

Discovering Language: Y5 medium term planning

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Guidelines:

- This medium term plan is a guideline which schools may adapt to suit their language choices and overall KS2 curriculum planning (including mixed age planning)
- To attain 'substantial progress' by the end of Y6, schools may wish to use Y5 summer term to begin the Y6 language, studying other language(s) over the autumn and spring terms

Choice of languages:

- The suggested focus for Y5 is **different scripts**. Schools may wish to consider teacher skills, curriculum relevance and availability of strong audio-visual resources.
- It is recommended that schools choose **one or two** languages to contrast with the languages studied in Y3/Y4
- Suggested languages: Russian, Mandarin, Japanese, Arabic, a community language, Ancient Greek.

Assessment portfolio:
Continue a four year assessment portfolio to collate pupil and teacher assessment activities in both language learning and language discovery

Language	Content	Links to English	Progress & Assessment	Key statements
Discovering Language Y5 modules: The Story of Writing				
<p>An introduction to language learning Activities are suggested so pupils can think and discover more about different scripts, noun gender and bilingual dictionary skills</p> <p>These 8 x one hour lesson plans could be used all together in term 1: or spread over the year. Some modules could be covered in English or PHSE lessons</p>	<p>1. Pictograms The first writing</p> <p>2. ABC Phonetic scripts</p> <p>3. Prince or princess? The story of noun gender</p> <p>4. Dictionary challenge! Bilingual dictionary skills</p>	<p>Key words Script, dictionary Audience, symbol Pictogram, ideogram, kanji, Phonetic, font Majuscule, Miniscule Masculine, feminine, neuter Noun gender, categories</p> <p>Relevant Grammar vocabulary from English curriculum: Y1 -5 <i>Use language lessons to revisit this key grammar vocabulary</i></p> <p>Y5 relative pronoun, relative clause, ambiguity</p> <p>Y1: Y2: Y3: Y4 Noun, adjective, capital letter, compound noun, conjunction, word family, prefix, consonant, vowel, inverted commas, determiner, pronoun</p> <p>Language specific notes:</p>	<p style="text-align: center;">Progress</p> <p>Note: when looking at a language with a new script there will be a strong focus on sound, word and short phrase level.</p> <p style="text-align: center;">Assessment for Learning</p> <p>Discovering Language Modules:</p> <ul style="list-style-type: none"> See specific modules for activities for portfolio or display. See ends of units for self or paired assessment activities <p>Other resources:</p> <ul style="list-style-type: none"> 'I can' tick lists for pupil self and paired assessment Take photos of displays Keep written work in portfolios Take film clips of specific activities eg: exploring patterns and sounds of language/ appreciating songs, stories, rhymes Keep multi-media records on pupil memory sticks or VLE. 	<p style="text-align: center;">Key statements 2014 PoS: Languages <i>Also note the Y3/Y4 statements</i></p> <ul style="list-style-type: none"> broaden vocabulary & develop ability to understand new words in familiar written material, including using a dictionary speak in sentences, using familiar vocabulary, phrases and basic structures <p>present ideas and information orally to a range of audiences</p> <p>Y5 : cross curricular opportunities ...will vary with languages studied. Examples might include: Geography: locating countries History: Egyptians (hieroglyphs) Vikings (runes) Art: Chinese brush writing Technology: Japanese/origami; Russian: nesting dolls Music: traditional songs English: Japanese/haiku Literacy: traditional tales</p>
1 or 2 languages using a different script: eg Russian, Mandarin				
<p>It is recommended that :</p> <ul style="list-style-type: none"> teachers use resources with strong sound files, preferably film, of native speaker children...such as... <p>Russian: www.earlystart.co.uk Mandarin: www.bbc.co.uk/languages Japanese: www.japansociety.org.uk/rsn</p> <p>Lists of other good resources: ascl.org.uk/about-us/ascl-projects/discovering-language/teaching-materials.html</p> <p>If choosing a community language when the teacher needs strong aural input from, eg a parent: keep the content very small (greetings, numbers etc). Maybe use a traditional story as a central theme : pupils to learn names and a returning refrain. Practise script writing and reading community signs Supplement with IU crafts, cookery etc.</p>	<p>Content will vary with resource, language studied and time scale but may cover :</p> <ul style="list-style-type: none"> Greetings Introductions, Names Numbers to 12 Higher numbers (if regular) Days and months Colours Sound/symbol links <p>All languages studied will give opportunities for intercultural understanding appropriate to Y5</p>			

Progressing to Y6	<p>Y5 pupils will have shown evidence of :</p> <ul style="list-style-type: none"> an understanding that world languages developed orally; written forms came much later active discovery that sound/symbol links can be represented in varying written formats (scripts) an active and confident knowledge of one or two new languages to word/phrase level an active ability to write simple words and phrases using one or two new scripts an ability to use appropriate grammar and language vocabulary in both English and language lessons. <p>Pupils will be eager to build on their Y3/4/5 knowledge of several languages and be ready to make ' substantial progress' in a single language in Y6</p>
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