



European Schools

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English Syllabus LII primary cycle

APPROVED BY THE JOINT TEACHING COMMITTEE

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INTRODUCTION

On the basis of the existing three different syllabuses for Language II¹ in English, French and German, a Joint Working group “Language II” started to develop a combined curriculum taking into consideration recent developments in the European Union and in the Council of Europe.

The Common Curriculum is based on the “*Common European Framework of Reference for the Teaching and Learning of Foreign Languages*” (published by the Council of Europe 2001) and the *European Framework for Key Competences for Lifelong Learning* (published by the European Commission 2006).

This syllabus reflects the philosophy of the harmonised second language curriculum (2012-08-D-13-en-2).

This syllabus replaces the English second language syllabus (97-D-204).

This Common Curriculum replaces the curriculum sections of the original document: 92-D-296 (Guidelines for second language teaching in the primary sections).

It takes account of the following documents:

- 2012-01-D-36-en-5 (Working Group “Languages”, final proposal- Proposal A)
- 2011-09-D-47-fr-3 (New structure for all syllabuses in the system of the European schools)
- 2011-01-D-61-en-3 (Assessment policy in the European schools)

The Curriculum includes general objectives, didactic principles, teaching and learning objectives, contents and assessment. It presents the linguistic items students will be expected to learn, and it describes the competences they will develop in order to communicate effectively. Together with the need for formative, diagnostic and summative assessment of pupils’ language II learning, there is also place for pupils’ self-assessment and the development of pupil portfolios.

¹ The study of an L II, ab initio, is compulsory for all primary students from Year 1 to Year 5. Students may choose one of the three vehicular languages of the European Schools, English, French or German, as L II, but the language chosen must be different from that studied as L I.

The learning objectives up to the end of Year 5 are based on five years (two and a half periods per week) of continuous study of the language.)

EINLEITUNG

Auf der Grundlage der drei verschiedenen Lehrpläne für die zweite Sprache² in Englisch, Französisch und Deutsch hat sich die Arbeitsgruppe „Sprache II“ zur Aufgabe gemacht, einen gemeinsamen Lehrplan zu verfassen, der den jüngsten Entwicklungen in der Europäischen Union und im Europarat Rechnung trägt.

Dieser gemeinsame Lehrplan stützt sich weitgehend auf den „*Gemeinsamen Europäischen Referenzrahmen für Sprachen: Lernen, lehren, beurteilen*“ (hrsg. vom Europarat 2001) und auf den „*Europäischen Referenzrahmen für Schlüsselkompetenzen für lebenslanges Lernen*“ (hrsg. von der Europäischen Kommission 2006).

Dieser Lehrplan für Englisch als Zweite Sprache spiegelt die allgemeine Philosophie des harmonisierten gemeinsamen Lehrplanes für die drei Sprachen: Deutsch, Englisch und Französisch wider.

Er ersetzt den Lehrplan für Englisch LII (97-D-204).

Dieser Lehrplan ersetzt die Lehrplanabschnitte des Originaldokuments 92-D-296 (Richtlinien für den Unterricht in der ersten Fremdsprache in der Grundschule).

Es beruft sich insbesondere auf folgende Dokumente:

- 2012-01-D-36-de-5 (Arbeitsgruppe „Sprachen“: endgültiger Vorschlag – Vorschlag A)
- 2011-09-D-47-de-3 (Neue Struktur für alle Lehrpläne des Systems der Europäischen Schulen)
- 2011-01-D-61-de-3 (Beurteilungsphilosophie an den Europäischen Schulen)

Der Lehrplan enthält allgemeine Zielsetzungen, didaktische Grundsätze sowie Unterrichts- und Lernziele, Inhalte und Richtlinien zur Beurteilung. Hier werden die Fertigkeiten, die die Schüler/innen zu einer effizienten Kommunikation entwickeln müssen sowie die dafür erforderlichen sprachlichen Kompetenzen beschrieben. Zusätzlich zu der erforderlichen diagnostischen, formativen, und summativen Beurteilung des Lernprozesses der Schüler/innen in der zweiten Sprache nimmt die Förderung von Selbstbeurteilung und damit verbunden der Einsatz von Schülerportfolios einen immer höheren Stellenwert ein.

² Das Erlernen einer zweiten Sprache von Anfang an ist für alle Schüler/innen der Primarstufe der Klassen 1 bis 5 verpflichtend. Als zweite Sprache können die Schüler/innen eine der drei Vehikularsprachen der Europäischen Schulen, Englisch, Französisch oder Deutsch wählen, wobei diese Sprache nicht ihrer als erste Sprache gelernten Sprache entsprechen darf.

Die Lernziele bis zum Ende der Klasse 5 verteilen sich bei ununterbrochenem Sprachunterricht über fünf Jahre (zweieinhalb Unterrichtseinheiten pro Woche).

INTRODUCTION

Prenant comme base de travail les trois différents programmes de langue II³ en anglais, français et allemand, un groupe de travail mixte «Langue II » a engagé la rédaction d'un curriculum en tenant compte des récentes évolutions au sein de l'Union européenne et du Conseil de l'Europe.

Le curriculum commun s'appuie sur le Cadre européen commun de référence pour l'enseignement et l'apprentissage des langues (publié par le Conseil de l'Europe en 2001) et sur Le Cadre européen commun des compétences clés pour l'éducation et la formation tout au long de la vie (publié par la Commission Européenne en 2006)

Ce programme s'inscrit dans la philosophie du curriculum harmonisé des langues II (2012-08-D-13-en-2).

Ce programme remplace le programme de langue II en anglais (97-D-204).

Ce programme remplace les volets curriculaires du document d'origine 92-D-296 (Principes directeurs pour l'enseignement de la deuxième langue primaire)

Il prend en compte les documents suivants :

- 2012-01-D-36-fr-5 (Proposition finale du groupe de travail « Langues »- Proposition A)
- 2011-09-D-47-fr-3 (Nouvelle structure pour tous les programmes au sein du système des Ecoles européennes)
- 2011-01-D-61-en-3 (Politique d'évaluation dans les Ecoles européennes)

Ce programme comprend des objectifs généraux, des principes didactiques, des objectifs concernant l'enseignement et l'apprentissage, des contenus d'apprentissage et des outils d'évaluation. Il présente les items linguistiques que l'élève doit apprendre et il décrit les compétences qu'il doit développer dans le but de communiquer efficacement. Basé à la fois sur la nécessité d'une évaluation formative, diagnostique et sommative, ce programme laisse une place à l'autoévaluation et au développement du portfolio de l'élève.

³ L'étude d'une L II, *ab initio*, est obligatoire pour tous les élèves de primaire, de la 1^{ère} à la 5^e. Les élèves peuvent choisir l'une des trois langues véhiculaires des Ecoles européennes – anglais, français, allemand – en tant que L II pour autant que celle-ci soit différente de la langue étudiée en tant que L I.

Les objectifs d'apprentissage en fin de 5^e sont basés sur cinq années d'étude continue de la langue (à raison de 2,5 périodes hebdomadaires).

1. GENERAL OBJECTIVES

Among the general objectives defined by the European Schools are the following that are specific to teaching and learning languages:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to develop high standards in the mother tongue and in foreign languages;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.
(www.eurisc.org)

In particular, the primary cycle of the European Schools has the following objectives:

- facilitating pupils' acquisition of literacy skills
- providing formal, subject based education
- encouraging students' personal development in a wider social and cultural context.

These objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities. Language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006, the European Council and European Parliament adopted a *European Framework for Key Competences for Lifelong Learning*. This framework identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' curriculum seeks to develop all of these key competences in the pupils. The Language II Curriculum makes a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the children's cultural awareness and expression.

LII is compulsory for all primary students from Year 1 to Year 5. Students may choose one of the three vehicular languages of the European Schools: English, French or German. The language chosen must be different from that studied as L I.

Time allocated for L2 is:

Year 1 & Year 2 – 5 x 30 minutes per week

Year 3, 4 & 5 – 5 x 45 minutes per week

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFR)*.

The first three levels of achievement are relevant for L II education at primary level:

A 1 Breakthrough

A 2 Waystage

B 1 Threshold

Students with no command of the second language when entering schooling in Primary Class 1 should reach level A2 by the end of primary education. Students with an advanced level of language competence could reach level B1, at least in some of the competence areas.

The level reached by the children will depend on individual language and learning skills but the minimum expected level, under normal circumstances, for the end of primary education is A2. Children with high levels of LII may progress further into B1, or even B2 in some strands.

2. DIDACTIC PRINCIPLES

Language Learning Principles:

- Language learning should be communicative, participative and active.
- Every use of language should be meaningful, contextualised and, in the broadest sense, social.
- Language includes non-verbal communication.
- The first language provides the foundation for second language acquisition.
Second language acquisition has features in common with first language acquisition.
Making links between the second language and the first language draws on and increases pupils' knowledge about languages in general.
- Learning is the anchoring of new information; new learning 'slots in' to what is known before.
Second Language teaching should, where possible, maximize existing or recent learning contexts in the first language class.
- Language development should be seen as holistic in nature so that development in one aspect supports learning in another.
- Second language learners should acquire the target language in natural and real interactive learning situations, where communication is meaningful and relevant.
- The four skills may not progress at the same rate. Therefore any one child is unlikely to be able to perform with equal facility in all skills.
- The receptive skills of listening and reading are usually more advanced than the productive skills of speaking and writing. Listening/speaking precede reading/writing. Oracy is therefore a prerequisite for other strands of language development.
- An initial silent period is a common feature of second language acquisition. This is a period of active absorption of new sounds and structures, and should be recognised as a normal stage of progression.
Many second language learners in the early stages understand more than they can express.
- Spoken fluency should not be taken as an indication of overall proficiency and does not automatically translate to written fluency.
Children will develop 'basic interpersonal communication skills' long before they acquire the full range of literacy skills i.e. 'cognitive academic language proficiency' required for European School purposes.
- Intercultural Understanding (IC) is an important aspect of learning languages, particularly in the European School where pupils of many different nationalities and cultures are learning a second language side by side.

Teaching strategies for language learning

- Teaching strategies concern the methods, procedures, techniques, organisation and materials which will provide the most effective means of achieving the aims for a child or group of children.
- Any teaching strategy incorporates theories of language and learning.
- An informed and reflective practitioner will deploy a combination of strategies which best suit the needs of the children and takes into consideration local circumstances.
- The starting point is always the child(ren)'s current level of linguistic competence and experience as well as their age, ability, interest and learning styles.
- The content of what is taught should be intrinsically challenging and relevant so that pupils can be engaged by it.

- Any activity should introduce, practise or reinforce new learning, recall previous learning or extend pupils' competence.
- Different activities require different strategies. There should be provision for whole class, group, pair and individual work as appropriate. Where appropriate, children will work in mixed or similar ability groups, and also, form their own groups.
- While some published schemes may include material useful for some aspects of second language work, no published scheme can take account of the range of linguistic experiences and competencies present in any European School class.

3. LEARNING OBJECTIVES -The Learning Continuum

The Learning Continuum takes as its basis the Common European Framework of Reference for Languages (CEFR). The CEFR describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to become proficient in the additional language. The Learning Continuum places children at the heart of the curriculum. It shows **the learning journey** children will take from the stage at which they are beginners in Language II to a more advanced proficiency later in their schooling. The Learning Continuum defines language acquisition in terms of the following dimensions:

- Understanding (listening)
- Understanding (reading)
- Speaking (spoken production)
- Speaking (spoken interaction)
- Writing

The Learning Continuum defines the key learning steps that children will take towards these CEFR levels at A1-B1. On the Continuum table, for each dimension, e.g. writing, these steps are recorded as incremental learning outcomes and coded as follows; A1:1, A1:2, A1:3.

The Learning Continuum

Listening	Spoken Production	Spoken Interaction	Reading	Writing
<p>A1 OVERALL: Can understand familiar words and very basic phrases when people speak slowly and clearly.</p>	<p>A1 OVERALL: Can use simple phrases and sentences ...can also talk to someone in a simple way, asking and answering questions.</p>	<p>A1 OVERALL: Can understand familiar names, words and very simple sentences.</p>	<p>A1 OVERALL: Can write a short, simple postcard or e-mail message. Can write simple information about myself.</p>	
<p>A1:1- Can understand a few familiar spoken words, phrases and instructions. Can respond to simple phrases and familiar vocabulary. Can understand a wider range of phrases and vocabulary.</p> <p>A1:2- Can understand a range of familiar spoken words, phrases and instructions. Can understand and respond to the gist of simple sentences. Can understand simple exchanges.</p> <p>A1:3 – Can understand the main points from a short spoken passage or story. Can understand and respond to short, simple instructions.</p>	<p>A1: 1 - Can use simple phrases and sentences to describe where I live and people I know.</p>	<p>A1:1 - Can say or repeat a few words and short simple phrases. Can imitate with approximate pronunciation and intonation. Can repeat a range of words and common phrases. Can produce short, simple responses to what is seen or heard.</p> <p>A1:2 – Can answer simple questions and give basic information.</p> <p>A1:3 – Can ask and answer simple questions and talk about my interests. Can recite a dialogue, poem or song. Can participate in structured dialogue, using familiar language, including aspects of tense.</p>	<p>A1:1 – Can understand familiar names, words and very simple sentences / can recognise and read out a few familiar words and phrases e.g. from stories and rhymes, labels on familiar objects, the date, the weather. Can recognise the connection between letter combinations and sounds.</p> <p>A1:2 - Can understand familiar written phrases e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet. Can understand and respond to simple sentences in familiar context. Choose from a pre-selected range of simple texts and begin to read.</p> <p>A1:3 - Can understand the main point(s) from a short written passage in clear printed script e.g. very simple messages on a postcard or in an e-mail.</p>	<p>A:1 – Can write or correctly copy simple words or symbols. Can write own name. Can correctly copy short sentences. Can spell correctly some basic vocabulary taught in class.</p> <p>A1:2 Can write one or two short sentences or fill in the words on a simple form. Can write one or two short sentences about everyday topics.</p> <p>A1:3 Can write two or three short sentences using reference materials/with the support of a peer. Can recognise the distinctive features of written English.</p>

