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6 Year Six

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What do Year 6 children think about learning a new language?

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“It is really useful to learn other languages. They help you to understand other people and see life differently.”

“Languages are important. You can make friends with many more people and can travel to other countries!”

“I like learning languages. I like the different sounds and I like to read books too and write stories.”

“I used to think it was funny when I heard people in the street speaking different languages. Now I listen to see if I can understand!”

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Expectations	Outcomes
During Year 6	By the end of year 6, most children should be able to:
<p>Oracy</p> <p>During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform them in front of an audience.</p> <p>They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model.</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> <p>Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently.</p> <p>They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.</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.
<p>Intercultural understanding</p> <p>Children compare attitudes of different cultures.</p> <p>They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people.</p> <p>They celebrate their understanding and knowledge with others.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country.
<p>KAL and LLS</p> <p>Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.</p>	

Year 6 at a glance

Oracy

- **6.1 Understand the main points and simple opinions in a spoken story, song or passage**
 - listen attentively, re-tell and discuss the main ideas
 - agree or disagree with statements made about a spoken passage.
- **6.2 Perform to an audience**
 - recite a short piece of narrative either from memory or by reading aloud from text
 - develop a sketch, role-play or presentation and perform to the class or an assembly.
- **6.3 Understand longer and more complex phrases or sentences**
 - re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences
 - understand and express reasons
 - understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.
- **6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories**
 - participate in simple conversations on familiar topics
 - describe incidents or tell stories from their own experience, in an audible voice.

Literacy

- L **6.1 Read and understand the main points and some detail from a short written passage**
 - read and respond to eg an extract from a story, an e-mail message or song
 - give true or false responses to statements about a written passage
 - read descriptions of people in the school or class and identify who they are.
- L **6.2 Identify different text types and read short, authentic texts for enjoyment or information**
 - read for enjoyment an e-mail message, short story or simple text from the Internet
 - read and understand the gist of a familiar news story or simple magazine article.
- L **6.3 Match sound to sentences and paragraphs**
 - use punctuation to make a sentence make sense
 - listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.
- L **6.4 Write sentences on a range of topics using a model**
 - apply most words correctly
 - construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.

Knowledge about language

- 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.

Intercultural understanding

- IU **6.1 Compare attitudes towards aspects of everyday life**
 - recognise similarities and differences in attitudes amongst children in different cultures
 - learn about role models for children in different cultures.
- IU **6.2 Recognise and understand some of the differences between people**
 - discuss similarities and differences between the cultures they have learned about
 - recognise and challenge stereotypes.
- IU **6.3 Present information about an aspect of culture**
 - perform songs, plays, dances
 - use ICT to present information.

Language and learning strategies

- 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.

Year 6			
Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 6 children should be taught to:	Year 6 children should, for example:	Year 6 children should have opportunities to, for example:	Year 6 children should have opportunities to, for example:
O6.1 Understand the main points and simple opinions in a spoken story, song or passage	Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage.	Recognise the importance and significance of intonation.	Ask someone to clarify or repeat. Direct all their attention to what they need in order to understand a spoken or written text. Answer in their heads questions asked to other people.
O6.2 Perform to an audience	Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly.	Use knowledge of language to present information and personal ideas.	Use a word or phrase known in one context or topic in a different topic or context. Read and memorise.
O6.3 Understand longer and more complex phrases or sentences	Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions.	Notice and manipulate agreements.	Make sensible guesses based on clues. Pick out key words when listening.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories	Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice.	Use knowledge of words, text and structure to make meaning, using simple language spontaneously.	Try to use the language outside of the classroom. Analyse what they need to know in order to carry out a task. Discuss and try out different learning strategies.
L6.1 Read and understand the main points and some detail from a short written passage	Read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are.	Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts. Apply knowledge of word order and sentence construction to support the understanding of written text.	Apply previous knowledge and language cues to help understanding. Work out the meaning by using a range of cues.
L6.2 Identify different text types and read short, authentic texts for enjoyment or information	Read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article.	Use knowledge of the language features, style and layout of different texts to support understanding.	Use the context of what they see/read to determine some of the meaning. Compare techniques for memorising. Practise with a friend.
L6.3 Match sound to sentences and paragraphs	Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly.	Apply knowledge of word order and sentence construction to support the understanding of written text.	Apply prior knowledge of sound/spelling system to recognise the written word. Use known rules to sequence words into sentences.

Continued

Year 6

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 6 children should be taught to:	Year 6 children should, for example:	Year 6 children should have opportunities to, for example:	Year 6 children should have opportunities to, for example:
L6.4 Write sentences on a range of topics using a model	Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.	Apply knowledge of words and text conventions to build meaningful sentences and short texts.	Analyse what they need to know in order to carry out a task. Use a dictionary/ICT resource to look up spellings.
IU6.1 Compare attitudes towards aspects of everyday life	Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures.	Devise questions for authentic use.	Analyse what they need to know in order to carry out a task. Use a dictionary to look up spellings.
IU6.2 Recognise and understand some of the differences between people	Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes.	Recognise that languages have different ways of expressing social relationships.	Discuss with a friend and devise role-plays.
IU6.3 Present information about an aspect of culture	Perform songs, plays, dances. Use ICT to present information having a greater sense of audience.	Create spoken and written language using simple sentences.	Plan and prepare themselves for a language activity. Begin to use a dictionary to find the meanings of new words. Record themselves showing an awareness of audience.

