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7 Progression by strand

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In this section the core, progressive strands of Oracy, Literacy and Intercultural Understanding are set out over four years. This provides an overview of each strand and will help teachers to monitor progression across the years within each strand; it should be of particular help in planning for mixed age classes.

Key objectives for these cross-cutting strands of Knowledge about Language and Language Learning Strategies are also summarised for reference. These sections will be particularly helpful in gaining an overview of the contribution that Knowledge about Language and Language Learning Strategies make to progression and developing language learning skills for life. These sections can be used to support medium-term planning and cross-curricular links, particularly with English and Literacy. They will also be useful in assisting the monitoring of course content and learners' progress. It is assumed, however, that for day to day lesson planning teachers will refer to the more specific opportunities for developing KAL and LLS which are integrated into the core learning objectives and are set out in the read across format of the double page spread.



Oracy – an overview

Year 3

At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression.

They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays.

They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CD-ROMs, DVDs or videos.

By the end of Year 3, children should be able to:

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Understand conventions such as taking turns to speak, valuing the contribution of others
- Use correct pronunciation in spoken work.

Year 4

Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression.

They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.

By the end of Year 4, children should be able to:

- Listen to and identify words and short phrases
- Communicate by asking and answering a wider range of questions
- Memorise and present a short text.

Year 5

Children listen attentively and learn to identify the main points from a short passage of several sentences.

They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.

By the end of Year 5, children should be able to:

- Pick out some of the detail from short spoken passages
- Enjoy interacting even when they hear unfamiliar language
- Join in a short conversation
- Make a short presentation using a model.

Year 6

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 in front of an audience. 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.

By the end of Year 6, children should be able to:

- 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.

Oracy – learning objectives

Children should be taught to:	Children should, for example:
O3.1 Listen and respond to simple rhymes, stories and songs	Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling.
O3.2 Recognise and respond to sound patterns and words	Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently.
O3.3 Perform simple communicative tasks using single words, phrases and short sentences	Recall, retain and use vocabulary. Ask and answer questions.
O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding.
O4.1 Memorise and present a short spoken text	Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic.
O4.2 Listen for specific words and phrases	Listen with care. Use physical response to show recognition and understanding of specific words and phrases.
O4.3 Listen for sounds, rhyme and rhythm	Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds.
O4.4 Ask and answer questions on several topics	Practise asking and answering questions with a partner. Develop and perform simple role plays.

Oracy – learning objectives	
Children should be taught to:	Children should, for example:
O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts	Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning.
O5.2 Understand and express simple opinions	Agree and disagree with statements. Understand and express like and dislikes.
O5.3 Listen attentively and understand more complex phrases and sentences	Understand the main points from speech which includes unfamiliar language.
O5.4 Prepare a short presentation on a familiar topic	Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement.
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.
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.
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.
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.



Literacy – an overview

Year 3

As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory.

By the end of Year 3, children should be able to:

- Recognise and understand some familiar words and phrases in written form
- Read aloud in chorus, with confidence and enjoyment, from a known text
- Write some familiar simple words using a model
- Write some familiar words from memory.

Year 4

Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.

By the end of Year 4, children should be able to:

- Read and understand familiar written phrases
- Follow a short text while listening and reading, saying some of the text
- Read a wider range of words, phrases and sentences aloud
- Write some familiar words and phrases without help.

Year 5

Children revisit and consolidate vocabulary and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.

By the end of Year 5, children should be able to:

- Read and understand some of the main points from a text
- Understand how a simple sentence is written
- Write words, phrases and a few sentences using a model.

Year 6

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. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.

By the end of Year 6, children should be able to:

- 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.

Literacy – learning objectives

Children should be taught to:	Children should, for example:
L3.1 Recognise some familiar words in written form	Understand words displayed in the classroom identify and read simple words. read and understand simple messages.
L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words	Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem.
L3.3 Experiment with the writing of simple words	Write simple, familiar words using a model. Write some single words from memory.
L4.1 Read and understand a range of familiar written phrases	Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
L4.2 Follow a short familiar text, listening and reading at the same time	Make links between the spoken and written words. Identify common spelling patterns in letter strings.
L4.3 Read some familiar words and phrases aloud and pronounce them accurately	Read aloud words which they use on a regular basis, e.g. numbers, days, weather.
L4.4 Write simple words and phrases using a model and some words from memory	Pronounce letter strings, words and phrases accurately with good pronunciation. Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school.

Literacy – learning objectives	
Children should be taught to:	Children should, for example:
L5.1 Re-read frequently a variety of short texts	Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.
L5.2 Make simple sentences and short texts	Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link to relevant NLS sentence level objectives.
L5.3 Write words, phrases and short sentences, using a reference	Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words.
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.
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.
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.
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.



Intercultural Understanding – an overview

Year 3

Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken.

