly changing world.

Aims

In partnership with parents, carers and the community we aim to ensure that language skills are developed and used across the whole curriculum and to promote the personal development of every pupil, by providing them with an equal opportunity to develop their skills in speaking, listening, reading and writing. In particular we aim to ensure that:

- we meet and expand upon the requirements in literacy, language and communication across the curriculum

¹³ Key Stage 2 Framework for languages

¹⁴ Extract from Camilleri Grima, A. *Developing A Whole-School Language Policy*, ECML Workshop 8/2005 Whole-School Language Profiles and Policies. © European Centre for Modern Languages. Used with kind permission. <http://www.ecml.at>

- all pupils, from nursery through to Year 6 have a full range of opportunities to develop their language skills within the curriculum and beyond the learning in their first language
- all pupils learn to value the cultural and linguistic diversity of the individuals in the school and develop a positive attitude towards language learning
- all pupils develop an understanding of the nature, structures and conventions of language and the skills required to develop their full potential in understanding language and in its fluent and effective use
- assessment and reporting systems are consistent throughout the school in ways that demonstrate progress and next steps to staff, children and parents.

Overview and key experiences

All pupils have access to a broad and rich language curriculum. Dedicated time is allocated daily to literacy throughout the school, following the Early Years Foundation Stage (EYFS) document and renewed framework for literacy. This learning is then applied and consolidated throughout the curriculum. French is taught weekly in Years 3–6. The learning of another language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in literacy and other curriculum areas. It also raises awareness of the multilingual world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. Shared areas of learning include the following.

Speaking and listening

From the beginning children are actively encouraged to speak and listen. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations. Pupils will:

- encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- develop their oral abilities and vocabulary at their own levels
- develop listening and comprehension skills through a range of activities
- be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Reading

Children are actively encouraged to develop an interest in all kinds of books and the print around them across a variety of media, enabling them to read for purpose and pleasure and to practice, explore and widen their vocabulary. Pupils will:

- play pre-reading games and activities to develop the variety of skills needed to learn the complex task of reading
- learn a variety of approaches to reading including phonics, whole-word recognition and picture and context clues to make sense of texts
- read from core texts and a foundation reading scheme and supplement this with a wide range of books offering a choice of genre and vocabulary at the appropriate level
- browse, share and enjoy books with family and friends as well as read aloud sessions with the teacher. Short daily spells of enjoying and reading books with an adult are essential for successful, confident reading.

Writing

We aim for all our pupils to enjoy writing and find the process creative, enriching and fulfilling. Writing is developed in association with speaking and listening and reading. At all stages of the writing process pupils have access to good models across a range of genres and media to consider as examples for their own writing. As well as developing composition skills we teach each child handwriting, spelling and grammar in order for them to become effective writers. Each child enters school at a different level of writing ability but we aim to teach all children the skills to:

- use writing as a tool to aid learning and to record their experiences in a wide range of activities across the curriculum
- employ a variety of forms suitable to the context, purpose and audience
- explore writing processes through talk in a supportive learning context
- participate in the thinking involved in structuring writing, making choices about language available and considering how effective a particular word or phrase will be and how well it reads
- achieve independent writing of a high quality, presenting work that demonstrates thought, care and pride.

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Teaching and learning styles

To enable access to the whole curriculum for every pupil, to cater for the variety of learning styles within each class and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles to personalise and meet the needs of our learners. We want our pupils to find learning exciting, compelling and meaningful and use a variety of interactive teaching and learning techniques so that they can be motivated and respond successfully to their learning. The techniques of MFL teaching benefit all learners especially EAL and SEN pupils. These include:

- a topic-based approach to planning so that language can be reinforced, consolidated and applied across a creative curriculum
- pre-teaching of vocabulary across these topics ensuring opportunities to repeat and revisit
- creating a broad and rich language environment including working walls and reading corners
- active learning through role-play, games, mime and action, songs, storytelling and the use of puppets to model and develop all forms of communication
- scaffolding of sentence and grammar development activities
- Talk for writing, allowing pupils to orally rehearse and experiment prior to writing
- planning opportunities to work in a variety of ways – whole-class, groups (of different sizes and compositions), as pairs (including talk partners) and individuals
- teacher modelling and demonstration.

Assessment and monitoring

Assessment provides information about what a pupil knows, understands, is able to do and where they go next. It is part of the teaching and learning process, and as such is a part of everyday classroom practice. The school also uses appropriate materials to provide summative judgements each term and ensure pupil progress.

The role of the subject leader is to:

- develop, promote and ensure implementation of the whole-school language policy
- keep up to date with local and national developments and initiatives
- monitor, evaluate and support planning, teaching and learning of the development of language, curriculum continuity and progression
- monitor and track progress and attainment in line with national expectations, identifying and implementing targets and next steps to ensure all pupils achieve their potential
- lead professional development of staff through training, support and example
- establish resource and staff requirements in accordance with the budget to achieve the aims of the policy.

Inclusion

At School A, we value the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. The achievements, attitudes and well-being of all our children matter. We aim to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Children with SEN and/or learning difficulties or disabilities

Once identified, children with SEN will have their needs assessed and appropriate action taken in line with the Code of Practice (see the special needs policy). Where possible, through the use of appropriate access strategies and support, children with SEN will be working towards the same learning objectives as their peers. From time to time, those working well below the level of the whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.

Children who are gifted and talented

Children who are working well above the overall level of their class or group will be engaging with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Children learning EAL

Children learning EAL will be accessing curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. Through the use of appropriate access strategies and support, they will be experiencing a level of cognitive challenge consistent with that provided for their peers. Those children who have become conversationally fluent will continue to receive support to develop the academic language and vocabulary and the language and grammar used to express ideas and thinking.

Parental and community links

Language learning gives us the ideal opportunity to make links with parents, carers and the wider community. The school:

- provides family workshops for literacy
- holds workshops for parents on how they can support their child's development of language and literacy
- creates links with schools and communities locally, nationally and internationally
- holds speaking and listening workshops for parents and carers
- community support officers provide reading support for targeted pupils
- runs family events to promote and support community cohesion
- runs a French club
- holds after-school support for key community groups.

This policy is subject to regular review as part of the school self-evaluation process.

The Primary Framework for Literacy and the Key Stage 2 Framework for Languages

Summary: This section shows the key objectives of the Primary Framework for Literacy and the Key Stage 2 Framework for Languages across the four years of Key Stage 2.

The Primary Framework provides a clear structure for the teaching of literacy with learning objectives aligned to the 12 strands of learning identified. The strands reflect the four aspects of language: speaking, listening, reading and writing, and the objectives for each are grouped under two main headings:

- speak and listen for a wide range of purposes in different contexts
- read and write for a range of purposes on paper and on screen.

Speaking and listening, reading and writing are not only interdependent but mutually enhancing and in the classroom will invariably be linked. Teaching and learning about language and how it is used in the different modes will develop all four aspects.

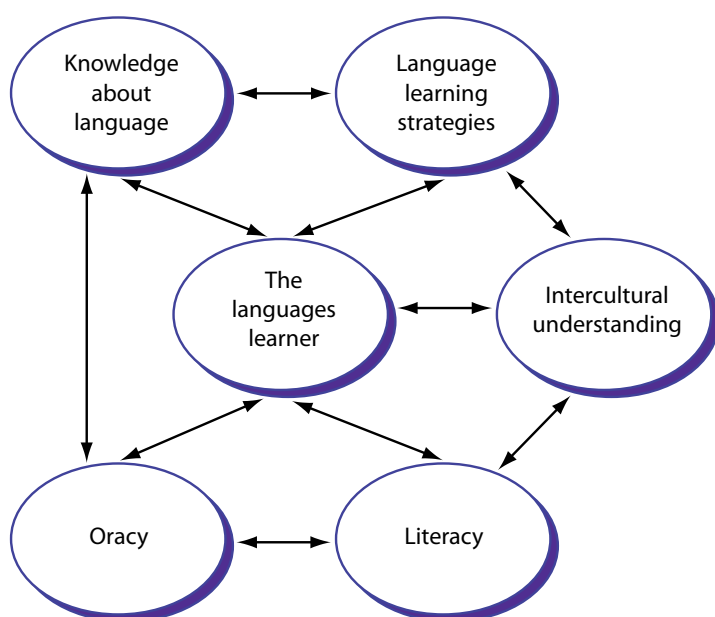
Literacy: Core learning in each strand

Strand	Most children learn to:
Speaking	<p>speak competently and creatively for different purposes and audiences, reflecting on impact and response</p> <p>explore, develop and sustain ideas through talk</p>
Listening and responding	<p>understand, recall and respond to speakers' implicit and explicit meanings</p> <p>explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features</p>
Group discussion and interaction	<p>take different roles in groups to develop thinking and complete tasks</p> <p>participate in conversations, making appropriate contributions building on others' suggestions and responses</p>
Drama	<p>use dramatic techniques, including work in role to explore ideas and texts</p> <p>create, share and evaluate ideas and understanding through drama</p>
Word recognition: decoding and encoding	<p>read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:</p> <ul style="list-style-type: none"> • build up a store of words that are instantly recognised and understood on sight; • segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

Word structure and spelling	<p>learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading</p> <p>to spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information</p> <p>a range of approaches to learn and spell irregular words</p>
Understanding and interpreting text	<p>retrieve, select and describe information, events or ideas</p> <p>deduce, infer and interpret information, events or ideas</p> <p>use syntax, context, word structures and origins to develop their understanding of word meanings</p> <p>identify and comment on the structure and organisation of texts</p> <p>explain and comment on writers' use of language, including vocabulary, grammatical and literary features</p>
Engaging with and responding to texts	<p>read independently for purpose, pleasure and learning</p> <p>respond imaginatively, using different strategies to engage with texts</p> <p>evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader</p>
Creating and shaping texts	<p>write independently and creatively for purpose, pleasure and learning</p> <p>use and adapt a range of forms, suited to different purposes and readers</p> <p>make stylistic choices, including vocabulary, literary features and viewpoints or voice</p> <p>use structural and presentational features for meaning and impact</p>
Text structure and organisation	<p>organise ideas into a coherent structure including layout, sections and paragraphs</p> <p>write cohesive paragraphs linking sentences within and between them</p>
Sentence structure and organisation	<p>vary and adapt sentence structure for meaning and effect</p> <p>use a range of punctuation correctly to support meaning and emphasis</p> <p>convey meaning through grammatically accurate and correctly punctuated sentences</p>
Presentation	<p>vary and adapt sentence structure for meaning and effect</p> <p>use a range of punctuation correctly to support meaning and emphasis</p> <p>convey meaning through grammatically accurate and correctly punctuated sentences</p>

The Key Stage 2 Framework for Languages sets out the rationale for language learning in primary schools and defines the skills, knowledge and understanding that children should develop. The Framework sets out learning objectives across five strands: three core strands, Oracy, Literacy, Intercultural understanding, and two cross-cutting strands, Knowledge about language and Language learning strategies. Children are encouraged to develop oracy and literacy skills in a wide range of situations. The Framework recognises that language is central to the development of individual identity and that education in language and culture plays a vital part in shaping the future of our world community.

