

Cave Languages

Sue Cave

Cave Languages



Plan



Progress Assess



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Objectives

- Examine the progressive steps of language development in Key Stage 2 in relation to the Programme of Study
- Consider a method of monitoring and recording this progress



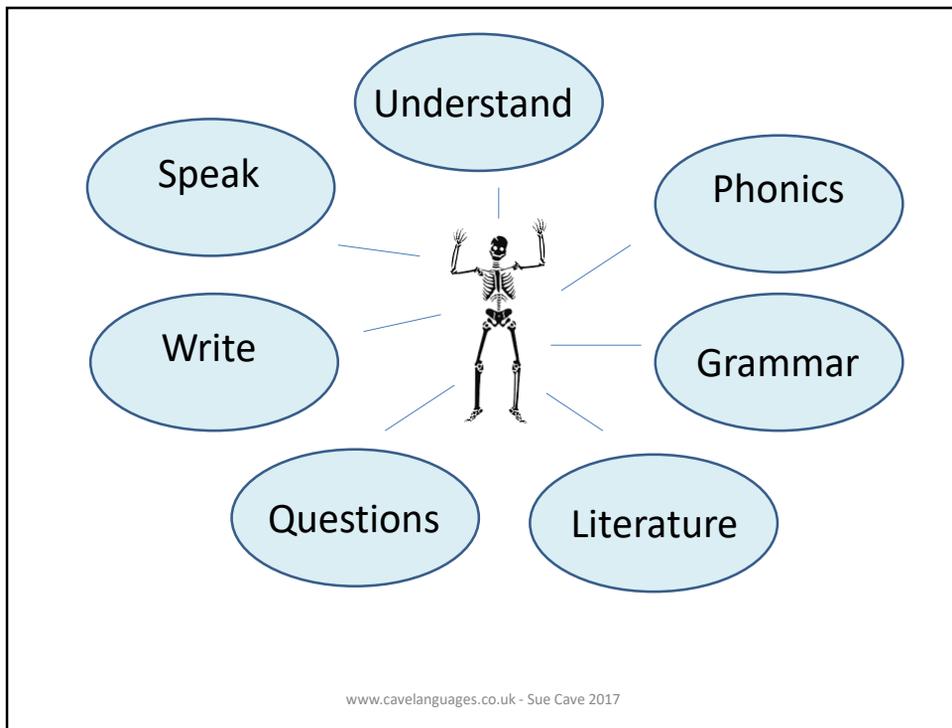
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Aims of Programme of Study for Languages

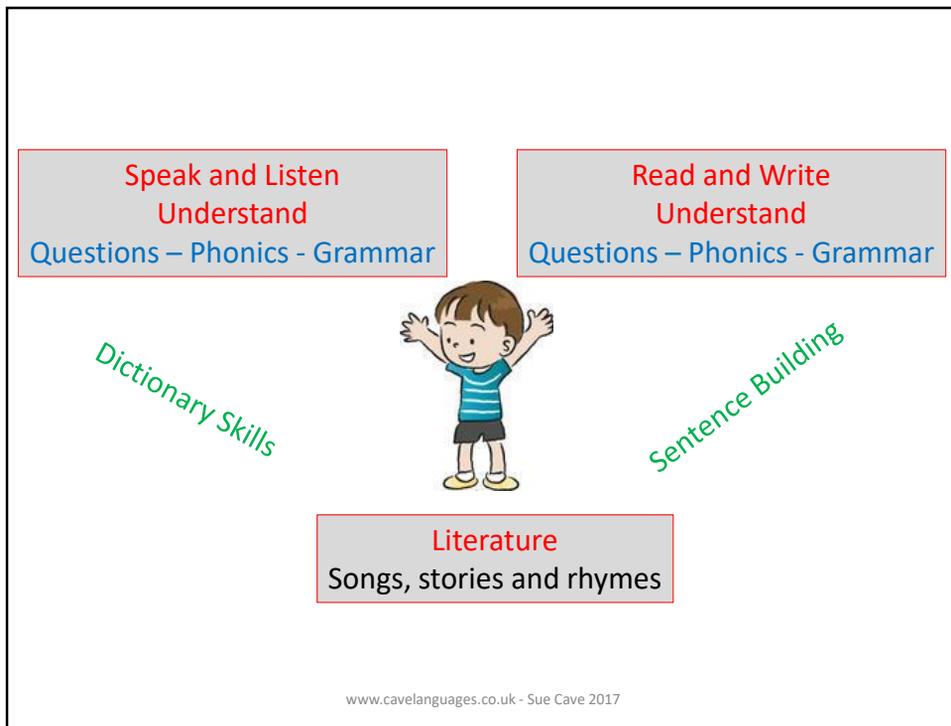
- Understand and respond to **spoken** and **written** language from a variety of **authentic sources**
- **Speak** with increasing **confidence, fluency and spontaneity**, finding ways of communicating what they want to say, including through discussion and **asking questions**, and continually improving the accuracy of their **pronunciation and intonation**
- Can **write** at varying length, for different purposes and audiences, using a variety of **grammatical structures** that they have learnt
- Discover and develop an **appreciation of a range of writing** in the language studied