They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.

By the end of Year 3, children should be able to:

- Appreciate the diversity of languages spoken within their school
- Talk about the similarities and differences of social conventions between different cultures
- Identify the country or countries where the language is spoken
- Have some contact with the country/countries
- Recognise a children's song, rhyme or poem well known to native speakers.

Year 4

Children reflect upon celebrations in which they participate at home, at school and in the wider community, and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries.

They identify common elements in traditional stories from other cultures.

By the end of Year 4, children should be able to:

- Talk about celebrations of which they have experience
- Know about similar celebrations in other cultures
- Compare aspects of everyday life at home and abroad
- Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.

Year 5

Children discuss aspects of daily life which they have in common with children in different countries.

They look at the similarities and differences between their own locality and that of another country.

Children also learn about symbols, objects and products that represent countries.

By the end of Year 5, children should be able to:

- Identify similarities and differences in everyday life
- List some similarities and differences between contrasting localities
- Recognise how symbols, products, objects can represent the culture/cultures of a country
- Recognise how aspects of the culture of different countries become incorporated into the daily life of others.

Year 6

Children compare attitudes of different cultures.

They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.

By the end of Year 6, children should be able to:

- Demonstrate understanding of and respect for cultural diversity
- Present information about an aspect of another country.

Intercultural Understanding – learning objectives

Children should be taught to:	Children should, for example:
IU3.1 Learn about the different languages spoken by children in the school	Increase awareness of linguistic and cultural diversity.
IU3.2 Locate country/countries where the language is spoken	Identify some of the countries where the language is spoken, drawing on the knowledge of class members where appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
IU3.3 Identify social conventions at home and in other cultures	Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names.
IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school.
IU4.1 Learn about festivals and celebrations in different cultures	Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of pupils where possible.
IU4.2 Know about some aspects of everyday life and compare them to their own	Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies.
IU4.3 Compare traditional stories	Compare characteristics of simple stories between cultures. Look at the writing system of the language.
Learn about ways of travelling to the country/countries	Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.

Intercultural Understanding – learning objectives

Children should be taught to:	Children should, for example:
IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences.
IU5.2 Recognise similarities and differences between places	Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.
IU5.3 Compare symbols, objects or products which represent their own culture with those of another country	Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture.
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.
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.
IU6.3 Present information about an aspect of culture	Perform songs, plays, dances. Use ICT to present information, having a greater sense of audience.

Knowledge about Language (KAL)

Overview of years 3-6

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s).

In the early years children should develop insights into the sounds and some of the structures of the new language and compare them with their own language(s).

As they increase their understanding of the rules of sounds, spellings and grammar, they should begin to apply these rules when creating new language, both spoken and written.

As they progress, children should have frequent opportunities to apply previously learnt knowledge and rules in English and the new language.

Children will have experience of learning about and using simple grammatical terms such as nouns, verbs, adjectives, adverbs and pronouns. They will need to apply this knowledge in the context of learning about languages which are new to them.

This knowledge can be taught in the new language or in English.

Children should have opportunities to:

- Identify phonemes, letters and words which are similar to and different from English in spoken and written forms
- Recognise commonly used rhyming sounds and learn how they are written
- Understand and use a range of common words from all word classes, especially verbs
- Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently
- Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written
- Understand and use question forms and negatives in spoken and written language
- Understand that rules and conventions are respected by native speakers and are important for learners
- Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives
- Recognise the importance and significance of intonation and punctuation.

Knowledge about Language (KAL) – summary objectives

The objectives for developing children’s Knowledge about Language are integrated into the learning objectives and teaching activities for Oracy, Literacy and Intercultural Understanding. It is assumed that these integrated versions will be used for day-to-day planning purposes. In order to further develop learning programmes and assist the monitoring of course content and learners’ progress, examples of the main KAL elements linked to each learning objective are also summarised below.

KAL – Year 3

O3.1

- Identify specific sounds, phonemes and words
- Recognise commonly used rhyming sounds.

O3.2

- Identify specific sounds, phonemes and words
- Imitate pronunciation.

O3.3

- Hear main word classes
- Recognise question forms and negatives
- Recognise conventions of politeness
- Engage in turn taking.

O3.4

- Link sounds to meanings
- Recognise negative statements.

L3.1

- Recognise how sounds are represented in written form
- Notice the spelling of familiar words.

L3.2

- Understand how far letters/letters strings are both similar to and different from English
- Recognise that some words occur in both English and the language being learned, although they may sound different.

L3.3

- Appreciate that writing systems are different from one another.

IU3.1

- Recognise that many languages are spoken in the UK.

IU3.2

- Recognise that many languages are spoken across the world.

IU3.3

- Recognise that there are different language conventions to express politeness.

IU3.4

- Understand that familiar things have different names in different languages e.g. Wasser, eau, water.

