



A recipe for success!

Creating a bespoke scheme of learning for KS2 Languages

Language World 2021

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Light Bulb Languages



@valleseco



Evaluating an existing scheme



Evaluating an existing scheme



Evaluating and rewriting a scheme of work

VOCABULARY

WHAT'S IN A WORD?

DR. RACHEL HAWKES

#NPLS19

30.11.19

PEDAGOGY → informed current Ofsted framework
REVIEW → basis of NCELP work
resources.ncelp.org

? WHY IS LEARNING VOCABULARY IMPORTANT?

- ✓ integral to all areas of our curriculum
- ✓ comprises some of the essential knowledge in the subject

interconnected with phonics & grammar like a plait!

← ✓ essential strand of knowledge

? HOW MANY WORDS DO LEARNERS NEED TO KNOW?

- ✓ by the end of Year 6, 500 (CEFR, A1)

↓
that means 3 or 4 new words per week over the 4 years Y3-Y6.

← and they still need to recall Y3 words at the end of Y6!

? WHICH WORDS SHOULD LEARNERS KNOW?

e.g.

- Numbers 1-12
- Months
- Days
- Parts of the body
- Colours

↑ MORE FREQUENT

↓ LESS FREQUENT

↓
Although the grammar related to colours makes them more useful

Consider:

deux dix
juillet août

? WHICH VERBS SHOULD LEARNERS LEARN?

← some will relate to classroom routines

✓ should be informed by frequency of occurrence in the language
(★ see lists on NCELP website)

✓ special attention should be paid to verbs - they are more frequent than nouns

✓ nouns should be relevant to children's experience & interest

✓ word choice has implications for phonics

- to be
- to have
- to do
- to make
- to go
- to speak
- to think
- to listen
- to sing
- ...

? HOW SHOULD CHILDREN LEARN WORDS?

🐝 PRIMARY BEE from the makers of the Y7 Spelling Bee

😊 currently being piloted

😊 focus on meanings of words not spellings

? HOW DO LEARNERS RETAIN WORDS OVER TIME?

rachelhawkes.com for more

OASIS - Open Accessible Summaries in Language Studies

💡 @valleseco

↓
summaries of research

✓ mixed word-class sets

✓ needs input from learning partners - teachers, students, materials writers, researchers, parents

✓ revisit with:

- songs/rhythm
- actions
- rhyme
- listen & respond
- read & respond

😊 allow them to forget the words, then deliberately revisit and recycle - this is crucial!

Evaluating and rewriting a scheme of work

YEAR 3

① GREETINGS

hola
adiós
buenos días
buenas tardes
buenas noches
hasta luego

me llamo
¿cómo te llamas?
¿qué tal?
muy bien
bien

regular
muy
femeninal
sí
no

LLAMARSE 1,2

② NUMBERS 1-15/ AGE

uno
dos
tres
cuatro
cinco

seis
siete
ocho
nueve
diez

once
doce
trece
catorce
quince

¿cuántos años tienes?
tengo... años

TENER 1,2
NUMBERS

③ COLOURS

rojo
azul
amarillo
verde

blanco
negro
rosa
violeta

naranja
púrpura
plata
multicolor

de color...
¿Es de qué color?

④ GENDER/ NOUNS

un lápiz
un bolígrafo
una regla
una pizarra
un estuche
un sacapuntas

GENDER UN/UNA

⑤ OPINIONS/ FOOD

los platos
las monedas
los sabores
los pases
los colores
los días

el vino
los frutos
los países
los platos
los sabores
los colores

un plato
un fruto
un país
un plato
un sabor
un color

+ B Buen gusto/dinero
y
pero

sin embargo

¿te gusta...?
¿te gustan...?