Listening	Spoken Production	Spoken Interaction	Reading	Writing
<p>A2 OVERALL: Can understand phrases and high frequency words relating to basic personal and everyday matters, and the main points in short, clear, simple messages and announcements.</p>	<p>A2 OVERALL: Can give a short prepared talk, e.g. describe a picture or people, my school, my home.</p>	<p>A2 OVERALL: Can take part in a simple conversation on familiar topics.</p>	<p>A2 OVERALL: Can read very short, simple texts and find information needed in longer texts, such as simple messages, stories or Internet texts</p>	<p>A2 OVERALL: Can write short, simple notes and messages. Can write a simple personal letter or email message.</p>
<p>A2:1 – Can understand the main points and some of the detail from a short spoken passage. Can understand and respond to longer instructions, messages and dialogues in familiar language. Can understand questions and answers. Can identify and respond to specific and significant details in a range of familiar material. Can recognise the context of a range of communications. A2:2 – Can understand the main points and simple opinions (eg likes/dislikes) of a longer spoken passage. Can understand the gist and main points of a range of speech, including short narratives and materials from different contexts. Can understand and respond to longer instructions, messages and dialogues in familiar language. A2:3 – Can understand spoken passages referring to past or future events. Can understand specific information or details from a wide range of familiar material (stories, dialogues and information).</p>	<p>A2:1 – Can use a series of phrases and sentences to describe facets of life in simple terms e.g. family and other people, pets, hobbies, celebrations etc. A2:2 – Can give a short prepared talk, on a chosen topic, including expressing feelings / opinions. Can speak aloud with intelligible pronunciation. Can recite a range of poems, songs and scripts. Can use adjectives and prepositions to describe. Can use familiar verbs in past and present tense. A2:3 – Can give a short prepared talk, on a chosen topic, including expressing feelings / opinions and answering simple questions about it. Can begin to understand differences between English and mother tongue. Can speak with increasing fluency and clear intonation on familiar topics. Can recount the main points of a story and recite poems, dialogues with appropriate intonation.</p>	<p>A2: 1 – Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. A2:2 – Can take part in a simple conversation and express opinions. Can speak and respond with intelligible pronunciation using familiar language. Can use familiar phrases in independent speech. A2:3 – Can participate in short social exchanges, responding to input from others.</p>	<p>A2:1 – Can understand the main point(s) and some of the detail from a short written passage e.g. <i>three to four sentences of information about an e-pal; a description of someone's school day. ...</i> Can read very short, simple texts and find information needed in longer texts such as simple messages, stories or internet texts. Can choose from a range of appropriate texts and read independently. Can find out the meanings of words by referring to texts or dictionaries. A2:2 – Can understand the main point(s) and give simple opinions (e.g. likes and dislikes) of a longer written passage e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story. A2:3 – Can understand longer passages and distinguish present and past or future events e.g. a short story; a description of someone's day; a letter in which someone describes a person or place, an excursion. Can recognise words and phrases encountered in the written form for the first time. Can understand and respond to texts by correctly answering questions.</p>	<p>A2:1 – Can write a short passage on a familiar topic using reference materials/with the support of a peer. Can produce short texts following an outline. A2:2 – Can write a short passage on a range of everyday topics, including the past tense. Can revise writing, achieving greater accuracy, precision and variety of expression. A2:3 – Can write a simple text e.g. a letter, giving and seeking information. Can write individual words and short phrases from memory. Can use familiar vocabulary and an increasing range of sentences. Can write for a variety of purposes. Can recognise that written language is different from spoken language.</p>

Listening	Spoken Production	Spoken Interaction	Reading	Writing
<p>B1 OVERALL : Can understand the main points of clear standard speech on familiar topics met regularly in spare time and at school. Can understand the main points of many radio or TV programmes on topics of interest, when the commentary is fairly slow and clear.</p>	<p>B1 OVERALL : Can tell a story and can describe past and future events, giving reasons for opinions and plans.</p>	<p>B1 OVERALL: Can join in an unprepared conversation on everyday topics.</p>	<p>B1 OVERALL: Can understand authentic texts on topics of interest.</p>	<p>B1 OVERALL: Can write simple connected text on topics which are familiar or of interest. Can write personal letters and e-mails describing experiences and impressions.</p>
<p>B1:1 – Can understand longer passages and recognise people’s points of view. Can summarise the gist of narratives, messages, news etc. Can understand specific information from longer spoken language. B1:2 – Can understand passages including opinion pieces. Can draw inferences when listening to familiar and less familiar materials. B1:3 – Can understand the gist of a range of authentic passages. Produce a detailed oral or written summary of a given text.</p>	<p>B 1:1 - Can briefly give reasons and explanations for opinions and plans. B1:2 – Can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. B1: 3 – Can answer simple unprepared questions in a conversation or following a presentation. Can use a range of verbs in past, present and future tense. Can begin to use informal and formal speech as appropriate to the audience. Can speak with fluency, spontaneity and intelligible pronunciation. B1:4 – Can narrate a story or relate the plot of a book or film and describe reactions and opinions.</p>	<p>B1:1 – Can communicate in situations outside the L2 classroom where English is spoken.</p> <p>B1:2 – Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies), giving and justifying opinions, feelings and ideas. Can begin to use modal verbs such as ‘could’, ‘might’, ‘should’.</p>	<p>B1:1 – Can understand longer passages and recognise people’ s points of view e.g. a longer e-mail message or letter ... B1:2 – Can understand passages including opinion pieces. e.g. texts about everyday life in another country, a letter from a magazine. Can demonstrate increasing competence when reading information when presented in a variety of formats. Can identify and extract information for a specific purpose from a wider range of texts on familiar topics. Can plan, undertake and discuss a programme of independent reading in which texts are chosen for personal interest and information. B1:3 – Can understand a wide range of authentic texts and can produce an oral or written summary or translation of a given text e.g. internet texts on topics in other subjects, a story or magazine article.</p>	<p>B1:1 – Can write a passage, e.g. a report or a letter, conveying simple opinions and/or points of view. Can write a short passage on a familiar topic in the future tense. Can produce more complex grammatically correct sentences. B1:2 – Can produce formal and informal texts in appropriate styles. Can use simple descriptive language to write about familiar topics and experiences, including future and past events. Can show an understanding of basic elements of grammar in new contexts, and generally adopt correct word order. B1:3 – Can communicate ideas accurately and in an appropriate style over a range of topics. Can write independently on a range of factual and non factual topics, adapting length, and style to match purpose and reader. Can express ideas or opinions with reasons on familiar topics. Can choose the appropriate form of writing for a particular task, organising content and ideas to produce a coherent and largely accurate piece of writing.</p>

THE LEARNING CONTINUUM (An alternative format)

B1

LEARNING CONTINUUM

Speaking (spoken production)

B1 OVERALL ... can tell a story and can describe things I've done and what is going to be done, giving reasons for opinions and plans

B1:4 - can narrate a story or relate the plot of a book or film and describe reactions and opinions

B1:3 - can answer simple unprepared questions in a conversation or following a presentation

- can use a range of verbs in past, present and future tense
- can begin to use informal and formal speech as appropriate to the audience
- can speak with fluency, spontaneity and intelligible pronunciation

B1:2 - can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions

B 1:1 - can briefly give reasons and explanations for opinions and plans

A2 OVERALL ... can give a short prepared talk, e.g. describe a picture or people, my school, my home

A2:3 - give a short prepared talk, on a chosen topic, including expressing feelings / opinions and answering simple questions