The interrelationship between the five strands of the Key Stage 2 Framework for Languages may be represented in the following way.



Below are the objectives from the five strands of the Key Stage 2 Framework for Languages from Year 3 to Year 6:

Strands	Core objectives Year 3	Core objectives Year 4	Core objectives Year 5	Core objectives Year 6
Oracy	<ul style="list-style-type: none"> Listen and respond to simple rhymes, stories and songs Recognise and respond to sound patterns and words Perform simple communicative tasks using single words, phrases and short sentences Listen attentively and understand instructions, everyday classroom language and praise words 	<ul style="list-style-type: none"> Memorise and present a short spoken text Listen for specific words and phrases Listen for sounds, rhyme and rhythm Ask and answer questions on several topics 	<ul style="list-style-type: none"> Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories

Literacy	<ul style="list-style-type: none"> ● Recognise some familiar words in written form ● Make links between some phonemes, rhymes and spellings, and read aloud familiar words ● Experiment with the writing of simple words 	<ul style="list-style-type: none"> ● Read and understand a range of familiar written phrases ● Follow a short familiar text, listening and reading at the same time ● Read some familiar words and phrases aloud and pronounce them accurately ● Write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> ● Reread frequently a variety of short texts ● Make simple sentences and short texts ● Write words, phrases and short sentences, using reference phrases and sentences 	<ul style="list-style-type: none"> ● Read and understand the main points and some detail from a short written passage ● Identify different text types and read short, authentic texts for enjoyment or information ● Match sound to sentences and paragraphs ● Write sentences on a range of topics using a model
Intercultural understanding	<ul style="list-style-type: none"> ● Learn about the different languages spoken by children in the school ● Locate country/countries where the language is spoken ● Identify social conventions at home and in other cultures ● Make indirect or direct contact with the country/countries where the language is spoken 	<ul style="list-style-type: none"> ● Learn about festivals and celebrations in different cultures ● Know about some aspects of everyday life and compare them to their own ● Compare traditional stories ● Learn about ways of travelling to the country/countries 	<ul style="list-style-type: none"> ● Look at further aspects of their everyday lives from the perspective of someone from another country ● Recognise similarities and differences between places ● Compare symbols, objects or products which represent their own culture with those of another country 	<ul style="list-style-type: none"> ● Compare attitudes towards aspects of everyday life ● Recognise and understand some of the differences between people ● Present information about an aspect of culture

<p>Knowledge about language</p>	<ul style="list-style-type: none"> ● Identify specific sounds, phonemes and words ● Recognise commonly used rhyming sounds ● Imitate pronunciation of sounds ● Hear main word classes ● Recognise question forms and negatives ● Recognise how sounds are represented in written form ● Notice the spelling of familiar words ● Recognise that languages describe familiar things differently ● Recognise that many languages are spoken in the UK and across the world ● Recognise conventions of politeness 	<ul style="list-style-type: none"> ● Reinforce and extend recognition of word classes and understand their function ● Recognise and apply simple agreements, singular and plural ● Use question forms ● Recognise that texts in different languages will often have the same conventions of style and layout ● Apply phonic knowledge of the language to support 	<ul style="list-style-type: none"> ● Recognise patterns in simple sentences ● Manipulate language by changing an element in a sentence ● Apply knowledge of rules when building sentences ● Develop accuracy in pronunciation and intonation ● Understand and use negatives ● Appreciate that different languages use different writing conventions ● Recognise the typical conventions of word order in the foreign language ● Understand that words will not always have a direct equivalent in the language ● Notice different text types and deal with authentic texts 	<ul style="list-style-type: none"> ● Recognise patterns in the foreign language ● Notice and match agreements ● Use knowledge of words, text and structure to build simple spoken and written passages ● Use knowledge of word order and sentence construction to support the understanding of the written text ● Use knowledge of word and text conventions to build sentences and short texts ● Devise questions for authentic use
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Language learning strategies	<ul style="list-style-type: none"> ● Discuss language learning and share ideas and experiences ● Use actions and rhymes and play games to aid memorisation ● Remember rhyming words ● Use the context of what they see/read to determine some of the meaning ● Practise new language with a friend and outside the classroom ● Look at the face of the person speaking and listen attentively ● Use gestures to show they understand ● Recognise words which the teacher mouths silently ● Write new words ● Compare the language with English 	<ul style="list-style-type: none"> ● Discuss language learning and share ideas and experiences ● Use mental associations to help remember words ● Ask for repetition and clarification ● Use context and previous knowledge to determine meaning and pronunciation ● Practise new language with a friend and outside the classroom ● Plan and prepare for a language activity ● Read and memorise words ● Sort words into categories ● Apply knowledge about letters and simple grammatical knowledge to experiment with writing ● Use a dictionary to look up spellings ● Use context and previous knowledge to determine meaning and pronunciation ● Access information sources 	<ul style="list-style-type: none"> ● Plan and prepare – analyse what needs to be done to carry out a task ● Integrate new languages into previously learned language ● Apply grammatical knowledge to make sentences ● Use actions and rhymes to aid memorisation ● Ask for repetition and clarification ● Use context and previous knowledge to help understanding ● Practise new language with a friend and outside the classroom ● Look and listen for visual and aural clues ● Use a dictionary or a word list ● Pronounce/read aloud unknown words 	<ul style="list-style-type: none"> ● Discuss language learning and reflect and share ideas and experiences ● Plan and prepare – analyse what needs to be done in order to carry out a task ● Use language known in one context or topic in another context or topic ● Ask for repetition and clarification ● Use context and previous knowledge to help understanding and reading skills ● Practise new language with a friend and outside the classroom ● Listen for clues to meaning, e.g. tone of voice, key words ● Make predictions based on existing knowledge ● Apply a range of linguistic knowledge to create simple, written production ● Evaluate work ● Compare and reflect on techniques for memorising language ● Use a dictionary
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Aligning language learning

Summary: This section demonstrates the alignment of the expected outcomes of the Primary Framework for Literacy and the Key Stage 2 Framework for Languages and highlights the strands Knowledge about language and Language learning strategies.

The Key Stage 2 Framework for Languages has been written with the Primary Framework in mind and the five strands of the framework provide a broad and holistic approach to language learning. The key objectives from both documents are closely aligned thus enabling the building of mutually supportive skills. The key objectives from the Knowledge about language and Language learning strategies strands have been included to exemplify and promote the teaching of the elements of the skills development and to demonstrate how learning languages can both reinforce and extend literacy skills.

The objectives for developing children's knowledge about language in the Key Stage 2 Framework for Languages underpin and are integrated into the learning objectives for Oracy and Literacy. Knowledge about language supports children in communicating effectively in speech and in writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them to investigate how languages work and illustrates how users adapt language in formal and informal contexts.

The objectives for Language learning strategies are also integrated into the learning objectives and learning opportunities for the core strands with the aim of familiarising children with strategies they can apply to the learning of any language. By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can be used for learning in other subjects.¹⁵

Year 3: Planning through talk and oral rehearsal are key skills for Year 3 as children develop¹⁶

Expected outcomes from the Primary Framework for Literacy	Expected outcomes from Key Stage 2 Framework for Languages
<p>Oracy</p> <ul style="list-style-type: none"> ● Engage well orally with their peers and familiar adults, talking coherently and sustaining conversations with others ● Listen attentively and join in whole-class and small-group discussion ● Use talk functionally in groups to get things done in different subject areas ● Develop the skills of active listening and taking turns to speak ● Confidence in speaking and awareness of audience grow 	<p>Oracy</p> <ul style="list-style-type: none"> ● Enjoy listening to and speaking in the language ● Listen and respond to familiar spoken words, phrases and sentences ● Communicate with others using simple words and phrases and short sentences ● Understand conventions such as taking turns to speak, valuing the contribution of others ● Use correct pronunciation in spoken work

¹⁵ Key Stage 2 Framework for Languages

¹⁶ www.standards.dcsf.gov.uk/nationalstrategies/primaryframework/introduction/overview/year3/Literacy

<p>Literacy</p> <ul style="list-style-type: none"> ● Acquire a sizable vocabulary of words they can access automatically: use interesting and more specific vocabulary ● Read and spell new words independently ● Develop reading comprehension using a range of strategies ● Become secure in using simple and compound sentences and begin to use complex sentences 	<p>Literacy</p> <ul style="list-style-type: none"> ● Recognise and understand some familiar words and phrases in written form ● Read aloud in chorus, with confidence and enjoyment, from a known text ● Write some familiar simple words using a model ● Write some familiar words from memory
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Knowledge about Language Year 3

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

Year 3 Language learning strategies

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

Year 4: Collaborative group work continues to provide opportunities to develop speaking and listening skills in a structured context.¹⁷

