

Discovering Language: Y6 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
- **It is expected that Y6 will make substantial progress in the chosen language.**
- To attain 'substantial progress' by the end of Y6, schools might choose to begin the Y6 language during Y5
- **When choosing the Y6 language, schools may wish to consider teacher skills, KS3 transition and availability of strong audio-visual resources**
- Suggested languages: French or Spanish (contrasting with, or repeating , the language chosen in Y3)

Assessment portfolio:

- Continue a four year assessment portfolio to collate pupil and teacher assessment activities in both language learning and language discovery
- Share the outcomes of the revision module 6.4 with Y7 : giving an overview of pupils' level of KAL

Language	Content	Links to English	Progress & Assessment	Key statements
Discovering Language Y6 modules: World Wide Words				
<p>An introduction to language learning Activities are suggested so pupils can think and discover more about adjectives, plurals, word order etc. plus revision of past KAL. Such language concepts will give Y6 pupils an excellent foundation for in depth language study in Y7</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.Les trois petits cochons Adjectives and plurals</p> <p>2.Petit chaperon rouge Word order & politeness!</p> <p>3.Going global! Celebrating language: from English to the world!</p> <p>4.Knowledge about Language (KAL) Revision unit looking to further progress in Y7.</p>	<p style="text-align: center;">Key words</p> <p>Grammar, Conjugation Agreement, word order Singular, plural Formal, in formal High –frequency Patterns of language Linguistics</p> <p>Relevant Grammar vocabulary from English curriculum: Y1 -5 <i>Use language lessons to revisit this key grammar vocabulary</i></p> <p>Y6 subject, object active, passive synonym , antonym</p> <p>Y1, Y2, Y3, Y4, Y5 Noun, adjective, capital letter , compound noun, conjunction, word family, prefix, consonant, vowel, inverted commas, determiner, pronoun, relative pronoun, relative clause, ambiguity</p>	<p style="text-align: center;">Progress</p> <p>Y6 pupils studying their 4th or more language should be able to move rapidly to phrase and sentence-based work in all four skills</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, poems • Keep multi-media records on pupil memory sticks or VLE. 	<p style="text-align: center;">2014 PoS: Languages</p> <p><i>Also note the Y3/Y4/Y5 statements</i></p> <ul style="list-style-type: none"> ○ describe people, places, things and actions, orally & in writing ○ understand conjugation of high-frequency verbs; key features, patterns of language ○ speak in sentences, using familiar vocabulary, phrase, basic structures ○ write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Y6 : cross curricular opportunities These will vary with language studied .Examples might include: Geography: Rivers in France/Spain History: Field of Gold / Normans / Armada Art: Picasso , Monet, Delasquez Music: traditional songs; modern music Literacy (<i>great literature</i>) French: short excerpts from Astérix; Perrault, Le Petit Prince etc. Spanish: very short (modified?) excerpts from Don Quixote?</p>
FRENCH Suggestions can be adapted for a different Y6 language				
<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 speaking in sequences of complete sentences <p>Lists of good resources: ascl.org.uk/about-us/ascl-projects/discovering-language/teaching-materials.html</p>	<p>Content will vary with resource, language studied and time scale but may cover :</p> <ul style="list-style-type: none"> • Introductions, Names • Numbers to 100 and higher • Days, months, dates • Weather phrases • Regular adjectives and agreements • Plurals and simple word order • Giving opinions • Conjugating simple verbs • Giving simple descriptions • IU appropriate to Y6 			
Progressing to KS3 / Y7	<p>Y6 pupils will have shown evidence of :</p> <ul style="list-style-type: none"> ○ reaching a 'substantial level' in one language ○ being able to transfer vocabulary and grammar knowledge and vocabulary from other languages studied ○ understanding how this multi-lingual knowledge will help them to either learn new languages in KS3 or progress their learning of a single language ○ understanding the importance of knowing about key linguistic concepts eg gender, word order and agreements when learning new languages in KS3. ○ understanding that English is now a global language and has many different variations <p>Pupils will be eager to build on their KS2 knowledge of several languages and be confident, knowledgeable and enthusiastic language learners in Y7</p>			