Notes

Year 6 – Teaching activities

This section contains teaching activities designed to help children to develop language and intercultural skills and understanding, as defined in the Framework. They are suggestions only. Teachers can select from these lists, choosing any activities which fit with their own schemes of work but should also feel free to develop their own teaching activities, based on the need and interests of their classes.

Activities highlighted in **bold** particularly illustrate the nature and level of the Learning Objectives in the progressive strands. They can also be used to help teachers develop assessment for learning and teaching.

Oracy

O6.1 Understand the main points and simple opinions in a story, song or spoken passage

- **Listen attentively and re-tell the main ideas**
- Change key points of the story by substituting words such as nouns, pronouns, verbs, adjectives and adverbs
- Suggest an alternative ending for the story.

O6.2 Perform to an audience

- **Memorise and perform a poem, song, story or sketch**
- **Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a ‘live’ talk, a multimedia presentation, a sketch, a poem, a song or a video.**

O6.3 Understand longer and more complex phrases or sentences

- **Listen to a spoken phrase or sentence and act out the meaning or point to a picture card illustrating the meaning; adapt the phrase by substituting the verb, noun, adjective, adverb, etc, to change the meaning**
- **Listen to and understand a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions**
- Notice agreements and match words appropriately such as singular/plural, gender, verb and subject
- Predict what might happen next in a story, a sequence of events or a set of instructions.

O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories

- **Sustain a conversation within the class or with visitors, or via video-conferencing with peers**
- **Give a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it**
- Play Hot Seating. One child who is in the hot seat starts to begin a conversation/say a rhyme/tell a story/describe something. At a given signal, e.g. a bell, another child must quickly take over as 'hot seater' and continue in the same vein.

Literacy

L6.1 Read and understand the main points and some detail from a short written passage

- **Guess who it is. Children read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live**
- **Read an e-mail message from a partner school and reply to some of their questions on e.g. hobbies, the weather, holidays, likes and dislikes**
- **Read a weather report and draw symbols on a map showing what the weather will be like in those regions/countries**
- Read a familiar story or sing a familiar song. Using print-outs of the story or song, children answer some simple questions about it
- Expose children to authentic handwriting, if appropriate
- Use a bilingual dictionary to check the meaning of words.



L6.2 Identify different text types and read short, authentic texts for enjoyment or information

- **Browse through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story**
- **Read aloud certain phrases from a story using punctuation to help develop appropriate intonation and expression**
- Read aloud a story using a variety of voices and expression. Work in groups to record the story onto audiotape for others to hear
- Identify word classes, e.g. verb, pronoun, preposition, noun, adjective, verb.

L6.3 Match sound to sentences and paragraphs

- **Watch a video, listen to a song and reconstitute some of the text in the style of a jigsaw puzzle**
- **Cut a sentence into words and re-constitute the sentence**
- **The teacher cuts up a rhyming poem for the children to re-constitute**
- Create a sentence from given words and punctuation, looking for cues such as capital letters and full stops
- Produce a PowerPoint building simple sentences for younger children to read.

L6.4 Write sentences on a range of topics using a model

- **Use a structure offered by a poem/story to construct their own, e.g. This is the house that Jack built**
- **Use a structured prompt or template for writing – a writing frame**
- **Create a wall on a theme from a different curriculum area e.g. Henry VIII and his six wives. Give speech bubbles to characters to include personal information**
- Work in pairs or groups to create a rhyming rap of four lines based on topic vocabulary they have learnt
- Shared writing task. Create a story using key elements from familiar stories in the foreign language, e.g. Once upon a time; Fee-fi-fo-fum!; and they lived happily ever after
- Listen to the teacher talking about a familiar topic and read sentences about that topic from the board or cards
- Substitute their own words to create their own sentences on the same topic
- Design and write a short presentation, e.g. make notes as prompts using a reference, and perform a role-play.

IU6.1 Compare attitudes towards aspects of everyday life

- **Talk about attitudes towards, e.g. school uniform, leisure activities, curriculum subjects, music. Design a questionnaire to carry out a survey amongst class. Find out about attitudes of children in partner schools. Compare data and notice similarities and differences. This work could be facilitated via e-mail exchanges or video-conferencing**
- Talk about the phrase 'role model' and the importance of role models to children in the class. Compile a list of people who are seen to be role models and try to identify why they have been chosen, e.g. What jobs do role models generally do? Are they of help or benefit to our society? Are they rich or poor?
- Find out about role models from partner schools, native speakers, media and Internet and learn some of their names. Identify similarities and differences of role models from different cultures. Discuss the issue of globalization and international marketing.

IU6.2 Recognise and understand some of the differences between people

- **Talk about similarities and differences between cultures they have learned about. Have attitudes changed?**
- **Discuss how learning languages can help to improve understanding across cultures**
- Explore the concept of stereotype, e.g. What stereotypes might children abroad have of the UK and vice versa? Why? In their experience what are the stereotypes in this and other countries and where have they come from? Can stereotyping lead to prejudice and racism? How can this be redressed?

IU6.3 Present information about an aspect of culture

- **Plan a cultural or cross-cultural celebration, e.g. concert of songs, dances, sketches, performance of a traditional story**
- **Create a multi-media presentation using simple sentences, to present information about another culture or cultures, e.g. sports, festivals, school life, pop music**
- **Produce a leaflet using simple sentences to describe an aspect of the country/countries studied, e.g. geographical features, region of partner school.**