- can begin to understand differences between English and mother tongue
- can speak with increasing fluency and clear intonation on familiar topics
- can recount the main points of a story and recite poems, dialogues with appropriate intonation

A2:2 - can give a short prepared talk, on a chosen topic, including expressing feelings / opinions

- can speak aloud with intelligible pronunciation
- can recite a range of poems, songs and scripts

A2: 1 - can use a series of phrases and sentences to describe facets of life in simple terms e.g. family and other people, pets, hobbies, celebrations etc

A2

A1: 1 - can use simple phrases and sentences to describe where I live and people I know

A1 OVERALL ...can use simple phrases and sentences ...can also talk to someone in a simple way, asking and answering questions

A1

LEARNING CONTINUUM

Speaking (spoken interaction)

B1 OVERALL ...can join in an unprepared conversation on everyday topics

B1:2 - can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life
e.g. family, hobbies
 - can give and justify opinions, feelings and ideas
 - can begin to use modal verbs such as 'could', 'might', 'should'

B1:1 - can communicate in situations outside the classroom where English is spoken

A2 OVERALL ...can take part in a simple conversation on familiar topics

A2:3 - can participate in short social exchanges, responding to input from others.

A2:2 - can take part in a simple conversation and express opinions
 - can speak and respond with intelligible pronunciation using familiar language
 - can use familiar phrases in independent speech

A2:1 - can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities

A1:3 - can ask and answer simple questions and talk about my interests
 - can participate in short social exchanges, responding to input from others.
 - can recite a dialogue, poem or song
 - can participate in structured dialogue using familiar language, including aspects of tense

A1:2 - can answer simple questions and give basic information

A1:1 - can say or repeat a few words and short simple phrases.

- can imitate with approximate pronunciation and intonation
 - can repeat a range of words and common phrases
 - can produce short, simple responses to what is seen or heard

A1 OVERALL ...can use simple phrases and sentences ...can also talk to someone in a simple way, asking and answering questions

LEARNING CONTINUUM

Understanding (Listening)

B1

B1:3 - can understand the gist of a range of authentic passages; can produce a detailed oral or written summary of a given text

B1:2 - can understand passages including opinion pieces.
-can draw inferences when listening to familiar and less familiar materials

B1 OVERALL ...can understand the main points of clear standard speech on familiar topics met regularly in spare time and at school
...can understand the main points of many radio or TV programmes on topics of interest, when the commentary is fairly slow and clear

B1:1 - can understand longer passages and recognise people's points of view
-can summarise the gist of narratives, messages, news etc.
-can understand specific information from longer spoken language

A2

A2: OVERALL ...can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements

A2:3 - can understand spoken passages referring to past or future events
-can understand specific information or details from a wide range of familiar material (stories, dialogues and information)

A2

A2:2 - can understand the main points and simple opinions (eg likes/dislikes) of a longer spoken passage
-can understand the gist and main points of a range of speech, including short narratives and materials from different contexts
-can understand and respond to longer instructions, messages and dialogues in familiar language

A2:1 - can understand the main points and some of the detail from a short spoken passage
-can understand and respond to longer instructions, messages and dialogues in familiar language
-can understand questions and answers
-can identify and respond to specific and significant details in a range of familiar material
-can recognise the context of a range of communications

A1

A1:3 - can understand the main points from a short spoken passage or story
-can understand and respond to short, simple instructions

A1

A1:2 - can understand a range of familiar spoken words, phrases and instructions
-can understand and respond to the gist of simple sentences
-can understand simple exchanges

A1 OVERALL ... can understand familiar words and very basic phrases when people speak slowly and clearly

A1:1 - can understand a few familiar spoken words, phrases and instructions
-can respond to simple phrases and familiar vocabulary
-can understand a wider range of phrases and vocabulary

LEARNING CONTINUUM

Understanding (Reading)

B1:3 - can understand a wide range of authentic texts and can produce an oral or written summary or translation of a given text e.g. internet texts on topics other subjects, a story or magazine article ...

B1

B1 OVERALL ... can understand authentic texts on topics of interest and the description of events, feelings and wishes in personal letters or e-mails

B1:2 - can understand passages including opinion pieces e.g. texts about everyday life in another country, a letter from a magazine
 -can demonstrate increasing competence when reading information which is presented in a variety of formats
 -can identify and extract information for a specific purpose from a wider range of texts on familiar topics
 -can plan, undertake and discuss a programme of independent reading in which texts are chosen for personal interest and information

B1:1 - can understand longer passages and recognise people's points of view e.g. a longer e-mail message or letter ...

A2

A2 OVERALL ...can read very short, simple texts and find information needed in longer texts, such as simple messages, stories or Internet texts

A2:3 - can understand longer passages and distinguish present and past or future events e.g. a short story; a description of someone's day; a letter in which someone describes a person or place, an excursion ...
 -can recognise words and phrases encountered in the written form for the first time
 -can understand and respond to texts by correctly answering questions

A2:2 - can understand the main point(s) and give simple opinions (e.g. likes and dislikes) of a longer written passage e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story...

A2:1 - can understand the main point(s) and some of the detail from a short written passage e.g. three to four sentences of information about an e-pal; a description of someone's school day ...
 -can read very short, simple texts and find information in longer texts such as simple messages, stories or internet texts
 -can choose from a range of appropriate texts and read independently
 -can find out the meanings of words by referring to texts or dictionaries

A1

A1:3 - can understand the main point(s) from a short written passage in clear printed script e.g. very simple messages on a postcard or in an e-mail

A1:2 - can understand familiar written phrases e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet ...
 -can understand and respond to simple sentences in familiar context
 -can choose from a pre-selected range of simple texts and begin to read

A1 OVERALL ...can understand familiar names, words and very simple sentences

A1:1 - can understand familiar names, words and very simple sentences / can recognise and read out a few familiar words and phrases e.g. from stories and rhymes, labels on familiar objects, the date, the weather
 -can recognise the connection between letter combinations and sounds

LEARNING CONTINUUM

Understanding (Writing)

B1

B1 OVERALL ... can write simple connected text on topics which are familiar or of interest
can write personal letters and e-mails describing experiences and impressions

B1:3 - communicate ideas accurately and in an appropriate style over a range of topics
-write independently on a range of factual and non factual topics adapting length, and style to match purpose and reader
-express ideas or opinions with reasons on familiar topics
-choose the appropriate form of writing for a particular task, organising content and ideas to produce a coherent and largely accurate piece of writing

B1:2 - can produce formal and informal texts in appropriate styles
-can use simple descriptive language to write about familiar topics and experiences including future and past events
-can show an understanding of basic elements of grammar in new contexts and generally adopt correct word order

B1:1 - can write a passage, e.g. a report or a letter, conveying simple opinions and/or points of view
-can write a short passage on a familiar topic in the future tense
-can produce more complex grammatically correct sentences

A2

A2 OVERALL ... can write short, simple notes and messages
can write a simple personal letter or email message

A2:3 - can write a simple text e.g. a letter, giving and seeking information
Can write individual words and short phrases from memory
Can use familiar vocabulary and an increasing range of sentences
Can write for a variety of purposes
Can recognize that written language is different from spoken language

A2:2 - can write a short passage on a range of everyday topics, including the past tense
Can revise writing, achieving greater accuracy, precision and variety of expression

A2:1 - can write a short passage on a familiar topic using reference materials/with the support of a peer
-can produce short texts following an outline

A1

A1:3 - can write two or three short sentences using reference materials/with the support of a peer
Can recognize the distinctive features of written English

A1:2 - can write one or two short sentences or fill in the words on a simple form
-can write one or two short sentences about everyday experiences

A1:1 - can write or correctly copy simple words or symbols
-can write my own name
-can correctly copy short sentences
-can spell correctly some basic vocabulary taught in class

A1 OVERALL ... can write a short, simple postcard or e-mail message
can write simple information about myself

4. CURRICULUM CONTENT AREAS

The school's annual planning should draw on **some or all** of the following six content areas by selecting relevant themes. For example, a theme chosen from content area 1 might be 'Families', a theme from content area 6 might be 'Around the Town'.