SINGULAR / PLURAL
DEFINITE ARTICLES
OPINIONS x4
CONJUNCTIONS

⑥ SHAPES/ FLAGS

un triángulo
+ 7 colores
+ números 1-15

el
fondo

una cruz
una franja
un círculo
una estrella
un símbolo

TENER 3
SER 3

NEW WORDS:

① 23 ② 21 ③ 16 ④ 8 ⑤ ~~27~~ 40 ⑥ 9

= 117

1st year



1: ¡Hola! ¿Qué tal?



2: Vamos a contar



3: Los colores



4: En mi estuche



5: Mi familia y yo



6: Mi bandera

2nd year



7: En el parque de animales



8: ¿A qué fecha estamos?



9: ¿Tienes hambre?



10: ¿Qué tiempo hace?

3rd year



11: Números grandes



12: Los planetas



13: ¡Describimos!



14: Me encantan los deportes



15: ¿Qué hora es?

4th year



16: En mi pueblo



17: Así soy yo

extra



18: Yo soy músico

other



Scheme of Work



Key Stage 1



Phonics



Intercultural Understanding



Word mats / Knowledge Organisers



Display



Sound files



Miscellaneous

Y3 Unit 1A

i Hola! ¿Qué tal?

OBJECTIVES	Pupils should learn: - to greet and say goodbye to another person appropriately - to say what their name is - to ask someone else what their name is	CULTURE	- Spanish first names - Customs of meeting and greeting someone - Spanish as a language descended from Latin
VOCABULARY	verbs nouns adjectives (frequency) hola [1245] buenos días [103 / 65] buenas tardes [103 / 392] buenas noches [103 / 164] adiós [2309] hasta luego [60 / 150] me llamo [22 / 122] ¿cómo te llamas? [151 / 48 / 122]	GRAMMAR	1 st person <u>me llamo</u> vs 2 nd person <u>te llamas</u>
PHONICS	silent h (hola) ll = y (llamo / llamas) a o ñ (español)		
ACTIVITIES	- Choral repetition of hola, me llamo and adiós with actions. To practise, teacher says words, children do actions and vice versa. - Look at Latin first names and spot patterns (-us for boys, -a for girls) - Look at Spanish first names featured in Hola Hola song, and spot patterns (-o for boys, -a for girls). Think of names of people in the class that have these endings. - Sing the Hola Hola song from Singing Spanish with just hola me llamo + names - Practise new Spanish written characters á é í ó ú ñ to facilitate writing later. - Complete Me llamo... sheet - Choral repetition of ¿Cómo te llamas? Practise by showing a selection of famous faces. Children have to ask "¿Cómo te llamas?" to find out which person you (or a volunteer) are. - Interview children or they interview each other using giant microphone. Children could also use puppets for added confidence. Stories, poems, songs and rhymes: - Hola Hola (Singing Spanish) ¿Cómo te llamas? (Storybird story)		
RESOURCES	- Giant microphone - Singing Spanish - Puppets - Me llamo sheet - Spanish characters sheet and finger tracing card - Knowledge organiser		
SUMMATIVE TASK			
"I CAN"	I can - Greet other people in Spanish and say goodbye - Tell someone what my name is - Ask someone what their name is - Identify boys' names and girls' names in Spanish		

Y3
Unit
4

OBJECTIVES

Pupils should learn:

- To say and understand 6 classroom items
- To say yes and no
- To identify the gender of a noun ending in o or a
- To identify the gender of a nouns according to its indefinite article un or una
- To use a bilingual dictionary to discover gender and meaning

CULTURE

VOCABULARY

verbs

nouns

adjectives

[frequency]

GRAMMAR

gender of singular nouns
singular indefinite articles

PHONICS

u
z
v vs b

lápiz [3740]
bolígrafo [>5000]
regla [1380]
sacapuntas [>5000]
goma [4437]
estuche [>5000]*

veo [38]
ves [38]

sí [45]
no [11]

un [6]
una [6]