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Highlighted are the key words of the aims of the Programme of Study.



These are the bare bones of what we should be teaching in KS2 based on the aims of the Programme of Study.



I have grouped together these aims under 3 headings – speaking/listening, reading/writing and literature. All three groups require a grasp of dictionary skills and an understanding of how words go together to make a sentence (these are referenced in the attainment targets).



Speak and Listen
Understand
Questions – Phonics - Grammar



Sentence Building

- Listen attentively to spoken language and show understanding by joining in and responding
 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 - Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences*
- * 2 targets combined

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The attainment targets from the Programme of Study which refer to speaking and listening have been grouped together here. In the final bullet point I have combined two attainment targets as I have found them to overlap.



Read and Write
Understand
Questions – Phonics - Grammar



Sentence Building Dictionary Skills

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

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The attainment targets from the Programme of Study which refer to reading and writing have been grouped together here.



Literature
Songs, stories and rhymes



- Appreciate stories, songs, poems and rhymes in the language

Grammar

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

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I have separated the target which refers specifically to literature, namely songs, stories and rhymes, and likewise the target referring to grammar.



Selecting a scheme of work



Are there opportunities to:

- Speak, listen, read and write
- Develop phonic knowledge - systematic teaching of letters and sounds
- Build and manipulate sentences, including questions
- Teach grammar
- Develop dictionary skills
- Appreciate literature
- Develop cultural awareness

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When considering a scheme of work, it is worth investigating whether there will be opportunities to develop all the key elements. Cultural awareness is not explicitly mentioned in the attainment targets but is referred to in the purpose of study – ‘learning a foreign language is a liberation from insularity and provides an opening to other cultures’.



Language Progression



- Year 3 - sounds, words, simple sentence
- Year 4 - short sentences and question patterns
- Year 5 - more complex sentences and questions
- Year 6 - initiating and manipulating language

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This is how I see language progression over 4 years.

Teaching and Assessing Progress

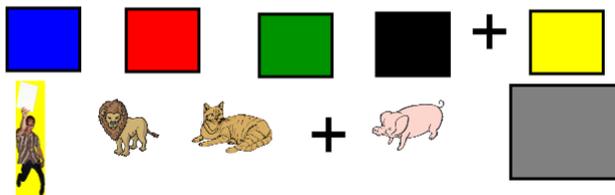
Every teaching and learning activity is an opportunity to assess progress



Listening and Speaking

- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 1 - Year 3 - name objects and actions and link words with a connective in a simple rehearsed statement



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The following 4 slides give examples of activities which provide opportunities to assess progress for two of the listening and speaking attainment targets. In the lesson, a few chn. would be monitored and the monitoring sheet completed to indicate whether they can achieve this particular Year 3 target. In further lessons in Year 3, other chn. would have an opportunity to demonstrate this, not necessarily with the same activity or vocabulary, but similar.