CONTENT AREA 1: The pupils, their families and their friends

CONTENT AREA 2: The pupils and their school

CONTENT AREA 3: The pupils and their free-time

CONTENT AREA 4: The pupils and their well-being

CONTENT AREA 5: The pupils and the world of fantasy

CONTENT AREA 6: The pupils and the world around them

Themes should be organised into units of appropriate length and taught to parallel L2 classes.

Themes can be linked to other curriculum areas eg. *Discovery of the World, European Hours*

PROGRAMME OF STUDY FOR LANGUAGE II LEARNING

Oracy: Listening and Speaking

Children should be provided with opportunities to:

- listen to and speak with one another, their teachers, and other adults in a variety of situations, including pairs, different sized groups, and the whole class
- use everyday classroom language as early as possible, such as greetings, requests to go to the toilet, etc
- use appropriate and natural pronunciation and intonation
- recite and sing songs and nursery rhymes
- respond to oral stimuli including greetings and instructions from the teacher, songs, stories, poems, and content from radio, television, tape, cd and the internet
- respond to visual stimuli, including: pictures, a wall story, colourful story/reference books, TV and internet
- develop a relationship by asking and answering questions
- talk about themselves, exchanging personal news and sharing experiences
- create stories together
- present dialogues, simple playlets and improvisations
- use incidental language as they play table and class games
- use language in connection with practical and educational experiences
- listen to each other reading published material and material they have created
- use full sentences, where appropriate, from as early as possible

As children develop their communicative skills, they should be encouraged to take every available opportunity to communicate with a range of people, using the language naturally.

Literacy: Reading

The literacy skill of reading is supported by, and in turn reinforces, the development of listening, speaking and writing. Children should be helped to transfer the reading skills already acquired in their dominant language to a range of contexts.

Teachers and children should regularly read aloud.

Children should be provided with opportunities to:

- use a range of reading materials that are stimulating, up-to-date and age appropriate, as well as experience a wide range of classroom and environmental English, including their own work
- read individually, with the teacher, with a partner, as a member of a small group and to the class
- read their own and other's work for pleasure and for the purposes of editing
- identify the key elements of a story/information text and be able to answer questions about it in full sentences
- respond to a range of texts through activities including: asking and answering questions, re-telling a story, noting the development of plot or characters, extending the story, predicting the next step, turning part of the story into a script, dramatically improvising a part or all of the story
- use their reference skills, such as skimming and scanning and using a contents page and index
- use their dictionary skills with the aim of clarifying meaning, extending vocabulary and checking spellings
- browse through a range of texts, including http texts
- read and perform poetry and plays, and raise and answer questions about what they have read
- express an opinion on various reading materials

Literacy: Writing

The literacy skill of writing is supported by, and in turn reinforces, the development of listening, speaking and reading. Relevant talk and discussion should precede writing activities. Stimuli for writing should be age appropriate, attractive and relevant. Writing should develop gradually over a period of time. Writing may be based on patterns and examples of written language seen or presented. The teacher will often model the writing of different genres and also jointly construct texts with the children.

Children should undertake increasingly varied tasks and practise writing for different purposes. Children should respond personally and creatively when writing and display writing conventions appropriate to their age and ability.

While the early emphasis in writing is on conveying meaning, an awareness of correct spelling and grammar should be introduced as appropriate. Strategies such as redrafting should be used to extend and improve writing. Children should write individually, in pairs and groups. Children should use a range of ICT writing contexts.

Children should be provided with opportunities to:

- read and be exposed to sufficient examples of the kinds of writing they are undertaking
- label, describe, record, fill in speech bubbles, write captions
- record answers in full sentences
- compose instructions e.g. for a recipe
- design cards such as Christmas cards and invitations to a party
- compose a note, message, e-mail, postcard and simple letters
- keep and use a diary and or scrapbook
- design and complete a questionnaire
- compose imaginative passages
- compose dialogues and write stories
- make their own books
- record personal experiences, feelings and ideas
- record information
- express opinions
- write descriptions
- take notes for various purposes
- write for different kinds of readers, different purposes and in different forms
- use their skills in revising and redrafting their written work
- read their written work aloud for others to appreciate

Intercultural Understanding

The European School is a unique organisation, where children of many different languages and cultures learn their second language side by side. Since language and culture are so fundamentally bound up with a person's identity, focusing on the children's various cultural and linguistic backgrounds allows them to be valued and to value each other as individuals as well as increase their knowledge about the world.

Children should be provided with opportunities to:

- appreciate the diversity of languages spoken within the school
- appreciate the range of dialects and accents within the English speaking world
- talk about the similarities and differences of social conventions between different cultures
- identify the country or countries where the languages of the school are spoken
- learn about festivals and celebrations in different cultures
- compare traditional stories
- identify similarities and differences
- learn simple phrases to celebrate festivals
- compare pastimes of children of different cultures and countries
- exchange information with a partner school, e.g. sports, hobbies
- compare characteristics of simple stories between cultures
- look at the writing system of the language
- revise the location of country/countries where the language is spoken
- give directions from own location

Strategic Competences

(a) knowledge about language (KAL)

(b) language learning strategies (LLS)