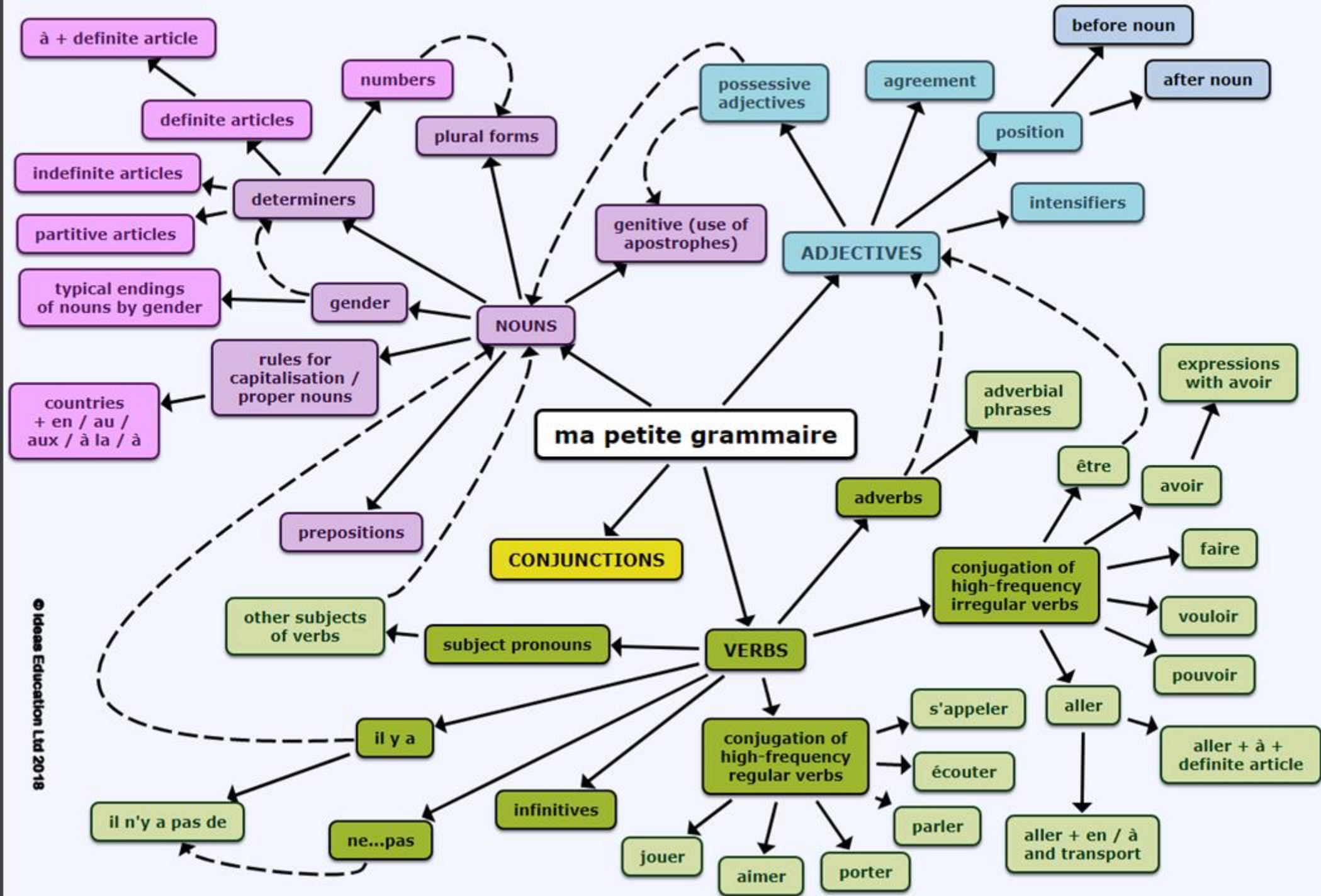
*the 10 most common nouns in Spanish are año, vez, día, cosa, vida, parte, hombre, casa, persona and país. It would be useful to use these for examples.