Expected outcomes from the Primary Framework for Literacy	Expected outcomes from Key Stage 2 Framework for Languages
<p>Oracy</p> <ul style="list-style-type: none"> ● Understand that people can hold alternative viewpoints ● Explore how talk varies according to different contexts, purposes and audiences ● Take different roles and use language appropriate to those roles; develop scripts based on improvisation 	<p>Oracy</p> <ul style="list-style-type: none"> ● Listen to and identify words and short phrases ● Communicate by asking and answering a wider range of questions ● Memorise and present a short text
<p>Literacy</p> <ul style="list-style-type: none"> ● Decode words that are not in their spoken vocabulary and make sensible deductions about their meaning from their structure within the context of the sentence ● Be aware of the reading skills required for different texts ● Use ambitious vocabulary and varied sentence construction to engage the reader ● Master internal organisational features of texts 	<p>Literacy</p> <ul style="list-style-type: none"> ● Read and understand familiar written phrases ● Follow a short text while listening and reading, saying some of the text ● Read a wider range of words, phrases and sentences aloud ● Write some familiar words and phrases without help
<p>Knowledge about language Year 4</p>	
<ul style="list-style-type: none"> ● Reinforce and extend recognition of word classes and understand their function ● Recognise and apply simple agreements, singular and plural ● Use question forms ● Recognise that texts in different languages will often have the same conventions of style and layout ● Apply phonic knowledge of the language to support 	

¹⁷ www.standards.dcsf.gov.uk/nationalstrategies/primary/primaryframework/introduction/overview/year4/speakinglistening

Language learning strategies Year 4

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

Year 5: Speaking and listening, as well as being critical skills in their own right, continue to be the foundation of reading and writing skills as well as being skills in their own right.¹⁸

Expected outcomes from the Primary Framework for Literacy	Expected outcomes from Key Stage 2 Framework for Languages
<p>Oracy</p> <ul style="list-style-type: none"> ● Develop speaking and listening skills in a structured context ● Plan and manage group tasks and understand different ways to lead and support others within the group ● Consciously vary their use of language to match different contexts, purposes and audiences ● Experiment with ways of using spoken language to persuade and influence an audience in debates and role-play; performing both improvised and scripted performances 	<p>Oracy</p> <ul style="list-style-type: none"> ● Pick out some of the detail from short spoken passages ● Enjoy interacting even when they hear unfamiliar language ● Join in a short conversation ● Make a short presentation using a model

¹⁸ www.standards.dcsf.gov.uk/nationalstrategies/primaryframework/introduction/overview/year5/learner

Literacy

- Have a repertoire of reading skills for different texts and vary them consciously to suit different reading purposes, critically appraising them for bias and accuracy
- Deduce the meaning of some unknown words from the context or the structure of words
- Use ambitious vocabulary and vary sentence construction and sentence order; manipulate sentences in a controlled way to achieve particular effects

Literacy

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

Knowledge about language Year 5

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

Language learning strategies Year 5

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

Year 6: Talking, first-hand experience, the read-aloud programme and personal reading continue to provide the foundation for writing.¹⁹

Expected outcomes from the Primary Framework for Literacy	Expected outcomes from Key Stage 2 Framework for Languages
<p>Oracy</p> <ul style="list-style-type: none"> ● In improvised and scripted drama reach a high standard of polished performance, using a range of dramatic techniques ● Use knowledge of presentation styles and techniques to put forward their views to others with clarity ● Speak and listen in a structured context, using effective communication skills 	<p>Oracy</p> <ul style="list-style-type: none"> ● Listen to and understand the main points and some detail from a short spoken passage ● Give a presentation in a clear audible voice ● Converse briefly without prompts ● Enjoy listening and speaking confidently
<p>Literacy</p> <ul style="list-style-type: none"> ● Integrate and apply the whole range of independent skills gained over the primary years across all areas of the curriculum ● Use a developed repertoire of reading skills for different texts and adapt them consciously to suit different reading purposes ● Write consistently in their chosen form 	<p>Literacy</p> <ul style="list-style-type: none"> ● Read aloud with confidence, enjoyment and expression, in chorus or individually ● Read and understand the main points and some detail from a short written passage ● Write several sentences from memory ● Develop a short text using a model

Knowledge about language Year 6
<ul style="list-style-type: none"> ● Recognise patterns in the foreign language ● Notice and match agreements ● Use knowledge of words, text and structure to build simple spoken and written passages ● Use knowledge of word order and sentence construction to support the understanding of the written text ● Use knowledge of word and text conventions to build sentences and short texts ● Devise questions for authentic use

¹⁹ www.standards.dfes.gov.uk/primaryframework/introduction/overview/year6/learner

Language learning strategies Year 6

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

Progression in language learning

Summary: This section illustrates the progression in language learning expected in the four years of primary language learning.

An important concept in language acquisition is that learners need to hear and see models of language that are comprehensible but beyond what they are able to produce themselves.

To progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures they have learned. 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.²⁰

The National Languages Strategy has an expectation that most children will be able to reach a level of competence in a language as defined by the Common European framework or the Languages Ladder. The Key Stage 2 Framework for Languages defines that as:

after four years of language learning most Year 6 children will be able to understand simple and spoken written language, to speak aloud and take part in short conversations and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them.²¹

The following features are indicators of children's progression in language learning, although they may develop unevenly:

- 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.²²

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

- listen to and understand the main points and some detail from a short spoken passage
- give a presentation in a clear audible voice
- converse briefly without prompts
- enjoy listening and speaking confidently
- 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

²⁰ www.standards.dcsf.gov.uk/schemes3/documents/mfl_teachers_guide.pdf

²¹ Key Stage 2 Framework for languages

²² Key Stage 2 Framework for languages

- write several sentences from memory
- develop a short text using a model
- demonstrate understanding of and respect for cultural diversity
- present information about an aspect of another country.²³

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23 Key Stage 2 Framework pt 3 p.77

Supportive contexts for language learning

Summary: This section shows how the presentation and use of language in learner appropriate contexts supports progression in language content and the development of pupils as autonomous learners.

The key elements of the primary languages entitlement are set out in the National Languages Strategy.

- It is inclusive and for all children.
- It is coherent and operates throughout Key Stage 2.
- It is part of a broader curriculum involving language and culture.
- It flourishes in a rich learning environment, with high quality teaching, native speakers and ICT.
- Children will reach recognised levels of achievement.
- Their achievement will be celebrated.²⁴

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There is broad agreement about an approach to language teaching and learning which stresses the importance of communication in the language – real language use – as a central component of learning as well as a desired outcome for that learning. Above all this involves a rich and varied input of the new language together with opportunities for learners to interact with the language and can lead to increased levels of learner motivation.

In many respects, the acquisition of a new language closely parallels the acquisition of a first language. In the early stages, learners begin by relying on content words, moving to routine phrases and gradual approximation of standard forms of grammar. Children, when they are learning a new language at school may be restricted in their ability to use non-standard forms of grammar. Accuracy in pronunciation, intonation and grammar will be of some importance. However, they are able to draw upon their existing language experience and can work out how to express familiar meanings and concepts in the new language

Of critical importance is the need to give exposure to the language in order to educate the ear. Learners need to assimilate new sound patterns and to relate them to words and meanings. This process is particularly important in the early stages of acquiring a language when learning habits are being established and with young learners who are particularly receptive to new sounds. In the learning of their first language (mother tongue), children build up a wide experience of spoken language and interaction from birth and draw on this as they become literate. With a new language, exposure to the sound patterns needs to be built into the learning experience because listening to and manipulating the new language are critical for successful language learning. For this to happen, learners need frequent opportunities for intensive exposure to the language.²⁵

Teachers need to consider how language is presented, in order to provide a learner appropriate context that takes into account how they expect children to use and present that language. Teachers need to consider and plan carefully for:

- the complexity and clarity of language used in instructions, explanations and questions
- making the context for the language appropriate to the genre, for example, story, song, non-fiction text, science investigation and so on
- their expectations of children's responses.

In primary language classrooms this requires teachers to plan the language to be used carefully to ensure accuracy and clarity and consider carefully the context for the learning to provide a safe and secure learning environment. Teachers need to consider, in the context of the task set, the relative merits of accuracy as opposed to longer stretches of language so that, in some circumstances, it is more effective to use a little language accurately.

In primary classrooms in which there are numbers of bilingual learners, teachers also need to plan the language to be used carefully to ensure accuracy and clarity and consider the context for the learning. In order to support practice in both cases, it would seem appropriate to consider literature provided to support bilingual learners in mainstream classrooms.

Supportive language learning environments

Pauline Gibbons has identified features of a classroom environment that are supportive of EAL learners that also have relevance for the primary languages classroom. These are:

- the classroom provides a comfortable learning environment and provides good models of oral and written language
- there are planned opportunities for meaningful interaction between peers
- children have opportunities to be 'problem solvers' and collaborative learners taking responsibility for their own and others' learning rather than 'information receivers'
- the models of language presented are understandable to the learner but also provide new ways of expressing meaning which will extend their own language use
- there are frequent opportunities for interaction between teacher and individual students.²⁶

²⁵ Key Stage 2 Framework for languages

²⁶ Extract from Gibbons, P. *Learning to Learn in a Second Language*, Heinemann 1991. © Primary English Teaching Association (PETA). Used with kind permission.

Embedding language in learner appropriate contexts will be most effective when:

- it is part of the whole-school and whole-class approach
- it is progressive and builds upon previous language introduced
- it takes account of the language demands of the curriculum – both subject specific vocabulary and the appropriate language forms associated with the content
- contexts for learning are relevant, motivating and culturally inclusive
- it provides opportunities for speaking and listening, collaborative work and other strategies for language development such as linking actions to words, use of songs and ICT that engage learners and help to 'lock in' the language
- the role of additional adults is clearly indicated
- consideration is given to the language demands of the task, how the children are grouped, use of first language for learning and how both language learning and use will be discussed and assessed.²⁷

Within the Key Stage 2 Framework for Languages, the Primary Framework for Literacy and the Support for Writing materials there are numerous suggestions for teaching strategies that can be used to enable the learner to make sense of new vocabulary and grammatical structures and to understand the cohesive devices that hold spoken and written texts together.