	(a) knowledge about language (KAL)	(b) language learning strategies (LLS)
Early Stage	<ul style="list-style-type: none"> ▪ recognise that many languages are spoken in the European Schools and across the world ▪ imitate pronunciation of sounds ▪ recognise commonly used rhyming sounds ▪ recognise how sounds are represented in written form ▪ notice the spelling of familiar words ▪ recognise question forms and negatives ▪ recognise that languages describe familiar things differently ▪ recognise conventions of politeness 	<ul style="list-style-type: none"> ▪ look at the face of the person speaking and listen attentively. ▪ use gestures to show they understand ▪ remember rhyming words ▪ use actions and rhymes and play games to aid memorisation ▪ use the context of what they see/read to determine some of the meaning ▪ recognise words which the teacher mouths silently ▪ ask for repetition and clarification ▪ practise new language with a friend inside and outside the classroom
Intermediate Stage	<ul style="list-style-type: none"> ▪ recognise question forms and negatives ▪ identify specific sounds, phonemes and words ▪ apply phonic knowledge of the language to support reading and writing ▪ recognise main word classes ▪ reinforce and extend recognition of word classes and understand their function ▪ recognise and apply simple agreements, singular and plural. ▪ use question forms ▪ identify a different writing system ▪ recognise that texts in different languages will often have the same conventions of style and layout 	<ul style="list-style-type: none"> • ask for repetition and clarification • look and listen for visual and aural clues • use context and previous knowledge to help understanding • pronounce/read aloud unknown words • use actions and rhymes to aid memorisation • apply newly learnt language • apply grammatical knowledge to make sentences • use a dictionary or a word list • plan and prepare – analyse what needs to be done to carry out a task • practise English with a friend and outside the classroom
Advanced Stage	<ul style="list-style-type: none"> ▪ develop accuracy in pronunciation and intonation ▪ understand and use negatives ▪ notice and match agreements ▪ recognise patterns in simple sentences ▪ apply knowledge of rules when building sentences ▪ use knowledge of word order and sentence construction to support the understanding of the written text ▪ use knowledge of words, text and structure to build simple spoken and written passages ▪ appreciate that different languages use different writing conventions ▪ understand that words will not always have a direct equivalent in English 	<ul style="list-style-type: none"> ▪ ask for repetition and clarification ▪ listen for clues to meaning e.g. tone of voice, key words ▪ evaluate work ▪ use language known in one context or topic in another context or topic ▪ use context and previous knowledge to help understanding and reading skills ▪ make predictions based on existing knowledge ▪ apply a range of linguistic knowledge to create simple, written production ▪ compare and reflect on techniques for memorising language ▪ use a dictionary ▪ plan and prepare – analyse what needs to be done in order to carry out a task ▪ discuss language learning and reflect and share ideas and experiences

• LII Syllabus Planning Strategies & Checklist

- Identify levels of L2, SWALs, bilinguals, SEN children in cohort
- **Use the Learning Continuum to identify objectives**
- **Use the Programme of Study to identify relevant activities across the 4 key aspects, e.g. oracy**
- Select from the six content areas
- Identify intercultural and cross-curricular links: eg. class trips, local festivals
- Select a range of authentic intercultural texts, language learning strategies and resources
- Decide when each unit of work will be taught and how long it will last

It *may* be helpful to:

- Make an outline plan of the academic year, finding suitable opportunities to link L2 Units of work to six content areas and cross-curricular themes
- Plan discrete units of work alongside continuous objectives eg; fluency & confidence across strands
- Consider vertical and/or horizontal grouping where appropriate (eg. New arrivals, reading/spelling groups etc.)



Identify differentiated learning outcomes using the objectives selected from the 5 Strands of the Learning Continuum – what children will know at the end of each unit:

- Some children will need more support and...
- Most children should...
- Some children will go further and...

- It is important to plan with high expectations, even if some children will need support
- Reference should be made to authentic texts and the Learning Continuum



Define sequences of teaching & learning. Children must be taken from less familiarity with a language/content area, to a deeper understanding as a listener & reader and then a confident speaker & writer:

- Immersion in language/content area
- Sharing Ideas and Language
- Productive tasks – oral & written

Typical approaches incorporate a range of activities from the Programme of Study

1. Sharing texts/songs/multimedia resources etc. games, drama, role play, realia, concrete taught tasks on syntax and grammar, modelling & drilling
2. Discussion, storyboarding, drama, sequencing, planning eg mind maps, flow charts, dialogues, group & paired activities, oral & reading comprehension
3. Modelling speaking & writing, scribing, identify language focus eg grammar/vocabulary, group & shared writing, drafting & review, presentation & sharing



Include some guided oracy/reading/writing tasks where the teacher can support smaller groups in their learning or take children beyond the intended learning outcomes.

- Focus of these tasks will depend on prior assessment of children's needs
- Completion of these tasks will help the teacher to assess children's progress and inform future planning

Process for guided oracy/reading/writing sessions:

- Teacher explains the purpose of the session to the class & group
- Teacher shows examples eg. text extract, audio file
- Discuss and highlight meaning/form/language features depending on purpose of session
- Children practise skills eg on whiteboards, in pairs
- Children work on independent tasks while teacher works with specific group to support or extend their learning
- Children share work during whole class plenary

5. ASSESSMENT

The Learning Continuum is designed to enable teachers to make an initial assessment of the varying starting points in language proficiency of the children in their class. This assessment may well establish that, for individual children, the starting points may differ across the dimensions cited above (e.g. their literacy skills may be ahead of their oracy skills).

Having established the starting points of the class, teachers can use the Learning Continuum to define the learning outcomes which will underpin the selection of language activities. Such activities can be pitched according to the different language levels for groups of children; indeed, the pitch may need to embrace all three levels A1-B1, if the needs of the children range from beginner to more fluent levels.

The Learning Continuum places its accent on the *progress* in language learning that children make; it is intended that its structure will help teachers to plan the learning based on initial assessments of their proficiency, and to make ongoing assessments of the progress children make towards increased fluency as they continue with their studies, and help them to make the more formal summative assessments required.

Evaluation – Assessment, recording and reporting

The “Guidelines for Second Language Teaching in the Primary Sections” (June 1992), state that assessment has four important functions.

1. To ascertain the extent to which teaching and learning objectives are being met (a formative function);
2. To identify pupils’ strengths and weaknesses (a diagnostic function to guide subsequent teaching and learning);
3. To motivate pupils by giving them a regular sense of achievement (a formative function);
4. To inform parents about their children’s progress (a summative function).

Four main kinds of assessment are to be applied to English LII:

1. diagnostic assessment (to find out what the children already know and can already do) in order to inform effective planning;
2. formative assessment (ongoing monitoring of children in the short term, to ensure objectives have been attained, achievements have been recognised and needs can be met);
3. Summative assessment (usually at the end of a semester or school year, to sum up the child’s achievements for themselves, their parents, their new teacher or new school);
4. Self-assessment.

The Junior European Language Portfolio (JLP), a recognised document, uses common reference levels which are internationally recognisable reference points. It enables children to self-assess, not just their linguistic fluency, but also their wider intercultural awareness and strategic competence as language learners.

The *Junior European Language Portfolio* makes it possible for learners to document their progress towards plurilingual competence by recording learning experiences of all kinds over a range of languages. The Portfolio encourages learners to include a regularly updated statement of their self-assessed proficiency. (Taken from CEFR for Assessment p.42 http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

The portfolio is a personal document, held and regularly updated by the learner, which contains three sections:

- *a passport section*, in which language qualifications and skills (formal and informal) can be recorded in an internationally recognisable manner;
- *a language and cultural biography section*, in which learners can describe their language knowledge and learning experiences in as wide a range of languages as possible; this, in particular, relates to the ‘intercultural understanding’ and ‘strategic competence’ strands of the LII Programme of Study.
- *a dossier* to contain examples of the learner’s own work.

