

Discovering Language: Y3 medium term planning

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Guidelines: <ul style="list-style-type: none"> This medium term plan is a guideline which schools may adapt to suit their language choices and overall KS2 curriculum planning Schools with mixed age classes may consider 'rolling' the content of the Y3/Y4 medium term plans, with appropriate revisiting where necessary. 					
Choice of languages: <ul style="list-style-type: none"> Pupils moving from a linguistically strong KS1 may have already encountered one or more languages and have strong listening and communication skills. It is recommended that schools choose a phonically regular language for Y3 study, considering teacher skills, curriculum relevance and availability of strong audio-visual resources. Suggested languages: Spanish because of: phonic regularity; availability of resources; pupils' interest and travel; potential x-curricular links; or French which is less phonically regular but could be chosen if Spanish will be the Y6 'transition' language; or Italian which is very phonically regular and has good x-curricular links, but is poorly supported by published resources. 					
Assessment portfolio: (see model: http://primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx) <ul style="list-style-type: none"> Begin a four year assessment portfolio to collate pupil and teacher assessment activities in both language learning and language discovery 					
Language and Resources	Content	Links to English	Progress & Assessment		
Discovering Language Y3 modules: SIGNS & PATTERNS					
An introduction to language learning. Activities are suggested so pupils can think about and discover whether all language is spoken, how babies learn to talk, how animals communicate and whether language contains patterns 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	1: Shh! Sign and body language 2: Mama! How babies learn to talk 3: Woof! How do animals communicate? 4: 123 ... A first look at patterns in language	Key words Communication, Understanding Conversation, Deaf signing Body language, Greetings Farewells, Positive , Negative Language patterns Relevant grammar vocabulary from KS1 English curriculum <i>Use language lessons to revisit this key grammar vocabulary</i> Y3: preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel inverted commas Y2: noun, question, exclamation, command, suffix, compound, adjective, apostrophe, comma Y1: letter, capital letter word, singular, plural, sentence punctuation, full stop, question & exclamation marks Language specific notes <ul style="list-style-type: none"> Question marks and exclamation marks also appear at the beginning of a sentence ... upside down! Great fun for Y3! Spanish is phonetically regular: eg vowels sounds Some consonants are pronounced very differently from English 	Progress Y3 pupils should be working at sound, word or short phrase level (former NC levels 1-2) especially in listening and speaking. Assessment for Learning Discovering Language Modules: <ul style="list-style-type: none"> See specific modules for activities for pupil portfolio or display. See ends of units for self or paired assessment activities Early Start or other resources: <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. 	Key statements: 2014 PoS: Languages <ul style="list-style-type: none"> listen attentively to spoken language show understanding by joining in & responding explore patterns and sounds of language through songs, rhymes link: spelling, sounds, word meaning appreciate stories, songs, poems and rhymes in the language 	
Spanish					
Schools can adapt these suggestions for a different, phonetically regular language					
It is recommended that : <ul style="list-style-type: none"> teachers use resources with strong sound files, preferably film, of native speaker children Y3 methodology is activity based with strong use of stories and song. Lists of good resources: ascl.org.uk/about-us/ascl-projects/discovering-language/teaching-materials.html DVD resource to support non-specialists Early Start Spanish 1 www.earlystart.co.uk A free online resource: games & video bbc.co.uk/schools/primarylanguages/spanish Story telling: www.hocus-lotus.edu	Initial content Names Greetings Numbers 1-12 Age Colours Days, weeks and months Birthday Simple phonics Additional content Families, Animals, Weather IU: use film clips, native speakers or frequent travellers to Spain at a level appropriate to the interests and understanding of Y3	Progressing to Y4			Cross curricular opportunities RE/PHSE: festivals + traditions (eg playground games) Music & dance: traditional rhymes, rhythms and instruments, basic salsa? Geography : Amazon= region in South America Sport: Spanish-speaking sports players Literacy: traditional tales
Y3 pupils will have shown evidence of : <ul style="list-style-type: none"> an understanding of how and why we communicate, using words, body language and signing. having made discoveries about how we learn to speak our first language and what is meant by 'animal language' an active knowledge of one new language to word/phrase level over several 'topic' areas. an ability to use appropriate grammar and language vocabulary in both English and language lessons. Pupils will be eager to build on their Y3 knowledge and 'discover' new languages in Y4					