When preparing to embed language in learner appropriate contexts, it may be useful to consider the following questions, whether working in English or the new language. These questions aim to help you identify the language demands of a particular task and to determine what language children would need to know in order to participate in the learning, e.g. what vocabulary and grammatical structures do children need to know in order to describe features of the planets? The questions also help you identify where opportunities for language development exist. Teachers can make use of the strategies suggested in the Primary Framework for Literacy for making spoken and written texts accessible to all pupils.

Language demands²⁸

Possible strategy	Examples
What spoken language demands will there be? If there are currently not many opportunities for spoken language, where can oral tasks be included?	A simple question and answer or extended responses? Through including a problem solving, information sharing activity or a presentation. Organised through pair and group work and using drama techniques such as role play.
What types of listening tasks will there be? What kind of listening do they involve? If there are currently not many listening tasks, what specific listening activities could be included?	Listening to and acting on simple instructions or listening to a number of sequenced steps. Is the listening for sound, stress and intonation patterns? Is it one-way, two-way, interpersonal or transactional? Provide purposes for listening such as listening for differences in two stories or taking notes from a news bulletin.

27 *Excellence and Enjoyment: teaching and learning for bilingual children in the primary years*, Unit 1 : Planning and assessment for language and learning, p.26

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<p>What texts will the pupils be reading?</p> <p>What are the possible linguistic and cultural barriers that children may encounter?</p> <p>How can the texts be made accessible for the children?</p> <p>Do reading tasks aim to increase readers' reading strategies, and children's knowledge about language?</p> <p>If there are few reading texts, are there others that could be included?</p>	<p>Is the text type or subject matter familiar from their first language?</p> <p>Predict possible unfamiliar content and language and pre-teach that before reading the text.</p> <p>Use pictures and artefacts to provide contextual information and provide a way into the text.</p> <p>Model reading, making explicit the strategies used such as predicting word meaning through the use of illustrations.</p> <p>Provide a range of different text types from simple labels to sequencing activities.</p> <p>Use dual language texts, ICT texts and video clips.</p>
<p>What are the written text types that will occur, or what text types could be included?</p> <p>What is the schematic structure of these text types?</p> <p>What kind of connectives occur in these text types?</p> <p>If there are few written tasks, are there others that could be included?</p>	<p>Recounts, narratives, reports, procedures, explanations, drama scripts and poems.</p> <p>Make explicit the organisational features of each text type such as the use of sequencing words in instructional texts.</p> <p>Provide real contexts for writing such as email exchange with a partner school.</p>
<p>What aspects of grammar (e.g. tense) does the topic require pupils to use?</p>	<p>Make explicit the grammatical features of each text type such as the use of the imperative in instructional texts.</p>
<p>What specific vocabulary does the context require children to know?</p>	<p>Create topic-specific flash cards and displays showing the word and illustration.</p>

Children learning a new language quickly develop proficiency in everyday conversational language. However, developing proficiency in academic language and the language for thinking (cognitive language) takes time and requires careful planning for progression.

Cognitive language is the language which develops through investigating, exploring ideas and solving problems. Cognitive development accompanies the use of language for purposes such as classifying, analysing, hypothesising and generalising as well as the ability to use abstract language.

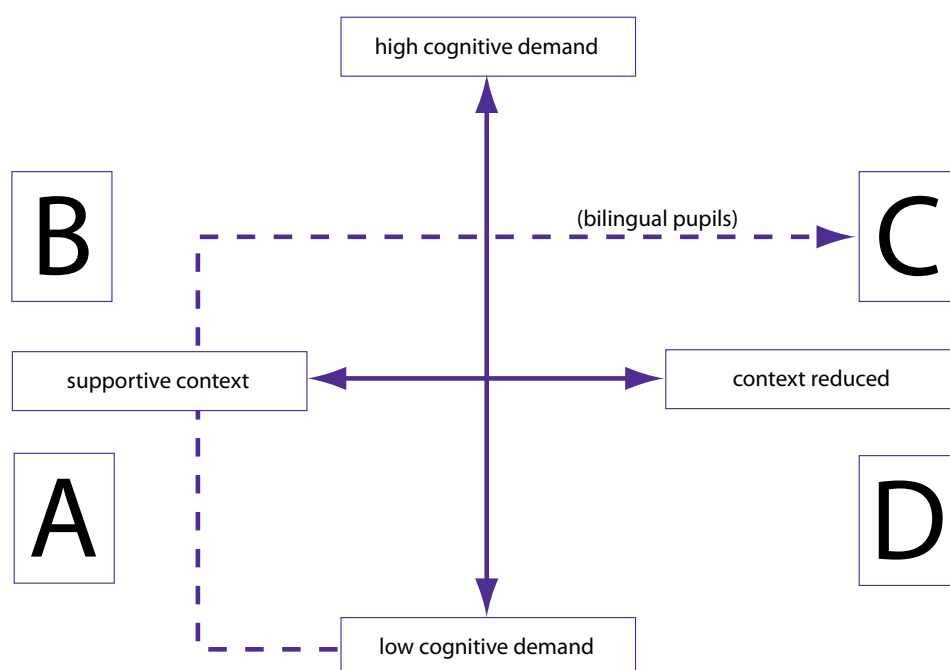
In English academic language is characterised by the use of the passive voice, ideas and concepts as agents, vocabulary with Greek or Latin roots, use of metaphor and personification and, most importantly, nominalisations (abstract nouns made from verbs and other parts of speech), such as information from inform.

The following planning framework which is central to understanding how pupils with EAL are enabled to make progress in language learning also has relevance for the teaching and learning of all new languages. The framework serves as an aide-memoire to focus attention on the level of contextual and linguistic challenge in classroom activities. This framework reminds teachers to keep cognitive challenge appropriately high for children by embedding activities in appropriate supportive contexts.

Cummins Quadrant

When children learning EAL experience difficulty with particular tasks teachers sometimes feel they have no alternative but to make the tasks easier. This results in children doing work which does not stretch them. This framework, known as the Cummins Quadrant, focuses attention on the level of linguistic and contextual challenge in classroom activities. It reminds teachers that cognitive challenge can be kept appropriately high for children learning EAL by embedding activities in a supportive context. This framework can usefully be applied to the learning of a new language.

Cummins' model suggests that children start in quadrant A for all new learning, and planning for their language development is concerned with keeping cognitive challenge high all the time, with appropriate contextual support which is gradually reduced as they move through the other quadrants. Learners will need to progress from activities planned in quadrant A where the cognitive challenge is low and the activity is highly embedded in a supportive context, to quadrant B where the context is still very supportive but reduced and the cognitive challenge is increased. From there they move gradually into quadrant C where there is little supporting context where children are expected to cope with working independently and individually and tasks are both challenging and abstract. Tasks in quadrant D have little contextual support and are cognitively undemanding such as, children copying something they do not understand and would have little, if any, learning potential.



Effective teaching of primary languages acknowledges the importance of contexts for learning. There are examples of primary schools teaching a new language and new content simultaneously in a similar way to the EAL environment. However, more often in primary languages, the content will already be familiar to the children. Thus, in the learning of a new language, the children begin in quadrant A of the model with some simple linguistic activities that have low cognitive demand, but are embedded in very familiar contexts such as learning greetings. From here teachers should aim to move language learners into quadrant B in which more demanding language is practised through activities which, in turn, offer greater cognitive demand. Ultimately, and later in their language learning experience, children move into quadrant C where they are expected to cope with more independent work such as role-play with less supporting context.

Cummins Quadrant from *Negotiating Identities: Education for Empowerment in a Diverse Society*. © Professor Jim Cummins. Used with kind permission.

The challenge for teachers is to consider the ways in which language and content are embedded in contexts for learning which allow children to learn language, learn through language and learn about language. This requires teachers to consider presenting language in learner appropriate contexts, through careful supportive scaffolding of learning. Scaffolding learning means supporting learners to carry out tasks successfully by assisting them to move towards the acquisition of new skills, concepts or levels of understanding. This could take the form of teaching strategies that build knowledge of the topic, such as modelling text construction whether spoken or written and jointly constructing a text prior to moving to independent production.

Making the learning contexts supportive includes providing:

- opportunities to build on previous experience
- scaffolded learning in a variety of ways
- carefully planned opportunities to listen and speak in a wide range of situations across the curriculum.

Building on previous experience includes:

- activating prior knowledge
- starting from culturally familiar contexts and moving to unfamiliar contexts
- use of shared experiences.

Scaffolding learning

The examples of teaching strategies for teaching EAL in the National Strategies CPD materials *Excellence and Enjoyment: teaching and learning for bilingual children in the primary years*, that develop and build on children's knowledge about language are equally relevant for learners of a new language. Teachers provide access to learning through the use of activities such as sequencing, matching, information sharing, rank ordering, describing and following directions. In order to scaffold language learning teachers use strategies such as:

- modelling by adults or peers
- use of pictures, props, or models
- opportunities for collaborative work
- use of writing frames and language prompts
- use of graphic organisers and other visuals such as diagrams, maps, graphs to support thinking and the organisation of texts
- use of cloze procedure and sequencing texts
- use of drama techniques such as mime and role-play.

Planned opportunities for speaking and listening include opportunities for:

- talk as process – exploratory talk for sharing views, problem solving and reasoning
- talk as presentation, such as reporting back on an activity, oral rehearsal for writing.

Thus, learners make progress in their language learning by being given a rich input of language in meaningful contexts. In the Frameworks and QCA Schemes of Work for primary languages, new language is always embedded within a context familiar to children in order to support the learning.