KAL – Year 4

O4.1

- Recognise negative statements.

O4.2

- Recognise categories of words (e.g. colours, animals)
- Extend recognition of word classes
- Recognise and apply simple agreements (e.g. gender, singular, plural)
- Interpret non-verbal communication.

O4.3

- Sort words according to sounds.

O4.4

- Use question forms
- Identify word classes and understand the function of e.g. verbs.

L4.1

- Apply phonic knowledge of the foreign language in order to decode text.

L4.2

- Recognise that texts often have the same conventions of style and layout as in English.

L4.3

- Use phonic knowledge to support accurate pronunciation
- Recognise the main word classes.

L4.4

- Apply phonic knowledge to write simple words and phrases.

IU4.1

- Recognise similarities and differences between languages in the phrases used for celebration.

IU4.2

- Understand that conventions are respected by native speakers and are important for learners.

IU4.3

- Identify a different writing system
- Identify narrative forms in a different language and compare to those in English.

IU4.4

- Notice similarities and differences in place names.



O5.1

- Develop accuracy in pronunciation and intonation
- Manipulate language by changing a single element in a sentence
- Use repair strategies to keep a conversation going.

O5.2

- Understand and use negative statements.

O5.3

- Recognise different types (register) of language
- Apply knowledge of language rules and conventions when building short sentences.

L5.1

- Notice different text types and deal with authentic text.

L5.2

- Recognise the typical conventions of word order and compare with English/other languages spoken in the class.

L5.3

- Apply phonic and whole word knowledge in the new language in order to locate words in a reference source.

IU5.1

- Understand that words will not always have a direct equivalent in the language.

IU5.2

- Recognise that languages borrow words from other languages.

IU5.3

- Notice different text types.

KAL – Year 6

O6.1

- Recognise the importance and significance of intonation.

O6.2

- Use knowledge of language to present information and personal ideas.

O6.3

- Notice and manipulate agreements.

O6.4

- Use knowledge of words, text and structure to make meaning, using simple language spontaneously.

L6.1

- 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.

L6.2

- Use knowledge of the language features, style and layout of different texts to support understanding.

L6.3

- Apply knowledge of words and text conventions to build meaningful sentences and short texts.

IU6.1

- Devise questions for authentic use.

IU6.2

- Recognise that languages have different ways of expressing social relationships.

IU6.3

- Create spoken and written language using simple sentences.

Language Learning Strategies

Overview of years 3-6

An important aim of language learning in Key Stage 2 is to familiarise children with strategies which they can apply to the learning of any language.

In the early stages children should develop an awareness of some of the basic approaches to learning a new language which they will be using, e.g. imitating, memorising, repeating and practising, using mime and gesture, asking for repetition.

As they increase their competence in the new language, they will be able to apply learning strategies to help them use known language in new contexts, identify key words and phrases in speech and in simple written texts and use word lists and dictionaries.

Children can be helped to see how they have used language learning strategies in the acquisition of their first language(s), how they are using them in learning the new language and how they might use them in future language learning as well as in more general learning in other areas of the curriculum.

Children should have opportunities to:

- Discuss their language learning and try out different learning strategies
- Plan and prepare for language learning activities, analysing what they need in order to carry out a task
- Use gesture and mime to show they understand and to help make themselves understood
- Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings
- Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation
- Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words
- Sort and categorise known words and investigate the characteristics of new language
- Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language
- Use monolingual and bilingual dictionaries.

Language Learning Strategies

The Objectives for Language Learning Strategies are integrated into the learning objectives and learning opportunities for the core strands, Oracy, Literacy and Intercultural Understanding. It is assumed that these integrated versions will be used for day-to-day planning purposes. In order to provide an overview of how language learning strategies can be fostered throughout language learning, this section classifies LLS into six main categories and draws together some key examples of strategies that should support learners to make progress. This section can be used to further develop the learning programmes and will assist in monitoring course content in order to widen the range of language learning strategies that learners experience.

Planning analysing and evaluating ways of learning

Children:

Discuss language learning

- Reflect on and share ideas and experiences of language learning
- compare attitudes and beliefs about language learning.

Discuss and try out different learning strategies

- Share ideas about how to memorise words/pronounce words accurately and try out a method which they have not used.

Plan and prepare themselves for a language activity

- How do you recall vocabulary in order to sing a song/join in a story/create sentences?
- How do you find key information in a new sentence or text?
- How do you find the words you want to write?
- How do you prepare for a performance/prepare a message to an e-pal?

Analyse what they need to know in order to carry out a task

- How can you improve your pronunciation?
- What words, phrases and sentences do you need when preparing a presentation?
- How will you find/remember them?

Use knowledge of English or other languages to help learning and understanding

- Listen and look for words which are similar and different in other languages
- Draw on knowledge of word classes, letters and letter strings
- Use knowledge of sentence structure when reading or creating a new sentence in the target language.

