

“ 5 Year Five ”

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What do children in Year 5 say about learning another language?

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“It’s like seeing into someone else’s head!”

“It’s challenging to write things down, but it’s great when someone writes back!”

“Learning a language is. . . Cultural! Educational! Unique! Helpful! Important! Challenging! Different from anything else! Interesting! Like opening a door on another world!”

”

Expectations	Outcomes
During Year 5	By the end of year 5, most children should be able to:
<p>Oracy</p> <p>Children listen attentively and learn to identify the main points from a short passage of several sentences.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>Literacy</p> <p>Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>Intercultural understanding</p> <p>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.</p> <p>Children also learn about symbols, objects and products that represent countries.</p>	<ul style="list-style-type: none"> • 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.
<p>KAL and LLS</p> <p>Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>	

Year 5 at a glance

Oracy

- **5.1 Prepare and practise a simple conversation, reusing 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.
- **5.2 Understand and express simple opinions**
 - agree and disagree with statements
 - understand and express like and dislikes.
- **5.3 Listen attentively and understand more complex phrases and sentences**
 - understand the main points from speech which includes unfamiliar language.
- **5.4 Prepare a short presentation on a familiar topic**
 - remember, retain and recall words, phrases and sentences
 - memorise and present a set of instructions.

Literacy

- L **5.1 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.
- L **5.2 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.
- L **5.3 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.

Knowledge about language

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.

Intercultural understanding

- IU **5.1 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.
- IU **5.2 Recognise similarities and differences between places**
 - identify geographical features of contrasting locality
 - learn about buildings and places in different countries.
- IU **5.3 Compare symbols, objects or products which represent their own culture with those of another country**
 - learn about symbols representing their own country
 - learn about symbols and products from another.

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task.
- Integrate new languages into previously learnt language.
- Apply grammatical knowledge to make sentences.
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification Use context and previous knowledge to help understanding.
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Use a dictionary or a word list.
- Pronounce/read aloud unknown words.

Year 5			
Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 5 children should be taught to:	Year 5 children should, for example:	Year 5 children should have opportunities to, for example:	Year 5 children should have opportunities to, 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.	Develop accuracy in pronunciation and intonation. Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going.	Integrate new language into previously learnt language. Apply grammatical knowledge to make sentences. Use a word or phrase known in one context or topic in a different topic or context.
O5.2 Understand and express simple opinions	Agree and disagree with statements. Understand and express like and dislikes.	Understand and use negative statements.	Use a physical response. Ask someone to clarify or repeat.
O5.3 Listen attentively and understand more complex phrases and sentences	Understand the main points from speech which includes unfamiliar language.	Recognise different types (register) of language.	Make sensible guesses based on clues. Pick out key words when listening.
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.	Apply knowledge of language rules and conventions when building short sentences.	Plan and prepare – analyse what needs to be done to carry out a task. Answer in their heads questions asked to other people.
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.	Notice different text types and deal with authentic text.	Use the context of what they see/read to determine some of the meaning.
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.	Recognise the typical conventions of word order and compare with English and other languages spoken in the class.	Apply grammatical knowledge to make sentences. Learn a short text by gradually blocking out words.
L5.3 Write words, phrases and short sentences, using a reference source	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.	Apply phonic and whole word knowledge of the new language in order to locate words in a reference source.	Apply previous knowledge and language cues to help understanding.

Continued

Year 5

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 5 children should be taught to:	Year 5 children should, for example:	Year 5 children should have opportunities to, for example:	Year 5 children should have opportunities to, 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.	Understand that words will not always have a direct equivalent in the language.	Analyse what they need to know in order to carry out a task. Learn why there are two parts to a bilingual dictionary. Use a dictionary to look up spellings.
IU5.2 Recognise similarities and differences between places	Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.	Recognise that languages borrow words from other languages.	Analyse and compare English and the language being learned, and where appropriate with other languages.
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.	Notice different text types.	Pronounce/read aloud unknown words. Begin to use a dictionary to find the meanings of new words.

Notes

Year 5 – 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 needs 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

O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

- **Make up simple sentences using nouns, verbs and adjectives**
- **Use imagination to create interesting conversations using familiar language, e.g. take on the role of different people when having a similar conversation, use puppets and props**
- **Use mime, gesture, facial expression and tone of voice to help to convey meaning**
- Consolidate learning of vocabulary and grammar by re-using it in other contexts, e.g. revise vocabulary such as greetings and numbers throughout the day, and re-use familiar verbs and adjectives
- Use ‘stalling strategies’ to allow time to hesitate, e.g. use spoken expressions and gestures which allow for thinking time in the conversation
- Play a miming game. In pairs or groups of three, children choose phrases or sentences made up of noun + adjective + verb. The class must guess the language words
- Play the Change the Meaning game. Children take turns to change the meaning of a sentence they hear by changing just one element, such as a noun, verb or adjective. For example the teacher says ‘The pink cat is eating a green banana’. A volunteer says ‘The pink cat is buying a green banana’. The class must identify not only which word has changed, but also what kind of word it is (noun, verb, adjective)
- Build longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.

O5.2 Understand and express simple opinions

- **Express simple opinions when using familiar vocabulary, talking about food, animals, places**
- Give a physical response to show understanding of an opinion, e.g. thumbs down for dislikes and thumbs up for likes.

O5.3 Listen attentively and understand more complex phrases and sentences

- **Repeat new phrases and sentences with clarity and accuracy, focusing on correct pronunciation and intonation**
- **Respond to a dictation by drawing, miming or acting out what they hear**
- Identify a picture by its description. Listen to a story and identify a picture when they hear a description of it in the story, e.g. the big, red monster ate the cake noisily
- Answer more open-ended questions, as well as questions requiring yes/no answers.
- Listen to a new short story or piece of non-fiction text
- Identify the type of passage being heard, e.g. a conversation, an advert, a news bulletin, a list of instructions
- Listen to longer passages of familiar language and identify specific details, e.g. name, place, quantity, cost.