Planning for entitlement: Inclusion

Teachers using the Key Stage 2 Framework for Languages may need to adapt it in order to ensure that it takes full account of the different experiences, strengths and interests of their pupils. In doing this they will need to take account of the statutory requirements and guidance on inclusion set out in the National Curriculum.

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

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

The Framework and children learning EAL

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. They are able to take pride in their existing linguistic skills and see languages other than English being valued and contribute to the intercultural understanding of their fellow pupils. 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. Languages lessons also provide a great opportunity for these children to achieve because the use of a common language, new to all, places them on a more equal footing with other children.

Opportunities to learn literacy skills and continue to develop proficiency in their first language contributes to a stronger sense of identity and a stronger first language base on which to build proficiency in EAL. As children deepen their knowledge of their first language and learn to use it for cognitively demanding tasks they develop linguistic proficiency common to all languages. Providing bilingual learners with the opportunity to learn a third/fourth language adds to their intellectual and cognitive development. They will bring to the learning of this language, all the skills developed during the learning of their first language and English – listening skills, the ability to compare syntax and vocabulary in different languages, the importance of pronunciation and most importantly the value of taking risks in using the new language in order to become proficient in it. Even when an EAL learner is a beginner in English, and lacks confidence in speaking in English, he or she may feel able to contribute in the classroom when all the children are beginners in the new language.

The strategies promoted by EAL specialists and used by teachers of bilingual children for developing EAL can be used for learning and teaching of yet another language. Teachers provide access to learning through the use of activities such as sequencing, matching, information sharing, rank ordering, describing and following instructions.

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Strategies for support

Language skills

Teachers are encouraged to provide:

- a supportive environment giving children the opportunity to experiment with language without fear of making mistakes
- modelling of the new language and planned opportunities to use it with peers and adults encourages children's confidence in speaking
- plenty of visual support through props, artefacts, pictures, as well as frames with language prompts and use of ICT
- opportunities to practise spelling in the new language as this can assist an EAL learner's access to spelling in English
- opportunities to use language creatively in poetry, humour and word play, e.g. bilingual jokes
- support with the literacy terminology/metalinguage 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

Knowledge about language

Teachers are encouraged 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
- 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
- encourage comparison of syntax and vocabulary in first language and English if first language is the language being taught.

Intercultural understanding

Teachers are encouraged to provide particular support where:

- 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 Framework and children with SEN

The primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Children with SEN tend to respond very positively to language learning – many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. In planning to meet the varied needs of pupils, teachers can adapt the Framework objectives and choose objectives from any part of the Framework which will be helpful in supporting the learning of individual children.²⁹ Learning a language is of value to the majority of children with SEN, as it can help to develop their language and social skills, and widen their cultural horizons.

Developing language skills

Children with certain learning difficulties can gain from learning a new language. Experience has shown that these children enjoy the experience of learning a new language and improve their overall achievement. In particular children make progress in these areas:

- linguistic development
- social development
- cultural awareness.

There is empirical evidence showing that children enjoy this language learning experience and make positive and noticeable progress. The learning of a new language can lead to positive achievement for all children as is evidenced in numerous Ofsted reports. 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.

29 Key Stage 2 Framework for languages

Experience underlines the fact that there is no single successful teaching method for all situations and children. However, there are some basic underlying principles of good practice which are common to all children:

- materials are varied and clear
- tasks have short-term goals with small, clearly identified steps
- tasks are clear, practical and designed to build confidence through use of simple language
- activities are challenging and of immediate interest
- children are actively involved and experience regular success
- repetition, whole-class, group and pair work is encouraged
- there is scope for immediate feedback
- teachers are aware of the pace at which children work and of the physical effort required.

Strategies for support

Children who have SEN 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.

The National Curriculum general guidelines for supporting children who have SEN sets out some strategies to help teachers make languages more accessible. They can improve access by:

- 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
- using specialist aids and equipment
- 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.

The Framework and linguistically able children

Linguistically able children are not necessarily those who are bilingual. Bilingual children often have well-developed oral skills, but may not have such a firm grasp of the written form of the language they speak.

Many children learning EAL show these characteristics but that does not automatically make them linguistically able – they generally require support in becoming bilingual. However, some of them will be linguistically able and talented.

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.

Teachers might pay particular attention to children's accuracy, fluency and pronunciation, suggesting alternative ways of expressing ideas, to widen a child's repertoire. It is important for linguistically able pupils to have opportunities to use stretches of language in contexts where there is a press and challenge on their linguistic resources where they not only need to focus on what they wish to say but also on how they will say it. Furthermore, activities in another language can encourage children to reflect on their own thinking and learning strategies. The following table is adapted from the National Strategies Inclusion Development Programme.

Features of a communication supportive primary school³⁰

Summary: This section highlights sections taken from the Inclusion documentation from the National Strategy on providing a supportive language learning environment in primary schools

Whole school

Feature	What would you see?	Why?
All staff actively promote communication supportive practice	Leadership team using visual support strategies in whole-school events, discussion at staff meetings promoting use of a range of approaches	The whole school ethos promotes the inclusion of all pupils
A supportive social environment	Buddy systems, friendship stops, circle time, regular Social and Emotional Aspects of Learning (SEAL) activities, appropriate play and lunchtime support	Facilitation of successful social interactions, acceptance of and empathy for others
Staff work collaboratively with colleagues, external professionals and parents	Regular meetings and sharing of information	Consistency of approach, sharing of good practice, communication regarding specific needs and recommendations
Access to assessments and reports	All staff have access to reports and assessments from other professionals	Staff have an understanding of the nature of the difficulties and appropriate support is planned based on recommendations
Consistent use of symbol system evident in shared areas	Where appropriate whole-school visual displays are supported with a consistent symbol system	Pupils have visual representation to assist with comprehension. A consistent system reduces confusion
Quiet space available for small-group work	Small group/individuals working with an adult in a distraction-free environment	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered
A range of resources available for use with pupils	Staff accessing specialist resources including appropriate software/ICT to meet communication needs and to promote learning. Resources clearly labelled	Lessons can be differentiated and well supported with a range of specialist materials

30 http://89.151.119.203/ps/assets/library/sen_idp_ps_feacosupsch_pri.doc

Feature	What would you see?	Why?
Staff share information and knowledge about language and communication	Dissemination of information gained from training, discussion of successful approaches and use of resources	Staff gain and use knowledge to enable them to more successfully meet the language and communication needs of pupils

Classroom

Feature	What would you see?	Why?
Classroom environment	An organised, calm learning environment with equipment well organised and labelled. Uncluttered arrangement of furniture and wall displays	An optimal learning environment is promoted
Visual support systems	Symbols, drawings, prompt cards and photos are used to support teaching at macro and micro levels, e.g. learning outcomes, specific vocabulary, to sequence the steps within an activity	Comprehension is improved with visual representations
Wall displays	Structured visual representation of key concepts and vocabulary supports understanding and aids learning. Pupils can refer to previous learning and the display can act as an aide-memoire. Expressive vocabulary can be supported by the use of the display	Structured visual representation of key concepts and vocabulary supports understanding and aids learning. Pupils can refer to previous learning and the display can act as an aide-memoire. Expressive vocabulary can be supported by the use of the display
Learning outcomes	Learning outcomes and success criteria are clearly displayed, together with related vocabulary and questions – symbol/picture supported where necessary	Pupils understand what they are learning about, the purpose of their learning and how they will know they have been successful. Related vocabulary can be consistently referred to
Talking area	Pupils have access to a quiet, distraction-free zone	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered. Peer-to-peer talking is promoted in an appropriate space

Feature	What would you see?	Why?
Seating arrangements	Desks are either arranged in a horseshoe shape facing the teacher, or pupils with communication needs are seated near the teacher. Teacher speaks facing the class and stops speaking when writing on whiteboard	Environmental distractions are minimised. A pupil's attention can be gained more successfully. Pupil is always looking at the speaker. Less potential for peer-to-peer distraction
Use of teaching assistant (TA)	TA has necessary skills and knowledge to support pupils. They are able to support when needed while allowing independent work	Pupil's independent learning is appropriately scaffolded. The TA is aware of general strategies to support language and communication
Organisation of resources	Resources stored in key categories, e.g. mathematics and clearly labelled. Each category is signposted in the classroom using a symbol/picture. Resources should be near to pupils and accessible	Promotion of independent learning, support for pupils with poor organisational skills. Promotion of categorisation skills, e.g. tools for writing
Individual targets	Pupil has individual learning or support targets on their table, e.g. reminder of good listening	Adults can refer pupils to their individual learning goals. Pupils are able to refer independently to their target and monitor their own performance
Multi-sensory teaching	Teaching incorporates use of visual and tactile approaches including physical props, practical activities, pictures, video	Comprehension improved through physical experience. Pupil learns through their preferred style. Opportunities for reinforcement are provided
Recording frameworks	Use of different frameworks for pupil to record their learning, e.g. mind maps, pre-constructed charts such as compare/contrast chart, different sorting diagrams	Reduces the need for writing at length if handwriting difficulties are present. Scaffolds how information is recorded and promotes independent work. Provides a pupil with output difficulties with an opportunity to demonstrate their knowledge

Teaching strategies

Feature	What would you see?	Why?
Good learning behaviours	A learning environment where good listening, looking and sitting are promoted as the foundations for good learning. Positive reinforcement is given for the desired behaviour	Pupils are taught the importance of these learning behaviours. Their learning is maximised
Range of questioning	A range of key questions are displayed to give pupils time to think about and plan answers. Pupils may be signposted to particular questions they are capable of answering	All pupils are able to make a positive contribution in lessons. They know what is expected of them
Time for processing	Pupils are given sufficient time to respond to directions/ instructions	Some pupils have slower processing of language and therefore more time is required for them to make a response
Auditory and visual attention	Teacher uses pupil's name to gain attention. Auditory and visual attention is gained by using prompt statements such as 'You need to look at me'	Pupils' listening and attention is optimised. Comprehension is improved
Language differentiation	Language is differentiated for particular pupils, e.g. instructions are chunked into short sections, delivered in the order of the activity and repeated where necessary. Avoid use of idioms and words that have more than one meaning	Comprehension of language is improved
Teaching of vocabulary	Key vocabulary is pre-taught to ensure comprehension and revisited as necessary	Pupils are able to access lessons more successfully
Monitoring of understanding	Teacher checks pupils understand the task by asking prompting questions or asking pupils to demonstrate what they are required to do. Pupils are taught how to monitor their understanding and strategies to use when they don't understand	Pupils are clear about the task requirements and are able to work with a degree of independence
Consistency of language	Teaching staff are consistent in their use of language and vocabulary in particular lessons, e.g. not interchanging mathematical terms for subtraction	Pupils are not confused by different vocabulary

Intercultural understanding, the Social and Emotional Aspects of Learning (SEAL), community cohesion and the global dimension

Summary: This section demonstrates the contribution language learning makes to the development of intercultural understanding, SEAL and community cohesion.