In this activity the chn. say a simple list of colours with the connective 'and' and a sentence starter 'here is'. On the second reading, one of the colours is hidden but still included in the list when said aloud. This continues until all the colours are hidden but the chn. can still produce the sentence.

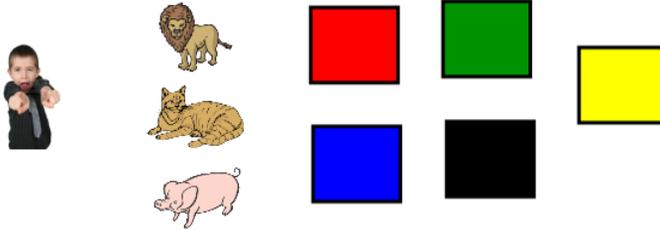


Listening and Speaking



- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 2 - Year 4 - use familiar vocabulary to say simple sentences to give information using a language scaffold



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The teacher selects an animal and colour. The class is divided into two teams and a ch. from each team takes it in turns to guess which ones they are; starting the sentence with 'it is'. Chn producing this sentence would be recorded accordingly.

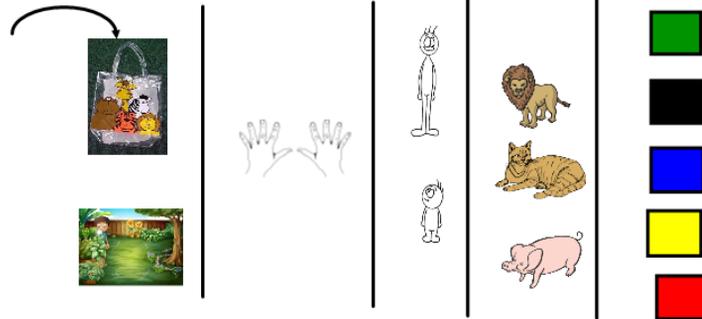


Listening and Speaking



- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 3 - Year 5 - use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold



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4 chn. stand at the front of the class and represent each part of the sentence – sentence starter/size adjective/noun/colour adjective. They select a flashcard for one item of vocabulary but don't reveal which one. In teams, one ch. takes it in turns to say a sentence using all the elements of the sentence. If they say an element which has been selected by the chn at the front, the image is revealed. The game continues until the exact sentence is guessed and this team wins a point. The teacher records the chn's ability to produce the sentence.



Listening and Speaking



- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences

Stage 4 - Year 6 - manipulate familiar language to present their own ideas and information in more complex sentences



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One way to present ideas to an audience is to record and share the words on a school website, recordable device etc. In this case, the chn. have designed, written and recorded descriptions of monsters. The teacher can listen to the recordings and complete the monitoring sheet.



Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 1 - Year 3 - write and say familiar words to describe people, places and things using a model

Voici



un lion



un chat



un cochon

et



un mouton.



un chien.



un papillon.

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The following 4 slides give examples of activities which provide opportunities to assess progress for one of the reading and writing attainment targets. Chn. write on a mini w/board a sentence using the elements above. The teacher does likewise. The teacher reads out the sentence and if it is the same as written by a child, the child wins a point. The writing on the boards can be checked and recorded. There is also an opportunity here to invite chn. to read aloud what they have written and record their progress for another attainment target.

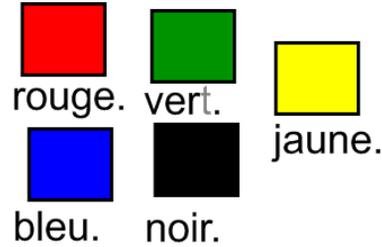


Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 2 - Year 4 - write and say a simple phrase to describe people, places, things and actions using a language scaffold



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In pairs, each ch. writes on a w/board a sentence using the words above. Each child takes it in turns to guess what their partner has written. Their partner tells them which element is guessed correctly. Then it is the turn of the other ch. This continues until one ch. guesses the correct sentence and is the winner. The teacher can circulate and monitor progress.



Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 3 - Year 5 - write and say a more complex sentence to describe people, places, things and actions using a language scaffold

							
Dans le sac	un	grand			lion		
					chat		
Dans le jardin		petit			cochon		
							vert
							noir
							bleu
							jaune
							rouge
							danse.
							
							vole.
							

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Each ch. writes on a w/board sentences using a combination of words which they think no-one else will use. Chn. work in teams and one ch. reads out a sentence from their list. If no-one else in the room has written this sentence, they win a point. If someone else has, the team is prevented from winning a point. This activity involves 4 skills – writing, reading, speaking and listening – it provides lots of opportunity to record progress.



Reading and Writing



- Describe people, places, things and actions orally and in writing

Stage 4 - Year 6 - write and say a complex sentence manipulating familiar language, using a dictionary for new language

Ours brun, dis-moi.....

Change the animal and colour

Ours brun, ours brun dis-moi ce que tu vois?

Je vois un canard jaune qui regarde par ici!

Change the animal and colour
Maybe also add an extra adjective
e.g. petit / grand

Change the verb to:
saute / nage / vole / danse etc.
Any verb which ends -er in the dictionary

Change the place e.g.
dans le sac / dans le placard /
dans ma chambre etc.



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Using a dictionary, chn. write their own version of the story 'ours brun dis-moi' manipulating varying amounts of language according to their ability.



Grammatical Progression and Sentence Building



Year 3 - Voici un cochon et une souris.



Year 4 - C'est un cochon rose.

Year 5 - Dans le sac un grand cochon rose danse.

Year 6 - Je vois un grand cochon rose qui danse dans le jardin.

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

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Here are some example sentences of how grammatical progression might look over four years in KS2. In the grammar target, there is a specific reference to sentence building and understanding the patterns of language (grammar). In order to build a sentence, an understanding of grammar is needed.



Systematic Teaching of Letters and Sounds



Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- Teach the sounds 
- Blend the sounds and practise its meaning   
- Practise the letters for the sounds  **r**  **ou**  **ge**
- Spell the word, recognise and read aloud   
- Use the word in a sentence **rouge**

C'est un petit oiseau rouge.



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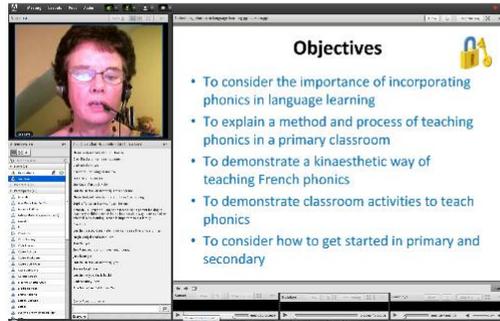
Although there is a specific reference to developing pronunciation in one of the attainment targets, knowledge of letter and sound connections is needed for accurate speaking, understanding, spelling and reading. This is the process which I always use for teaching new vocabulary. It has the teaching of phonics at its heart. The images are from 'Physical French Phonics' a kinaesthetic method for teaching French phonics. Actions and accompanying images have been allocated to the 26 key sounds in the French language. For more information, go to www.physicalfrenchphonics.co.uk

Webinar on Phonics

Webinar: Sue Cave 'Physical Phonics'

15th November 2017

This page brings together links relating to the fantastic webinar Sue Cave presented to us on 15th November 2017. Her ideas are wonderful, but this, her first ever webinar, is also testament to her superb presentation skills and attention to detail. It was a truly interactive webinar, as you will be able to see by the long transcript! Many thanks Sue, and good luck with all your future work.