1. Diagnostic assessment

- recognises children's varying starting points and late entrants to the school
- shows awareness that a child may not demonstrate their genuine abilities on entrance to the school
- assesses children's levels across the five strands
- There is an expectation that schools will produce their own tests or modify existing ones, always using the Learning Continuum as the basis for assessment criteria
 - Example: Irish PSAK
http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/PSAK_Listening1.pdf
 - Example: <http://www.cambridgeesol.org/exams/yle/index.html>
- A record of a child's assessments and samples of work should be kept and passed on to subsequent teachers, including S1 teachers. This can be in the form of a dossier, portfolio, teacher's checklists, Carnet Scolaire etc.
 - Example: My language portfolio
http://www.primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx

2. Formative assessment

- objectives from the Learning Continuum should be used as the basis for formative assessment, both to check learning and inform planning
- ongoing monitoring of children in the short term: during a lesson, daily, weekly
- to ensure objectives have been attained, achievements have been recognised and children's needs are met
- formative assessment is often informal, dynamic and responsive but should include some formal recording of assessments
- Guidance: https://www.education.gov.uk/publications/eOrderingDownload/Assessing_pupils_progress.pdf
- Guidance: <http://www.bury.gov.uk/CHttpHandler.ashx?id=4683&p=0>

3. Summative assessment

- periodic assessments of children's developing oracy and literacy across the five strands
- more than one example of performance should be used to capture the breadth of performance, eg APP, PSAK
- oracy as well as literacy should be assessed.
- each statement from the Learning Continuum could be considered as 'insufficient, partially achieved, achieved & achieved and applied independently' to denote a child's independent unassisted performance.
- current competences from the Carnet Scolaire do not correspond exactly to the Learning Continuum. Future revisions will use the Learning Continuum as a basis for revised competences

NB: In the "*General Regulations for language teaching in the European Schools*", Ref: 2011-01-D-33-en-7, the proposed **minimum** achievement levels cited are:

- LI – end Primary – B1
- LII- end Primary - A2

A notable proportion of more fluent, able pupils who had a higher 'attainment on entry' might secure B1 or beyond in some or all of the 5 strands.

In time, it will be necessary to record attainment data across the schools to determine the typical profile of achievement for LII.

4. Self-assessment

- children should be given regular opportunities to assess their own work, achievements and progress across the five strands
- children should be given opportunities to identify targets for improvement or areas for extension
- a range of self-assessment strategies should be used: annotation, discussion, peer review, pair & group evaluation of work
- consider using the Junior Languages Portfolio 'passport' section to record emerging linguistic, intercultural awareness and strategic competences

6. APPENDICES

APPENDIX 1 LONG TERM PLANNING

Sample template for Year Plan

L2 English Year Plan: overview. Year: Class: Year Teacher:						
Period	Content Area	Themes/topics	Target language	Resources	Special Events	Assessment
1						
2						
3						
4						
5						
6						

Sample Year Plan

Year 2

	Theme	Content area (referenced to new syllabus)	Target language	Resources	Special events	Assessments
1	Introduction and welcome back. Playroom Safari Halloween	1. Family and friends 5. fantasy	Revision of year 1 vocabulary items The alphabet Animal vocabulary Can you.....? Can zebras run? Lexis for wider range of animals, Intro a/an an elephant etc. Halloween vocabulary Following simple instructions	Happy House 2 Introductory unit and unit 1 Big books, Brown Bear, Polar Bear, Class sets of Mixed Up Chameleon, Dear Zoo. + support activities, teacher made and resourced from internet sites	Halloween	Observation of children's participation Volunteers to sing, role play etc. Observe letter formation, word recognition
2	School Time I'm hungry Christmas	2. School 4. well-being	School and classroom vocabulary Colours, numbers 1-10 and beyond This is my/your It's a ... Loud, quiet, fast slow Food vocabulary, Here's some.... Do you like?	Happy House Unit 2 School time, Real objects from the classroom, Happy House Unit 3 Class set The Very Hungry Caterpillar + selected resources from Hamilton Trust + other sites Plastic food Christmas art and craft activities, songs and stories		As above + end of unit informal assessments

			I like/don't like..			
3	Happy Faces Carnival	4. Well-being	Vocabulary for face, body, senses I've got (long hair) Describing people	Happy House Unit 4 Mask templates for Carnival		As above + end of unit informal assessments
4	My house Easter	1.family and friends	House vocabulary, rooms, furniture, where's the... Prepositions of place Asking questions Is it in the box? Etc.	Happy House Unit 5 Toy furniture, dolls house, toy family Stories – Where's the baby Pat Hutchins, Slinki Malinki – Lynley Dodd		
5	Summertime Familiar stories	4. well-being 3. fantasy	Clothes vocabulary I'm wearing, what are you wearing? Weather vocabulary	Happy House Unit 6 Picobello game Big Book The Smartest Giant in Town		As above + end of unit informal assessments
6	Playtime	3. free time	Vocabulary toys and activities Verbs skipping, running etc present continuous	Happy House Unit 7		As above + end of unit informal assessments

Sample Year Plan Year 5

L2 English Year Plan: overview. Year: 2011/12 Class: Year 5 Teacher:

Period	Content Area	Themes/topics	Grammar & Lexis	Resources	Special Events	Assessment
1 8 weeks	1: The pupils and their families 2: The pupils and their school	School life Family and Friends	Revision of Year 4 skills School lexis Family & descriptions lexis Auxiliary 'got' Present continuous	Surprise 5: Starter Unit and Unit 1 Timetables, class library, diary Family photos, internet Teacher generated work	Start of new school year Halloween	Surprise Unit 1 test Individual project, 'My family'
2 7 weeks	4: The pupils and their wellbeing	Healthy eating Christmas	Comparatives for expressing preference Food & Cookery lexis Command form of verb Christmas lexis	Authentic texts: cookery books and recipe cards Healthy eating websites Christmas songs and poems Surprise Unit 2: Healthy eating	Cooking Christmas crafts Carol concert	Group projects: cooking Performance in concert Surprise Unit 2 test Independent writing: Christmas traditions
3 6 weeks	6: The pupils and the world around them 3: The pupils and their free time	My City	Directional language Instructions There is/are (+ negative and qu. Form) Quantifiers Preferences & routine activities Amenities lexis Adverbs of frequency	Authentic texts: tourist materials about Alicante Maps (inc. Google Earth) Surprise Unit 3: My city	Carnival	Individual leaflets about Alicante Teacher test: mapwork & directional language Surprise Unit 3 test
4 5 weeks	3: The pupils and their free time	Sports & Hobbies	Present simple and continuous Future tenses (going to, will/won't) Sports & Olympics lexis Collocations do/play + sport(ing)	Olympics website Mill on the Brue materials Surprise Unit 4: Sports and Hobbies	Olympics L2 trip preparation	Group projects: Olympic Sports Surprise Unit 4 test
5 5 weeks	6: The pupils and the world around them	L2 trip My Country	Lexis for trip (clothes, activities, food, cultural norms) Conditionals (could, would, should) Irregular past simple verbs	Mill on the Brue materials Teacher generated resources & powerpoints Surprise Unit 5: My country Maps and geography websites	L2 trip 10 th Anniversary celebrations	Mill on the Brue workbook Displays about trip Surprise Unit 5 test
6 5 weeks	5: The pupils and the world of fantasy	Review Animals	Expressing preference for past events. Further past simple verbs Animal lexis (inc. mythological creatures) Fairy story lexical chunks	Photos and video of trip Surprise Unit 6: Animals Fairy stories	Review	Independent writing: trip + animal fairy story Interviews about trip Surprise Unit 6 test

APPENDIX 2 MEDIUM TERM PLANNING

Sample template for mid term plan

<i>Year</i>				
<i>Planning period</i>		<i>Theme</i>	<i>Number of weeks</i>	
<i>Learning objectives</i>	<i>Activities</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Target language</i>