Language learning supports and celebrates the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

In summary, language learning offers opportunities for children to:

- *gain enjoyment, pride and a sense of achievement*
- *express themselves creatively and imaginatively in another language*
- *apply and develop their knowledge of languages and language learning*
- *explore and apply strategies to improve their learning*
- *explore their own cultural identities and those of others.*³¹

Language competence and intercultural understanding are an essential part of being a citizen and an integral part of the language learning experience in the classroom. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become aware of the similarities and differences between peoples, their daily lives, beliefs and values. Objectives within this strand can be integrated into language lessons as well as taught separately³²

Valuing diversity and challenging racism

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

31 Key Stage 2 Framework for languages

32 Key Stage 2 Framework for Languages, Section 1, page 8

of other people. 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 QCA 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 ethno-centric 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.

Intercultural understanding outcomes from the Key Stage 2 Framework for Languages. Pupils should, by the end of:	
Year 3	<p>Appreciate the diversity of languages spoken by children in the school</p> <p>Identify the country/countries where the language to be studied is spoken</p> <p>Talk about the similarities and differences of social conventions between different cultures</p> <p>Have some contact with the country/countries where the language is spoken</p> <p>Recognise a children's song, rhyme or poem well known to native speakers</p>
Year 4	<p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p> <p>Identify similarities in traditional stories, building on the relevant literacy objectives</p>
Year 5	<p>Recognise how aspects of the culture of different countries become incorporated into the daily life of others</p> <p>Identify similarities and differences in everyday life</p> <p>Recognise how symbols, objects or products can represent the culture/cultures of another country</p> <p>List some similarities and differences between contrasting localities</p>
Year 6	<p>Demonstrate understanding of and respect for cultural diversity</p> <p>Present information about an aspect</p>

These outcomes align with the SEAL programme's three principles of: setting suitable learning challenges; responding to pupils' diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils and the themes of community cohesion. The outcomes require all of the skills identified in the key aspects of learning.

SEAL Five themes	<ul style="list-style-type: none"> ● Self-awareness ● Managing feelings ● Motivation ● Empathy ● Social skills
Community cohesion themes	<ul style="list-style-type: none"> ● The school as a community ● The community in which the school is located ● The UK community ● The global community
Key aspects of learning	Enquiry, problem-solving, creative thinking, information processing, reasoning, evaluation, self-awareness, managing feelings, motivation, empathy, social skills communication

Social and emotional aspects of learning are the underpinning qualities and skills that help us manage life and learning effectively and are important because:

- they underlie almost every aspect of our lives
- they enable us to be effective learners
- they enable us to get on with other people
- they enable us to be responsible citizens.³³

The teaching of a new language using the strands of the Key Stage 2 Framework for Languages provides opportunities to consolidate the SEAL programme in both the personal (i.e. self-awareness) and the interpersonal (i.e. social) skills children are required to develop. Languages can offer unique support in the following areas:

- to be effective and successful learners
- to make and sustain friendships
- to deal with and resolve conflicts effectively and fairly
- to work and play cooperatively
- to recognise and stand up for their rights and the rights of others
- to understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own
- to recognise and value that there are differences in the way that emotions are valued, experienced and displayed across cultures
- to gain a better understanding of how they as individuals sit within their local and the global community
- to develop their understanding and use of social skills across cultural and linguistic boundaries and borders
- to develop understanding and empathy with those children new to their school who have a different first language and culture
- to develop understanding of the evolving nature of language and culture
- to incite curiosity and excitement about language and motivate children's attitudes towards language.

Community cohesion entails working towards a society in which:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.³⁴

In order to achieve these aims the curriculum must help children and young people to learn to understand others, to value diversity while also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and diversity: living together in the UK' strand within citizenship education.

33 Social and Emotional Aspects of Learning Resource

34 Guidance on the duty to promote community cohesion
www.teachernet.gov.uk/_doc/11635/Guidance%20on%20the%20duty%20to%20promote%20community%20cohesion%20pdf.pdf

Effective schools have a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds pupils’ understanding of the diversity that surrounds them, recognising religions or beliefs, ethnicities and socio-economic backgrounds.³⁵

The teaching materials and strategies in the Key Stage 2 Framework for Languages provided in the intercultural understanding strand can enable schools to meet these aims.

Community cohesion

The school community	The community in which the school is located	The UK community	The global community
<p>Primary languages:</p> <ul style="list-style-type: none"> invite children to investigate their own school community and understand the diversity of local identities within this community allow children to empathise with new members of the school community and understand the challenges the new children face allow teachers opportunities across the curriculum to promote shared values, challenge prejudice, discrimination and stereotyping 	<p>Primary languages:</p> <ul style="list-style-type: none"> allow children to better understand the linguistic and cultural diversity of their community allow schools to integrate members of the local community in school activities to enhance learning opportunities and further collaboration and understanding between communities allow schools to develop long-term contact with their local communities and the global community 	<p>Primary languages:</p> <ul style="list-style-type: none"> allow children to understand the diversity of the languages and cultures of the UK enable children to develop a better understanding of UK society by challenging assumptions and creating an open climate to address sensitive and controversial issues 	<p>Primary languages:</p> <ul style="list-style-type: none"> contribute to the cohesiveness of the wider community through developing learners’ understanding of other communities both in Europe and globally provide opportunities to use a new language for a purpose in joint curriculum projects on community issues can contribute to the acquisition of the International School Award

The global dimension

One of the eight doorways in the DCSF’s Sustainable schools initiative is the global dimension where

schools are models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

Modern foreign languages provide opportunities for linking with other schools across the world to analyse differences in lifestyles. Internationally important issues such as climate change can be explored through direct contact with pupils in countries already feeling the impact of them.³⁶

35 ibid

36 *The Green School: How your school can achieve and promote sustainability* by Stan Terry (2008) Adamson Publishing

Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. Children reflect upon celebrations in which they participate at home, at school and in the wider community, and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad and discuss stereotypes and reflect on the importance of developing tolerance and understanding between people.

Growing interdependence between countries changes the way we view the world and ourselves. Schools can respond by developing a responsible, international outlook among their young people, based on an appreciation of the impact of their personal values and behaviours on global challenges. Schools, through their curriculum, campus and community, have an important role to play in helping pupils to make sense of the complexity of our world and their place in it. A partnership link with another school can help pupils to appreciate global connections and interdependence as well as find out about similarities and differences between places and cultures. An effective, sustainable and equitable school partnership requires effort and commitment on both sides, at all levels of the school community.

Schools can make links via email, the internet or video conferencing and provide opportunities to develop partnerships and joint projects with other schools internationally. The best examples of school linking are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity and involving parents and carers as required. By having an international dimension as part of a school's ethos, children and staff can be provided with a wider variety of experiences both within, and in addition to the National Curriculum through:

- developing links with schools in other countries
- raising awareness of global environment issues other than those in the immediate locality through joint projects
- encouraging interest and motivation through the provision of first-hand experiences of life in another country
- promoting communication through writing letters and emails to friends abroad
- providing staff with opportunities to compare different teaching and learning approaches
- raising awareness and appreciation of other environments and understanding of what is happening in the world
- developing cross-curricular activities with an international theme for all children.

The DCSF International School Award³⁷ (ISA) is an accreditation scheme for curriculum-based international work in schools which provides recognition for teachers and their schools working to instill a global dimension into the learning experience of all children and young people. The ISA supports schools to develop the following:

- an international ethos embedded throughout the school
- a majority of pupils within the school impacted by and involved in international work
- collaborative curriculum-based work with a number of partner schools
- curriculum-based work across a range of subjects
- year round international activity
- involvement of partner schools and the wider community in the UK.

37 www.britishcouncil.org/learning-international-school-award.htm

Communication, language and literacy development

Summary: This section highlights how language and literacy skills developed in early years are consolidated through learning a new language in Key Stage 2.

To communicate effectively, children need to develop receptive language skills (so that they become increasingly able to understand the language they hear) and productive language skills (which increasingly enable them to produce language to convey their own thoughts, feelings and desires).³⁸

In the *Interim Review of the Primary Curriculum* Recommendation 16 reflects the centrality of language learning to the development of literacy skills:

The knowledge, skills, understanding and attitudes we want children to acquire in languages should be situated within the proposed area of learning entitled 'English, communication and languages'. This will enable teachers and pupils to exploit the links between English and the chosen language(s) and realise the potential, for example, of role-play and drama for young children learning a modern language.

In the early stages of the child's language development, the following foundations have been identified as crucial³⁹:

- learning to listen: discriminating between an increasing range of sounds and developing aural attention span
- time to talk: vocabulary development, imitation and innovation of speech structures, awareness of audience
- music, movement and memory: development of rhythm, articulation and voice control
- story time: developing familiarity with language patterns, grammar and prediction skills
- learning about print: emergent reading and writing skills and knowledge of essential sight words
- tuning into sound: phonological awareness including blending and segmenting, language awareness
- moving into writing: all of the above skills and knowledge, awareness of the nature and functions of print.