RESOURCES

- Children explore and use the bilingual dictionary to find some nouns to use
 - Another possible writing activity: children read Bear's Magic Pencil (Anthony Browne) and write in Spanish the next things that Bear saw
- Stories, poems, songs and rhymes:**
- ¿Qué veo? minibook
 - ¿Qué veo? Storybird story
 - Other possible texts: El Paseo de Nina (Isabelle Carrier); De la cabeza a los pies (Eric Carle)
- RESOURCES**
- Flashcards
 - Small cards
 - Toys or other objects to sort into masculine and feminine
 - Bilingual dictionaries
 - ¿Qué veo? minibook
 - ¿Qué veo? Storybird story
 - Knowledge organiser
 - Bilingual dictionaries

NO.	YEAR	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
1A	Y3	¡Hola! ¿Qué tal?	greetings and saying your name	• llamarse 1,2	• greetings • names	h, ll, ñ, a, o
1B	Y3		saying how you feel		• ¿qué tal? • 4 answers to the question	e, i, u, qu
2A	Y3	Vamos a contar	numbers to 15, survey, maths	• tener 1, 2, 3	• numbers 0-15 • más/menos • ¿Qué número tienes?	ce / ci / z, b/v, cu
2B	Y3		saying your age	• tener 1, 2	• numbers 1-15 • ¿Cuántos años tienes? • años	ce / ci / z, b/v, cu, ñ
3	Y3	Los colores	using <i>ser</i> to say what colour something is	• ser 1, 2, 3	• 12 colours • ¿De qué color es? • de color	j, z
4	Y3	En mi estuche	gender of singular nouns using school equipment	• ver 1, 2 • gender of singular nouns • singular indefinite articles	• 6 x school equipment • sí/no	u, z, v
5A	Y3	Mi familia y yo	members of the family, their names and ages	• llamarse 1, 3 • tener 1, 3 • possessive adjective <i>mi</i> • notion of gender	• members of the family • numbers 1-15 • ¿Cómo se llama? • ¿Cuántos años tiene? • names	h, ll, ñ
5B	Y3		pets, their names and ages	• llamarse 3, 6 • tener 3, 6 • possessive adjective <i>mi</i> • notion of gender • plurals of nouns • use of <i>no</i> to make verb negative	• 9 x pet words • numbers 1-15 • ¿Cómo se llama(n)? • ¿Cuántos años tiene(n)? • names	z, j, ll
6	Y3	Mi bandera	describing the colours and shapes on flags	• ser 3 • tener 3 • use of conjunction <i>y</i> • possessive adjective <i>mi</i> • plurals of nouns • adjectival agreement (fem. sing.)	• 6 colours • 5 shapes • numbers 1-15 • bandera	j, ci, a





KS2 / KS3 French Transition Toolkit - template

Agreement Awareness of agreement as a concept, ie the matching of words by number and gender	Subject and verb <i>je chante, le chat saute, les poissons nagent, ils nagent</i> Noun, determiner and adjective <i>la jolie baleine bleue</i> <i>les jolies baleines bleues</i>	
Position of Adjectives Know that most adjectives follow the noun, eg adjectives of colour Know that some adjectives precede the noun, eg petit/grand,	Most adjectives follow the noun <i>une chaise bleue</i> <i>un livre bleu</i> <i>des chaises bleues</i> <i>des livres bleus</i> Some adjectives precede the noun <i>la grande maison</i> <i>la petite maison</i> <i>la jolie maison</i> <i>la jeune fille</i>	
Agreement of adjectives of colour Know that a colour adjective add an -e in the feminine form unless it already ends in -e, and an -s in the plural form unless it already ends in -s Know that some colour adjectives (derived from a noun) are invariable	Adjectives of agreement <i>un chat bleu, des chats bleus</i> <i>une baleine bleue, des baleines bleues</i> <i>un lapin jaune, des lapins jaunes</i> <i>une girafe jaune, des girafes jaunes</i> Invariable adjectives <i>marron, orange</i> <i>eg une baleine orange, des baleines orange</i>	