Direct all their attention to what they need in order to understand a spoken or written text

- Listen out for specific words or phrases, ignoring those they do not know or need.

Communicating: understanding and being understood

Children:

Use gesture or mime to show they understand

- Make up a mime to go with classroom instructions, e.g. hand to ear for listen, finger on lips for quiet, raise head to look.

Recognise words which the teacher mouths silently

- Play a team game in which members must guess what the teacher, or another child, is mouthing; use body language to help understanding.

Ask someone to clarify or repeat

- Learn to ask someone to repeat and to say that they do not understand
- Look at the face of the person speaking and listen attentively
- Try to understand someone when looking at their face and then when they have turned away.

Use grammatical knowledge to help understand someone speaking

- Recognise a personal pronoun to help understand who someone is talking about; recognising a tense in a story helps distinguish past, present and future actions.

Pick out key words when listening

- Count how many times they hear a particular word or phrase in a song.



Practising language

Children:

Practise saying new words under their breath

- Have the opportunity to practise new words under their breath in pairs and groups; put up their hands when ready to say the words aloud.

Practise saying words aloud

- Privately or with a friend; record on audiotape; make a pretend telephone call.

Record themselves

- Make an audio recording in order to hear whether pronunciation is good.

Repeat words rhythmically

- Clap out syllables; say words to a beat/as a rap.

Practise with a friend

- Collaborate to devise role-plays; memorise words and phrases, testing each other; make up telephone conversations.

Answer in their heads questions asked to other people

- Give themselves a point if they can do it correctly.

Try to use the language outside of the classroom

- Say something in the language to someone in the school or at home.

Write down words, phrases and sentences

- Write down words to practise spelling; write words, phrases and sentences to make new meanings.

Memorising

Children:

Use a physical response

- Relate new language to a direct physical action.

Use a mental association to help to remember words

- Think of something funny to remind them of words, such as an action related to the sound.

Remember rhyming words

- Say a rhyme/sing a song and learn the rhyming words.

Say words to a rhythm

- Days of the week.

Play games to help to remember

- True or false/Bingo/Noughts and Crosses/Pelmanism (matching pictures and words).

Read and memorise words

- Read words aloud, read them again in silence, turn over/cover and test themselves or a friend.

Learn a short text by gradually blocking out the words

- Learn a short poem, rhyme or story by heart, by gradually blocking out the words.

Compare techniques for memorising words

- Learn several words in a given time; make up a rhyme, story; look and turn over; reflect on techniques which help them remember words.
- Use a range of spelling strategies as appropriate.

Analyse and compare language in English and another language(s)

- Using parts/spelling of a known English word to help to remember a new word.

Write things down

- Write words, phrases and sentences in order to remember them.

Applying prior knowledge

Children:

Apply previous knowledge and clues to help understanding

- Use intonation, tone of voice, pictures, word families and context to help them understand spoken and written language.

Decode and make meaning based on previous knowledge, language and other cues

- Looking at pictures, gestures, body language, grammatical knowledge.

Sort words into categories

- Put words into topic boxes/piles; put noun/adjective/verb into correct boxes/piles; underline familiar words or parts of speech.

Apply known rules when creating new language

- Remember the rules for using verbs/forming negatives/using he and she, and use them to understand when listening and reading, as well as when creating new language.

Integrate new language into previously learnt language

- Use verbs and nouns in a growing range of contexts; use familiar nouns with a new verb.

Pronounce/read aloud unknown words

- Read aloud unknown words by applying rules of the sound/spelling system they have learned.

Use the context of what they see/read to determine some of the meaning

- Watch a video/read extracts from a magazine and pick out general information such as a recipe, weather forecast/TV programmes; use body language to convey and interpret meaning.

Use a word or phrase known in one context or topic in a different topic or context

- Use the verb to have in the topic of pets or the topic of family; use nouns and adjectives with a range of verbs.

Dictionary skills

Examples:

Learn why there are two parts to a bilingual dictionary

Examine a bilingual dictionary and look for clues; e.g. coloured line through the centre, and discuss why there are two separate halves. In groups, children practise finding initial letters quickly by opening the dictionary in the middle of one half.

Put words in dictionary order using the first letter of the word and then the first and second letters of the word

At the front of the class children hold cards showing their names or words from a familiar topic. Other children organise them alphabetically. Choose words beginning with the same initial letter, then words beginning with different initial letters, then words with the same initial letter and different second letters. Finally choose any selection of words.

Use a dictionary to look up spellings

Demonstrate strategies for working out possible spellings so that children have something to look up in a dictionary.

Begin to use a dictionary to find the meaning of new words

Use monolingual and bilingual dictionaries to explore meaning and word class.