A child's experience of acquiring a new language in the primary context, using the Key Stage 2 Framework for Languages objectives and the teaching strategies advised such as the use of songs, rhymes and simple stories, mirrors aspects of how they have acquired their first language. Many activities in the primary languages classroom address these 'foundations' and teachers discuss these with pupils as part of the language learning strategies strand of the Key Stage 2 Framework for Languages. Teachers are also able to build on and consolidate the phonological awareness and skills that pupils have developed through their experiences in the early years and their work on Letters and sounds during Key Stage 1.

The Early learning goals identified in the EYFS Communication, language and literacy development (CLLD) curriculum bear a remarkable resemblance to the skills children need to develop in order to acquire proficiency in a new language. Equally the roles identified for the adult in support of the development of those skills are entirely appropriate for the languages classroom. Therefore, adults skilled in the CLLD curriculum bring transferable skills to the delivery of a new language in Key Stage 2. It would be helpful for Key Stage 2 teachers involved in the delivery of a new language to familiarise themselves further with aspects of the CLLD curriculum.

³⁸ CLLD essential knowledge e-learning modules for early reading and writing

³⁹ *Foundations of Literacy*, Sue Palmer and Ros Bayley (Continuum International)

CLLD Overviews of learning

What we want children to learn (Development matters)

Development matters	Adult role
<p>1. Interact with others, negotiating plans and activities and taking turns in conversation (Language for Communication)</p>	<p>Provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other</p> <p>Provide time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning EAL, using their first language when appropriate</p> <p>Use ICT tools to record and reflect on collaborative tasks: what worked well, what did not work so well, what would we change for another time</p>
<p>2. Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning</p>	<p>Provide time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning EAL, using their first language when appropriate</p> <p>Plan opportunities for all children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille</p> <p>Provide opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods</p> <p>Share stories, rhymes and songs and refer to them across children's experiences. Model using the language of books in play</p> <p>Provide story and rhyme sacks with books, objects, tapes, CD-ROMs, etc.</p> <p>Use puppets to talk, discuss and ask questions with children</p> <p>Use ICT tools to record, reflect on and extend children's play, for example video the making of a construction and share with the children, noting features of spoken or written language</p>
<p>3. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions</p>	<p>Model listening attentively asking questions and making comments, encouraging children to listen to the speaker</p> <p>Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books. Encourage active listening by involving children through questions, feedback, etc.</p> <p>Play games that require turn taking and active participation</p> <p>Use puppets to model active listening at circle and group times</p> <p>Use visual supports, for example visual timetables or picture/photographic prompts, to support following instructions</p>
<p>4. Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems</p>	<p>Model pleasure in using spoken and written language, for example using voices of book characters in play; retelling stories, songs and rhymes through puppetry or objects; listening to tapes together</p> <p>Encourage active listening through games, sound tapes/walks, call and response, etc.</p> <p>Use ICT to record children's recitals or made-up songs, rhymes and stories. Share with audiences, including families</p>

<p>5. Extend their vocabulary, exploring the meanings and sounds of new words</p>	<p>Share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books</p> <p>Connect children's vocabulary development with their growing phonological awareness</p> <p>Provide opportunities for sharing languages and using vocabulary from a variety of languages in the environment, for example in signs, notices and labels</p>
<p>6. Speak clearly and audibly with confidence and control and show awareness of the listener</p>	<p>Provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other</p> <p>Give importance to both the speaker and listener, modelling an awareness of both roles</p> <p>Provide consistent adult models throughout the environment</p> <p>Create opportunities for encouraging conventions of speech, for example visits and visitors, snack times, moving around the setting</p> <p>Provide opportunities for children who use alternative communication systems to develop communication skills</p>
<p>7. Use language to imagine and recreate roles and experiences (Language for Thinking)</p>	<p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</p> <p>Tell real and imagined stories using the conventions of familiar story language</p> <p>Act out their own and well-known stories, using voices for characters</p> <p>Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</p> <p>Make up their own stories, songs, rhymes and poems</p>
<p>8. Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Scaffold children's spoken language, recasting sentences, providing models, extending ideas, etc. to help children clarify thoughts, ideas, feelings and events</p> <p>Help children to structure tasks individually and collaboratively</p> <p>Help children to organise their thinking by using pictures, photographs, story boards, etc.</p> <p>Involve children in planning, recording and reflecting on experiences, for example through the use of video</p>
<p>9. Hear and say sounds in words in the order in which they occur (Linking Sounds and Letters)</p>	<p>Develop children's phonological awareness through games, music, songs and rhymes</p> <p>Pay attention to print. Make reading letter names and sounds overt. Involve children in identifying letters by their sounds and names</p> <p>Play games that encourage letter recognition</p> <p>Help children break down the sounds in words</p> <p>Help children build up the sounds in words</p> <p>Provide opportunities for linking language with physical movement in action songs and rhymes</p> <p>Provide opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script</p>

<p>10. Link sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Develop children’s phonological awareness through games, music, songs and rhymes</p> <p>Plan an environment that reflects the importance of language through signs, notices and books</p> <p>Play games that encourage letter recognition</p> <p>Help children break down the sounds in words.</p> <p>Help children build up the sounds in words</p> <p>Provide opportunities for linking language with physical movement in action songs and rhymes</p> <p>Develop children’s phonological awareness through games, music, songs and rhymes</p>
<p>11. Use their phonic knowledge to read simple regular words and make plausible attempts at longer or more complex words</p> <p>Read a range of familiar and common words and simple sentences independently (Reading)</p>	<p>Pay attention to print. Make reading strategies overt</p> <p>Model reading strategies when reading</p> <p>Use children’s own writing/mark making as a basis for reading</p> <p>Run your finger under text or point out/find words together when reading</p> <p>Provide familiar texts with short sentences that are enjoyable and can be committed to memory</p> <p>Involve the children in identifying letters by their sounds</p> <p>Provide opportunities for linking language with physical movement in action songs and rhymes</p>
<p>12. Explore and experiment with sounds, words and texts. (Reading)</p>	<p>Develop children’s phonological awareness through games, music, songs and rhymes</p> <p>Pay attention to print. Make reading letter names and sounds overt. Involve the children in identifying letters by their sounds and names</p> <p>Play games that encourage letter recognition and blending CVC words</p> <p>Help children break down the sounds in words</p> <p>Help children build up the sounds in words</p>
<p>13. Retell narratives in the correct sequence, drawing on language patterns of stories</p>	<p>Model pleasure in using spoken and written language, for example using voices of book characters in play, retelling stories, songs and rhymes through puppetry or objects, listening to tapes together</p> <p>Share stories, rhymes and songs and refer to them across children’s experiences. Model using the language of books in play</p> <p>Record children’s own storytelling</p> <p>Use puppets to sequence stories and model using the language of books</p> <p>Make collections of favourite stories, songs and rhymes with the children to revisit regularly</p> <p>Give opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books</p> <p>Provide plenty of opportunities for rereading and sequencing stories through listening stations, story boards, etc.</p>

<p>14. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how (Reading)</p>	<p>Share stories, rhymes and songs and refer to them across children's experiences. Bring favourite and well-known characters into play</p> <p>Pay attention to all details of a book, including front and back covers, who the author is, what the text on the spine is, why we have page numbers, where we start to read, etc. Use a 'silly puppet' to read incorrectly and be corrected by children</p> <p>Provide story and rhyme sacks with books, objects, tapes, CD-ROMs, etc. Model uses and make available for play. Extend into puppetry, 'small world' or role-play</p> <p>Model uses and follow up children's lines of enquiry by referring to non-fiction texts, CD-ROMs and the internet</p>
<p>15. Know that print carries meaning and, in English, is read from left to right and top to bottom (Writing)</p>	<p>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>Make writing strategies overt when writing text throughout the day, for example shopping lists, address cards, phone numbers in role-play, notes to remember things, notes to others, labels and signs</p> <p>Provide familiar texts with short sentences that are enjoyable and can be committed to memory. Use as a basis for writing own books</p> <p>Make a variety of texts available in the environment</p> <p>Provide writing tools, sticky notes, cards, clipboards, etc. across the setting, for example tool belts for construction role-play outside with pens, pencils, notebooks, etc., easy-to-make books in a book area or a noticeboard in a role play area</p> <p>Make regular use of ICT for recording in a variety of forms, for example word processing, emailing, digital photographs/video and sound recorders.</p>
<p>16. Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation (Writing)</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed (Handwriting)</p>	<p>Model writing for a purpose throughout everyday experiences</p> <p>Provide writing tools across everyday experiences, for example clipboards out in construction, writing pads in book areas, cards and sticky notes by noticeboards. Model uses regularly and notice children's uses</p> <p>Provide familiar texts that are enjoyable, can be committed to memory and used as models for writing. Notice uses of simple punctuation that help the reader</p> <p>Model using ICT as a form of recording, including using photographs and video, and provide opportunities for word processing, emailing, etc.</p> <p>Provide opportunities for writing in the environment</p>

These Early learning goals are built upon and developed in the learning of new languages:

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.⁴⁰

40 Statutory Framework for the Early Years Foundation Stage, *Setting the Standards for Learning, Development and Care for children from birth to five*, May 2008 www.standards.dcsf.gov.uk/nationalstrategies/eyfs/site/requirements/learning/goals.htm

Checklists for primary languages in local authorities and schools

Summary: This section provides self-evaluation tools for local authorities and schools. Developed by Fiona Cotton, Solihull LA