ASCL Transition Toolkits

(French,
Spanish, German)

[tinyurl.com/
ASCLtransition](https://tinyurl.com/ASCLtransition)







1	Hola. Me llamo Amelia. ¿Qué tal? Muy bien.
2	Tengo ocho años.
3	Soy de color rojo. Es de color amarillo.
4	Tengo un lápiz. Tengo una goma.
5	Mi hermano se llama Callum. Tiene diez años. Tengo un perro. Se llama Rover. Tiene dos años.
6	Mi bandera es roja, azul y blanca. Mi bandera tiene una estrella.

outcomes

(Year 3)



Je suis poli

Je dis BONJOUR
Quand il fait jour
Je dis BONSOIR
Quand il fait noir
Je dis S'IL VOUS PLAÎT
Pour avoir ce qu'il me plaît
Je dis MERCI
Quand je suis poli



Crêpes à la vanille
Pour les jolies filles !

Crêpes au citron
Pour les grands garçons !

Crêpes au chocolat
Pour les petits chats !

Crêpes au romarin
Pour les gros lapins !

poesía

poems in Spanish
for beginner learners

poésie

poems in French
for beginner learners

written by
Clare Seccombe

Ideas
EDUCATION LTD

5: Mi familia y yo

mi familia	my family
mi padre	my father
mi madre	my mother
mi hermano	my brother
mi <u>h</u> ermana	my sister
mi abuelo	my grandfather
mi abuela	my grandmother
mi tío	my uncle
mi tía	my aunt
mi primo	my (male) cousin
mi prima	my (female) cousin
mi amigo	my (male) friend
mi amiga	my (female) friend

mis mascotas	my pets
un perro	a dog
un gato	a cat
un pez	a fish
un pájaro	a bird
un conejo	a rabbit
un ratón	a mouse
un hámster	a hamster
una cobaya	a guinea pig
una tortuga	a tortoise / turtle



making plurals	
ending in a vowel (aeiou)	add s
ending in a consonant	add es
ending in a z	take off z, add ces



KEY SOUNDS

ll	y
ñ	ny, like <u>on</u> ion
h	silent
z	th
j	"furball"



KEY VERB

TENER	to have
tengo	I have
tienes	you have
tiene	he / she / it has
tienen	they have



KEY VERB

LLAMARSE	to be called
se <u>l</u> lama	he / she / it is called
se <u>l</u> laman	they are called

Tengo una hermana.

I have a sister / one sister.

Tengo un hermano.

I have a brother / one brother.

Tengo dos hermanos.

I have two brothers.

¿Cómo se llama tu prima?

What is your cousin called?

Mi prima se llama Alba.

My cousin is called Alba.

¿Cuántos años tiene tu amigo?

How old is your friend?

Mi amigo tiene once años.

My friend is 11 years old.

¿Tienes un perro?

Do you have a dog?

Mi perro se llama Luna.

My dog is called Luna.

Mis peces se llaman Río y Pele.

My fish are called Río and Pele.

Mis peces tienen dos años.

My fish are 2 years old.