The screenshot shows a webinar interface. On the left is a video feed of Sue Cave, a woman with glasses and a headset. The main content area is a slide titled "Objectives" with a yellow padlock icon. The slide lists four bullet points:

- To consider the importance of incorporating phonics in language learning
- To explain a method and process of teaching phonics in a primary classroom
- To demonstrate a kinaesthetic way of teaching French phonics
- To demonstrate classroom activities to teach phonics
- To consider how to get started in primary and secondary

Below the slide is a list of participants and a chat window.

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<http://www.all-london.org.uk/site/index.php/webinars/webinar-sue-cave-physical-phonics/>
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Here is a link to webinar on how to embed phonics in language learning.



Systematic Teaching of Letters and Sounds



Year 5 – Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules



Running dictation

Year 6 - Pronounce unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules

Opportunities to read aloud from unfamiliar songs, stories and rhymes to develop confidence



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Year 5 – running dictation – a sentence is written on the a piece of paper and stuck to the classroom wall. A ‘runner’ from each team, goes to the paper, reads the sentence and comes back and reads it to the group who must write it down correctly. Year 6 – when encountering unfamiliar words encourage chn. to sound out the word using their phonic knowledge – for example in songs, stories and rhymes.



Developing Dictionary Skills



Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary

Year 3 – identify and use strategies for memorising new vocabulary

Year 4 - use a bi-lingual dictionary to find the meaning of a word or its translation

	French at the Front Find the meanings of French words at the front of the dictionary.	
	English at the End Find the meanings of English words at the end of the dictionary.	

- Un pinceau
- Un livre
- Un trombone
- Une trousse
- Deux règles
- Une chaussure



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Although there is a specific reference to dictionary use in one of the targets in fact this skill is one which supports most of the key aims of the Programme of Study. Here are some activities to practise dictionary skills. Year 3 – in class we often chant the words in the box above to recall which half of the dictionary to use. Encourage the children to explain their strategies for memorising new vocabulary and discuss their effectiveness. Year 4 – Scavenger Hunt - give the chn a list of items to find in the classroom – use words which are unfamiliar to them so that they must use the dictionary to find the meaning. The team to find first all the items is the winner.

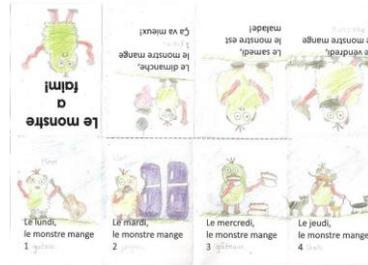


Developing Dictionary Skills



Year 5 - use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs

Create a mini-book in the style of the hungry caterpillar



Year 6 - decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary

Adapt a story to create own version



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Year 5 – using a dictionary to be creative. For example, chn. design and write a story ‘the monster is hungry’ and describes what it eats each day (as in the book ‘The Hungry Caterpillar’). The chn. find nouns in the dictionary and use the correct indefinite article make them plural for the story. Year 6 – the chn. adapt a familiar story and make their own version of it by finding words in the dictionary to substitute.



- The assessment education software package 'Target Tracker' has adopted my suggested objectives for the 4 year groups in Key Stage 2 for MFL. The information from the monitoring sheet can be transferred to this programme at the end of the year.

Not begun - not yet working towards this objective for this year group

Working towards - working towards this objective but not yet demonstrated that it has been met

Achieved - demonstrated once that this objective met - indicated with a line \ on the monitoring sheet

Mastered - demonstrated twice that this objective met - indicated with one X on the monitoring sheet

To access the alternative version using the Cave Languages objectives for each year group, request that your school administrator goes to 'File-Options-Statements' and selects 'Languages 2'.