PMFL implementation – School self-evaluation grid

Focusing	Developing	Establishing	Enhancing
<p>School has identified a need to introduce Primary modern foreign language (PMFL)</p> <p>PMFL has been timetabled for at least half of the year in up to two year groups. Lessons may last less than 20 minutes per week</p> <p>School relies on class teachers, but timetabling may be inconsistent.</p> <p>School may be using PMFL provider to cover PPA time</p> <p>There is little/no follow-up of PMFL lesson on part of regular teaching staff</p> <p>The school may not as yet have appointed a member of staff as a coordinator</p> <p>School may send their provider to some LA CPD</p> <p>Planning on the part of the provider is not yet being monitored by the school</p>	<p>School has secured the introduction of PMFL in at least two year groups</p> <p>Timetabling is becoming more consistent</p> <p>A coordinator has been appointed who attends some network meetings and/or centrally provided CPD</p> <p>School uses some class teachers to deliver programme</p> <p>School may use PMFL provider to cover PPA time but there are some systems in place for sharing planning and outcomes</p> <p>School is beginning to establish links between PMFL and literacy</p> <p>School has identified ways of improving the skills of key players</p> <p>School is aware of LA planning and makes use of this</p> <p>School has begun to monitor planning</p>	<p>School has secured the introduction of PMFL in more than two year groups</p> <p>School may use PMFL provider to cover PPA time but there are systems in place such that planning, assessment and reporting are being completed effectively</p> <p>School uses class teachers to deliver programme</p> <p>Staff are aware of PMFL objectives and provide opportunities for children to practise their language outside the PMFL lesson</p> <p>A coordinator regularly attends networks and training and supports provision</p> <p>School has begun to address training needs in its SIP and involves outside agencies, e.g. LA, secondary departments</p>	<p>School has secured the introduction of PMFL ensuring that lessons are suitably timetabled</p> <p>There are strong and sustainable links to facilitate Key Stage 2 to Key Stage 3 transition</p> <p>The school has cemented cross-curricular links, particularly literacy, with its PMFL planning</p> <p>School has identified opportunities for celebrating other languages and cultures reflected within the school community</p> <p>Some staff look for opportunities to use PMFL language learning to deliver features of lessons</p> <p>School has developed clear lines of management for both monitoring and managing PMFL in its widest sense, which includes tracking pupil progress</p>

<p>School relies on provider to supply language resources</p>	<p>School has some language resources including ICT School has incorporated PMFL into its SIP School has some links with Key Stage 3 departments in cluster</p>	<p>School uses LA planning and is developing its own School is drawing on PMFL lessons as a vehicle for supporting literacy School monitors PMFL planning School has assembled a range of interactive language resources including ICT School recognises the importance of other languages and cultures spoken within the school community and is exploring ways of celebrating them School has begun to explore cross-curricular links with other subjects in addition to literacy AFL strategies are used in PMFL lessons and a view of progression is emerging and is shared</p>	<p>PMFL coordinator regularly attends network meetings and conferences and has an opportunity to feed back to and gain support from Senior Leadership Team School facilitates distributed leadership with some staff acting as experts for PMFL curriculum in certain year groups School has an established scheme of work which reflects all aspects of the Key Stage 2 framework but which contains within it the flexibility to address different ability and progress needs of pupils External accreditation has been researched and may be established as a means of accrediting pupil achievements</p>
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Quality assurance in PMFL – school self-evaluation grid

Focusing	Developing	Establishing	Enhancing
<p>School has identified the need to secure PMFL methodology in PMFL lessons</p> <p>There is some progression in lessons from word to at least sentence level</p> <p>It has been identified that learning objectives should be clear and teaching well focused</p> <p>Interactive activities including the use of an interactive whiteboard has been researched</p> <p>School is aware of LA planning</p> <p>Display emphasises and supports learning</p> <p>Teacher is aware of methods for monitoring, sharing and celebrating pupils' progress</p>	<p>Teacher has secured some aspects of PMFL methodology in lessons</p> <p>There is some progression in lessons or sequences of lessons from word, to sentence to text level</p> <p>Learning objectives are explicitly shared with children and teaching is well focused</p> <p>Lessons may, if not consistently, include opportunities for the children to explore their PMFL learning in pairs or groups</p> <p>Plenaries address vocabulary from the lesson</p> <p>Teacher makes use of the interactive whiteboard in some lessons and has access to at least one PMFL package</p> <p>Teacher is aware of LA planning and is using Framework objectives</p> <p>Teacher is aware of the links with the literacy strategy and is beginning to exploit these in planning PMFL lessons</p> <p>Layout of classroom supports an inclusive, interactive teaching approach</p> <p>Teacher is exploring methods for monitoring children's progress</p>	<p>Teachers demonstrate a consistent grasp of good PMFL methodology</p> <p>Lessons or sequences of lessons display a clear progression from word to sentence to text with some explicit teaching of receptive skills</p> <p>There is some application in lessons of previous learning to new PMFL learning areas</p> <p>Lessons and language resources consistently provide opportunities for children to explore their learning in pairs, groups as well as with adults and reflect LLS and KAL framework strands</p> <p>Plenaries support skills development rather than solely content</p> <p>Teacher is developing planning in conjunction with LA planning which incorporates a progression in Framework skill objectives</p> <p>Teachers make good use of the interactive whiteboard and may be using, for the most part published software packages</p> <p>Lesson planning displays strong links with the literacy strategy and is being used as a vehicle to meet and enhance literacy objectives</p>	<p>Teachers demonstrate an excellent grasp of PMFL methodology with a range of language resources and activities being used to enhance an inclusive and interactive learning environment</p> <p>Lessons often reflect literacy lessons in character providing opportunity for children to explore their learning in pairs, groups, and with adults at a level appropriate to their ability</p> <p>Lessons are reflective encouraging children to draw on previous language experience and skills to embed new learning</p> <p>A scheme of work is in place which either fully reflects or is in line with (in the case of FKS and KS1 practitioners) Key Stage 2 objectives and outcomes</p> <p>Teachers demonstrate a competent use of the interactive whiteboard including both the use of PMFL packages and other software which the teacher has adapted</p> <p>Lesson planning provides for the explicit teaching of both productive and receptive skills with teachers employing a range of methods to monitor progress of same</p>

<p>Children know where they are in their learning and what they need to do to improve. They may have been provided with 'can do' statements which may be linked to the languages ladder to assist them with self-assessment</p> <p>Display reflects learning processes as well as the content and end product of pupils' learning</p>	<p>Children get feedback on their learning in a range of ways which includes a systematic pack of 'can do' statements linked to either the languages ladder or other forms of accreditation which reflect their curriculum</p> <p>Teachers/practitioners have high and appropriate expectations of pupils and may be working towards a recognised form of accreditation</p> <p>LA planning has been adapted and is being drawn on more as an excellent resource than a replacement for the teacher's own planning</p>
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Progress towards entitlement: LA checklist (for PSM, LA leads in literacy, MFL, EMA and Inclusion)

Issue	Planned	In progress	Established
Primary languages developments have been discussed in link officer and SIP meetings			
Primary languages developments are regularly discussed at headteachers' partnership meetings (with representatives from primary and secondary schools and academies) and at cluster meetings			
Regular monitoring of progress towards full implementation of the entitlement to Key Stage 2 languages strategy is in place			
Regular monitoring of the quality of teaching and learning and standards of attainment is in place			
There is a strategy in place to enable class teachers to develop language proficiency and understanding of the pedagogy of languages teaching			
Information is shared across the LA on which schools are teaching languages, what languages are being taught and which year groups are involved			
Information is shared on what is being taught and what resources are being used			
Opportunities to observe lessons in primary and secondary schools have been provided			
Co-teaching for colleagues from each phase has been organised			
The LA has a clear strategy for managing the transition from Key Stage 2 to Key Stage 3			
There is a primary languages policy in place in schools			
Actions and outcomes from the above are built into school development plans			
LA leaders responsible for primary languages, literacy and EAL have a thorough understanding of each other's area			
LA leaders responsible for primary language, literacy and EAL regularly meet to discuss common strategies and ways forward			

Issue	Planned	In progress	Established
The LA has plans for joint training with the aim of disseminating mutually supportive language skills in the three areas			
The LA has plans to disseminate training on embedding language in learner appropriate contexts			
The LA has plans to develop case studies of their schools' work on the alignment of literacy and languages			
Primary languages are built into the curriculum as dedicated teaching time and across the curriculum and this is reflected in the planning			

If you want to know more: useful links

Topic	Website address
Primary Frameworks	www.standards.dcsf.gov.uk/nationalstrategies/primary/primaryframeworks/
Key Stage 2 Framework for Languages	www.standards.dcsf.gov.uk/nationalstrategies/primary/publications/languages/framework/
Early learning goals	www.standards.dcsf.gov.uk/eyfs/site/requirements/learning/goals.htm
CLLD	www.standards.dcsf.gov.uk/nationalstrategies/ . Search using the following reference: Introduction to CLLD
Teaching pupils with EAL	www.standards.dcsf.gov.uk/nationalstrategies/primary/ . Search using the following reference: 2136-2006DCL-EN
SEAL	www.standards.dcsf.gov.uk/nationalstrategies/ . Search using the following reference: SEAL curriculum materials: Year by year
Community cohesion	www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance/
Self-evaluation	www.supportingselfevaluation.org.uk/
Early foreign language learning	www.nacell.org.uk www.cilt.org.uk
International links	www.Britishcouncil.org.uk
QCA SoW	www.qca.org.uk
Sustainable schools	www.teachernet.gov.uk/sustainableschools/
The global dimension	www.globaldimension.org.uk
Inclusion	www.standards.dcsf.gov.uk/nationalstrategies/inclusion/specialeducationalneeds

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Supportive contexts for language learning

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Whole-school language development

MFL: Key Stages 1 and 2, © Qualifications and Curriculum Authority. Used with kind permission.

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Checklists for primary languages in local authorities and schools

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Audience: Local Authority Primary Strategy Managers, and lead advisers on Literacy, English as an Additional Language, Modern Foreign Languages and School Improvement Partners who work with schools to improve the quality of teaching and learning in literacy and languages
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