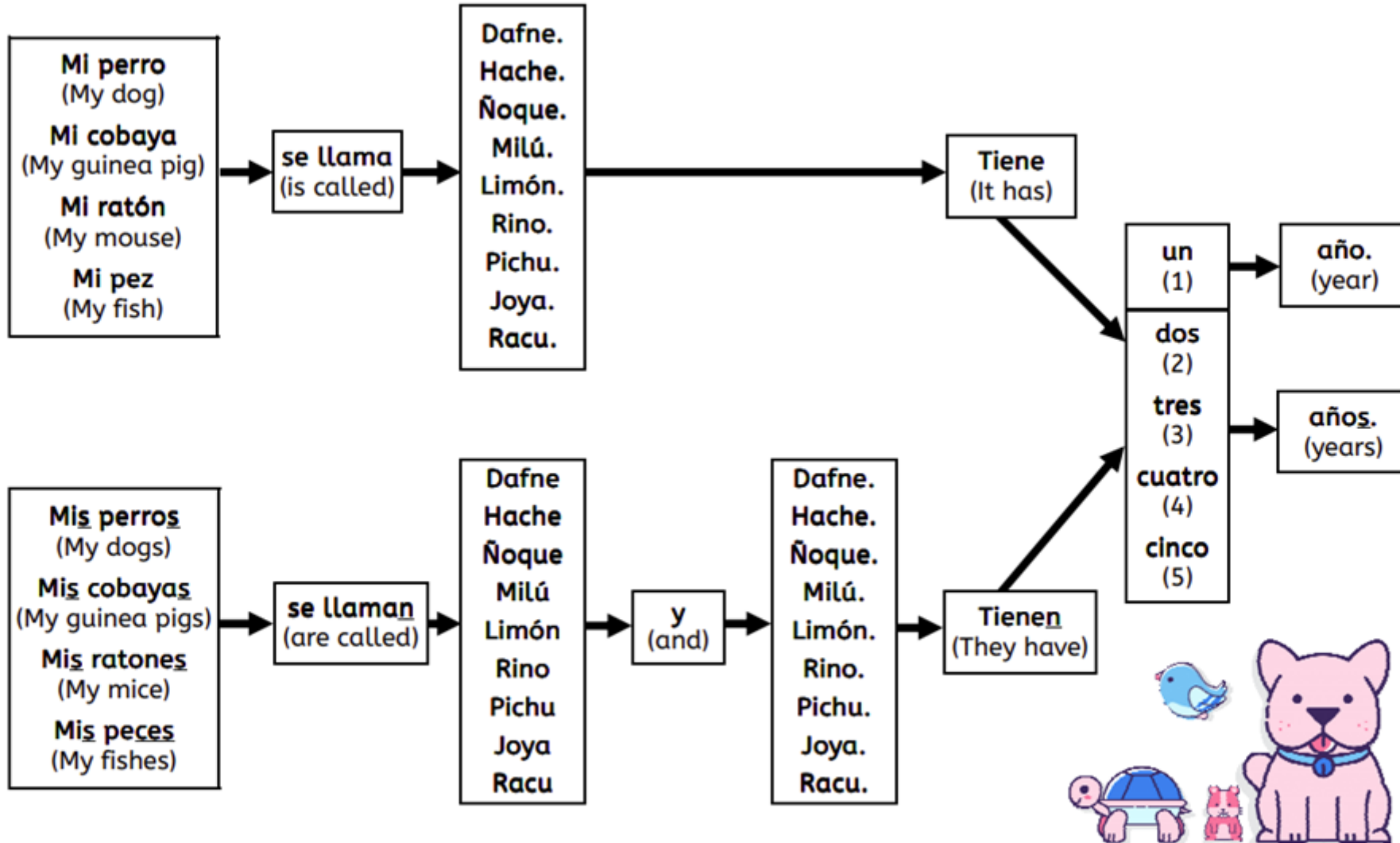


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knowledge organisers

¿Tienes mascotas?

me llamo



images from flaticon.com

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sentence builders

¿Cómo eres?

me llamo

y (and) pero (but)	Soy (I am)		alto (tall)	tímido (shy)	masculine
	Eres (You are)		bajo (short)	inteligente (intelligent)	
muy (very) bastante (quite)	¿Eres? (Are you?)		divertido (funny)	deportista (sporty)	feminine
	Es (He / She is)		simpático (nice)	inteligente (intelligent)	
No (Not)	Es (He is)		alta (tall)	tímida (shy)	masculine
	un chico (a boy)		baja (short)	inteligente (intelligent)	
	Es (She is)		divertida (funny)	deportista (sporty)	feminine
	una chica (a girl)		simpática (nice)	deportista (sporty)	

Evaluating your new scheme





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