Programme of Study attainment target indicated in lesson plan



17	<p>Learning Objectives</p> <ul style="list-style-type: none"> Exposure to the sound of the language through text Develop sentence building Develop knowledge of letter and sound connections through reading and writing <p>Context</p> <ul style="list-style-type: none"> Parts of body and story Masculine animal nouns Position of colour adjectives <p>Success Criteria</p> <ul style="list-style-type: none"> Follow a text of a story Listen and identify parts of body Say where colour adjectives go in a sentence Say a sentence using a noun and a colour adjective Read aloud 3 masculine nouns Say why there is liaison with these words (some) <p>Assessment</p> <ul style="list-style-type: none"> G R/W-a R/W-d 	<p>Starter</p> <ul style="list-style-type: none"> Objectives of lesson – slide 27 Slide 28 - ask the chn if they recall the position of colour adjectives in a sentence <p>Main</p> <ul style="list-style-type: none"> Slide 29 – play audio ppt of 'Va l'en grand monstre vert'. Note the position of the colour adjectives. Do they recognise any of the parts of the body? This story is about how the mind can imagine a frightening monster but also can make it go away. Meanings in the attachments. Slide 30 – practise making a sentence with a noun and colour adjective and invite chn to say sentence Slide 31 – predict on wj board the colour of the animal behind the box and invite chn to read out answers Slide 32 – 3 more masculine nouns. Invite the chn to sound out the words then click and listen. Note the final 's' is sounded on this word. Can the chn say why the 'n' is sounded before these animals. Slide 33 – discuss liaison and the sounding of a final silent letter when followed by a vowel Slide 34 – invite the children to say aloud the sentences. <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> Print a copy of slide 31 as support for spelling <p>Challenge</p> <ul style="list-style-type: none"> Recall position of colour adjectives
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I indicate in each lesson plan which targets can be assessed depending on the teaching and learning activities. I consult the monitoring chart and identify which chn. I will assess that lesson.



An example of a workbook page to provide evidence of writing words from memory and grammatical understanding



De mémoire

Ecris les couleurs.



Ecris une phrase – un animal et une couleur.



- Write words from memory and adapt these to create new sentences to express ideas clearly

Are you a language detective? 

- In French sentences, you put colour adjectives _____
- Silent final letters can be sounded when _____
- To make a sentence say not, you need to _____

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The workbook, which I have created to accompany the scheme of work I use, provides further opportunities to assess the reading and writing targets; and in particular the target to write from memory as well as the grammar one. To find out more about the scheme of work I use, go here <http://www.cavelanguages.co.uk/french-resources>

An example of a workbook page in which the children self-assess their understanding; identify strategies for improvement; teacher responds with a comment



Colour the traffic light.
 Red = you cannot do this at the moment.
 Orange = you can do this quite well.
 Green = you can do this well most of the time.

<ul style="list-style-type: none"> <input type="checkbox"/> Say what a noun's job is in a sentence <input type="checkbox"/> Read a word and recognise if it is masculine <input type="checkbox"/> Say what an adjective's job is <input type="checkbox"/> Name some adjectives in French <input type="checkbox"/> Listen and recognise some colour words <input type="checkbox"/> Read and recognise some colour words 	<ul style="list-style-type: none"> <input type="checkbox"/> Say where colour adjectives go in a sentence <input type="checkbox"/> Say a sentence using 'it is', a noun and a colour <input type="checkbox"/> Write a sentence about the colour of an animal using a model <input type="checkbox"/> Write some colour words from memory <input type="checkbox"/> Write a sentence using 'it is' and 'it is not' from memory <input type="checkbox"/> Name some French speaking countries in Europe 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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To improve, I need to : _____

Teacher comment : _____





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In the workbook at the end of each section of learning, the chn. self-assess their progress by completing the traffic lights for each learning statement. To encourage development of language learning strategies, the chn. indicate how they might improve and I write a comment in response.

An example of a child's self-assessment and teacher comment

Colour the traffic light.
 Red = you cannot do this at the moment.
 Orange = you can do this quite well.
 Green = you can do this well most of the time.