O5.4 Prepare a short presentation on a familiar topic

- **Memorise and recite a selection of short, spoken texts, e.g. a short poem, a set of instructions, a song, a shopping list, a description**
- Identify changes in spoken texts: the teacher reads out a sequence of words known by the children, who identify from memory what has changed, e.g. 'Ten green bottles hanging on a door'.

Literacy

L5.1 Re-read frequently a variety of short texts

- **Re-read a range of texts including work on the board, Interactive whiteboard, computers, from books, taped stories with texts, songs, poems, e-mail messages and texts from the Internet**
- Use Interactive whiteboard or post-it notes to mask features of the text, e.g. the verbs; the children suggest ideas for the missing words
- Play a miming game: the teacher says a short phrase, e.g. A small dog is singing; A big rabbit is laughing. The children respond by miming the phrase. They reverse the roles so that the teacher mimes and the children have to choose the word cards (and correct syntax) to describe what they see
- Notice and identify punctuation in sentences and texts
- **Read texts produced by partner(s) using a range of ICT applications eg. Word, PowerPoint, Interactive Whiteboard, email.**

L5.2 Make simple sentences and short texts

- **Work in groups. Arrange word cards, coloured according to parts of speech, into sentences**
- **Play Human Sentences by lining up in the correct order, holding up their cards to form a sentence**
- **Jumble a conversation. Re-arrange word cards to form a conversation**
- Memorise a human sentence. The sentence can be seen at the front of the class. All children read and re-read the sentence aloud, in chorus. The teacher gradually gives a signal to each child who has a card to remove their card from the sentence. All children continue chanting the sentence aloud until all the cards are hidden from view and yet they can still chant the sentence correctly
- Play Pass the Sentence Parcel: listening to authentic music or songs, the children pass round the circle a bag containing word cards which, when all out of the bag, can be used to form a familiar phrase or sentence. Each time the music stops the child holding the bag takes out one word card, reads it aloud and places it in the middle of the circle. The music re-starts and the game continues until all the words are in the middle of the circle. Children discuss with a partner what the sentence might be and try to remember the correct word order
- Children re-create a familiar recipe or set of instructions, using sentence cards. They sequence the recipe correctly and read the instructions aloud. They create a mime to illustrate each instruction. Play a Physical Response Game: the teacher calls out the instructions from the recipe in a random order, and the children mime each instruction
- Use PowerPoint to create or recreate short texts.

L5.3 Write words, phrases and short sentences, using a reference

- **Use a bilingual dictionary to check the spelling of familiar words**
- **Choose words from a list and copy them to match/label pictures**
- **Use word cards or word lists to create a sentence for a speech bubble or caption**
- Listen to a song and then look at a transcription of a text with gaps. Children fill in the gaps by copying words from a list
- Use ICT to produce a greetings card message
- Working in pairs, choose words from topic word lists. Use a series of simple sentence starters, e.g. Here is . . . This is . . . I have . . . He/she has . . . He/she does not have
- Understand why a bilingual dictionary has two halves, i.e. they know in which half to find English or non-English headwords
- Locate headwords in a dictionary, e.g. do a Headword Quiz: children have a list of ten words which they look up in a dictionary. For each word they find the page number in the dictionary, the headword which precedes it, and the headword which follows it
- Create a colourful display using short sentences and a drawing tool. Use everyday language as well as characters/language from stories, songs and rhymes
- Collect words which express greeting, surprise, apology, thanking, refusing.



Intercultural understanding

IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

- **Consider communication skills needed when speaking to a non-native speaker visiting the class, e.g. speaking slowly and clearly, use of intonation, use of gesture**
- **Imagine what a child whose first language is not English feels like when coming to stay with a family or arriving in a school in the UK for the first time. Consider how they might react and in pairs role-play the situation and discuss ways of supporting the new arrival and avoiding misunderstandings and fear**
- **Talk about ways to support children who may encounter or have experienced prejudice**
- Talk about daily routines and traditions which affect children's lives, e.g. schools, meals, transport, holidays. Find out about these traditions and routines in another country and make comparisons through drawing on children' own experiences, contact with a partner school or native speaker or by Internet. Discuss similarities and differences
- Explore one area in depth, e.g. food, looking at times of meals, variety of foods, routines at mealtimes (e.g. how table is laid, eating together), where families buy their foods, supermarkets, markets, food for celebrations
- Follow a simple recipe and prepare a dish. Use a digital camera to photograph each stage in the preparation. Create a wall display, PowerPoint presentation or booklet illustrating the procedure.

IU5.2. Recognise similarities and differences between places

- **Compare own town/village with a locality familiar to members of the class or locality of partner school and describe how and why it is similar and different, selecting themes such as urban/rural, climate, land use, economic activity**
- Identify geographical features such as rivers and mountains
- Find out what the nearest towns or cities are and learn their names
- Look at buildings e.g. places of worship, shops, schools, houses and compare with buildings in own town/village
- Prepare information about their own locality to exchange with a partner school
- Capture key images using ICT and produce short documentary.

IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

- **List some things, which typify this country and its diversity , e.g. food, flags, dress, buildings, sport and make comparisons with another country**
- Drawing where appropriate on the expertise of class members, learn about the currency of another country and read aloud prices from menus and price lists. Handle the money. Ask how much something costs and understand prices spoken in the language
- Send a shoebox with objects e.g. coins, sweet wrappers, bus/train timetable, school badge, birthday card to partner school
- Use internet to build comparisons
- Discuss the dangers of stereotyping.