- Say how to make a noun plural
- Say the word for some
- Say 'these are'
- Listen and recognise if a sentence is singular or plural
- Say when silent letters can be sounded
- Select words to write a singular and plural sentence
- Write a plural sentence from memory

To improve, I need to:

I feel pretty confident about the french language I could ~~also~~ say the words over and over again up the stairs at bed time and in the toilet. interesting idea.

Teacher comment:
 You seem to have a good grasp of singular and plural nouns - well done!

TEACHER: Madame Cave DATE: 3/2/16

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 CAVELANGUAGES2015

Here is an example of completed self-assessment page.



- Identify the targets of the KS2 Programme of Study



- Break down the targets into achievable objectives for each year group



- Use teaching and learning activities as a means to assess progress. Indicate in lesson plans the POS target



- Allow the children the opportunity to identify their successes and how to improve. Provide teacher feedback



- Celebrate success and identify the next steps



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A review of the key points.

School Reports

Year 3

Starting to recognise the sounds and patterns of the French language. Producing a simple sentence and answering a familiar question.

Emerging

Repeats words modelled by teacher.

Names some vocabulary e.g. colours, numbers

Recognises some written words and links to meaning

Joins in with some of the actions in songs, stories and rhymes

Expected

Listens and recognises most of vocabulary

Says the sound of a few letter strings

Reads and recognises most of the vocabulary

Joins in with the actions of songs, stories and rhymes

Exceeding

Confident about producing, reading and writing all the vocabulary

Says the sound for several letter strings

Says songs and rhymes from memory

Write some words from memory with understandable accuracy

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Examples of school report comments on my website

<http://www.cavelanguages.co.uk/sharing-good-practice>

Communicating information and attainment to Key Stage 3



FOR ATTENTION OF: _____ PRIMARY SCHOOL – FOREIGN LANGUAGE TEACHING
2016/17

Here is some information about the language learning experience of the following children transferring to your secondary school.

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

YEAR	LANGUAGE	TAUGHT BY	LENGTH	FREQUENCY
3		Class teacher	30 minutes	Intermittently
		Specialist internal teacher	45 minutes	Weekly
		Specialist external teacher	60 minutes	Bi-weekly
		Other -		Other -
4		Class teacher	30 minutes	Intermittently
		Specialist internal teacher	45 minutes	Weekly
		Specialist external teacher	60 minutes	Bi-weekly
		Other -		Other -
5		Class teacher	30 minutes	Intermittently
		Specialist internal teacher	45 minutes	Weekly
		Specialist external teacher	60 minutes	Bi-weekly
		Other -		Other -
6		Class teacher	30 minutes	Intermittently
		Specialist internal teacher	45 minutes	Weekly
		Specialist external teacher	60 minutes	Bi-weekly
		Other -		Other -

Language knowledge and skills
Based on KS2 Programme of Study

	NONE	A LITTLE	A LOT
Speaking in sentences using basic language structures			
Asking questions and giving answers			
Knowledge of the letter and sound connections			
Reading and understanding simple writing			
Describing people, places and things in writing			
Writing own sentences by adapting familiar ones			
Using a bilingual dictionary for comprehension and writing			
Exposure to songs, stories and rhymes			
Cultural understanding			
Knowledge of the grammar of the language *			

* Gender of nouns; plural nouns; high frequency verbs (avoir / être) - etc; verbs present tense; agreement of adjectives; position of adjectives; pronouns; definite and indefinite article (highlight)

The following children have additional exceptional skills or experience
e.g. fair for language learning / speaker of other languages / native speaker / lived in the country

NAME	COMMENT

The following children would benefit from additional support

NAME	COMMENT

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This is a simple transition document which can be used to communicate information about prior learning of a group of children moving from Key Stage 2 to 3. It can be downloaded from <http://www.cavelanguages.co.uk/sharing-good-practice>

Sue Cave

Primary Language Specialist Teacher and Consultant



Cave Languages



www.cavelanguages.co.uk

sue@cavelanguages.co.uk

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Please contact me if you have any queries.