Sample Medium Term Plans (year 1)

Year 1 Subject Planning: LII English L2 ENGLISH	Six weeks: First L2 lessons Cross-curricular themes:	Content Area. The Pupils and their school Theme: Classroom Language		Teacher; Date:
Learning objectives Taken from the Learning Continuum	Activities Taken from the Programme of Study:	Learning Outcomes	Resources	Assessment
<p>Spoken Interaction Imitate with approximate pronunciation and intonation</p> <p>Spoken Production A1:1 – Say/repeat a few words and short simple phrases (1.1, 1.2) -Imitate with approximate pronunciation and intonation -Produce short, simple responses to what is seen or heard (1.3) -repeats a range of words and common phrases (2.1)</p> <p>Listening Show an awareness of non-verbal cues. Take an active part in activities (1.1) A1:1 Understand a few familiar spoken words, phrases and instructions (1.2)(1.3) Respond to simple phrases and familiar vocabulary (1.3) (1.4) Understands a wider range of phrases and vocabulary (2.1) A1:2 Understand a range of familiar spoken words, phrases and instructions (2.2) Understand and respond to the gist of simple sentences Understands simple exchanges (2.2)</p> <p>Reading - None</p> <p>Writing - None</p>	<p>Oracy Classroom rules / instructions/ routines Stand up, sit down, be quiet; stop, listen and look; line up / in pairs / two-by-two etc.</p> <p>Greetings Introduction of self My name is.....</p> <p>Classroom vocabulary Furniture, equipment Colours Numbers 1-5, How many ?</p> <p>Literacy Listen to story Read by teacher, CD, DVD, website. Respond to stories, rhymes etc presented by teacher, CD, DVD, website. Listen to and participate in a story/song/action rhyme e.g: 1,2,3,4,5, Once I caught a fish alive, Five Little Monkeys</p> <p>Intercultural Awareness</p> <ul style="list-style-type: none"> appreciate the diversity of languages spoken within the school <p>Strategic Competences</p> <p>a) Knowledge about Language</p> <ul style="list-style-type: none"> imitate pronunciation of sounds. <p>b) Language Learning Strategies</p> <ul style="list-style-type: none"> look at the face of the person speaking and listen attentively. use gestures to show they understand. 	<p>Most children should... understand and respond to basic classroom routines and instructions before moving on to specific tasks.</p> <p>Some children will need further help and reinforcement of the above.</p> <p>Some children will go further and Discuss and share information about self, classroom, family, with teacher or another native speaker. Model and lead group speaking & listening activities Retell familiar stories, personal events, responses to class work. Complete sequencing tasks, with explanation/retelling. Produce short dialogues/drama to share with class. Complete Bingo, matching games etc. Listen independently to pre-recorded stories. Work on ICT activities</p>	<p><u>Stories and activities</u> Using big books : Spot Kipper Brown Bear Maisie ORT First Stage books</p> <p><u>Videos / DVDs</u> Spot Maisie Kipper</p> <p><u>Smartboard</u> British Council Sparklebox Talking Stories</p> <p><u>Happy House 1 Unit 1</u></p> <p><u>Happy House 1 Christmas Unit</u></p> <p><u>Practical Activities</u> Worksheets: See Grade 1 Folder Matching and Sequencing Cutting and Pasting Oral activities Bingo, matching pairs etc. as a class, in groups, individually according to level. Christmas activities</p>	<p>Through observation and continuous assessment, teacher completes a check list of specific targets, drawn from weekly planning. eg, - Fetches book or pencil case when asked - responds to qu. How are you? - follows oral instructions - repeats words and phrases used in class</p>

Year ..2....				
Planning period1.....		Theme Animal Safari	Number of weeks 3	
Learning objectives	Activities	Learning outcome	Resources	Target language
<p>Learning objectives</p> <p>Listening</p> <p>A1.1, A1.2,</p> <p>Speaking</p> <p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>Reading</p> <p>A1.1 understand familiar words, names and very simple sentence, can recognize and read out a few familiar words and phrases</p> <p>Writing</p> <p>A.1 write or correctly copy simple words</p>	<p>Songs and stories for Happy House 2 Unit 1</p> <p>Read and match</p> <p>Big books and class sets of animal stories</p> <p>Brown Bear, Brown Bear by Eric Carle</p> <p>Polar Bear ,Polar Bear by Eric Carle</p> <p>The Mixed up Chameleon</p> <p>Dear Zoo + related reading and comprehension activities</p>	<p>Most children will be able to sing the songs</p> <p>Most children will know the vocabulary presented in Happy House</p> <p>Some children will know a wider range of animal names</p> <p>Most children will be able to name their favourite animal.</p> <p>Most children will be able to understand and follow the stories of HH 2.</p>	<p>Happy House 2 unit 2 + support materials</p> <p>Big books</p> <p>Class sets</p> <p>Toy animals and puppets</p>	<p>Animal vocabulary</p> <p>Can you.....?</p> <p>Can zebras run?</p> <p>Lexis for wider range of animals,</p> <p>Intro a/an an elephant etc.</p> <p>Halloween vocabulary</p> <p>Following simple instructions</p>

P5 Subject Planning L2 ENGLISH	Dates: Cross-curricular themes: Geography, Art	Content Area. 6 The pupils and the world around them Theme: L2 Trip to England	Teacher:	
Learning objectives Taken from the Learning Continuum	Activities Taken from the Programme of Study:	Learning Outcomes	Resources	Assessment
<p>Spoken Interaction</p> <ul style="list-style-type: none"> B1 can join in an unprepared conversation on everyday topics B1:8 can enter into conversation on topics that are familiar, of personal interest. Begin to use modal verbs (could, might, should) <p>Spoken Production</p> <ul style="list-style-type: none"> B1:11 answer simple unprepared questions in a conversation or following a presentation. Use a range of verbs in past, present and future tenses. Speak with fluency, spontaneity and intelligible pronunciation <p>Listening</p> <ul style="list-style-type: none"> B1:9 understand the gist of a range of authentic passages B1:9 produce a detailed written summary of a given text A2:5 understand the main points and simple opinions (eg likes/dislikes) of a longer spoken passage <p>Reading</p> <ul style="list-style-type: none"> A2:5 understand the main points and simple opinions (eg likes/dislikes) of a longer written passage A2:6 Can understand longer passage and distinguish present and past or future events A2: can find information needed in longer texts such as...internet texts <p>Writing</p> <ul style="list-style-type: none"> A2:4 write a short passage on a familiar topic using reference materials A2:5 Write a short passage on a range of everyday topics, including the past tense A2:6 write for a variety of purposes B1:7 write a short passage on a familiar topic in the future tense, conveying simple opinions and/or points of view 	<p>Oracy</p> <ul style="list-style-type: none"> follow instructions from T. & audio files (directions) understand & respond to oral questions answer questions from familiar material understand gist/context of T. talk, audio files etc. recognise & understand opinions/preferences recognise past/future events – Olympics, trip to UK recite songs, rhymes, chants (from Surprise) analyse lyrics and sing relevant songs (Uk folk songs, sports songs etc.) describe position of objects/people/buildings at airport describe routes to amenities, London Olympic sites, Somerset describe preferences related to pastimes and amenities Talk about Sports and Hobbies Ask & answer qu. about L2 trip activities and sports Guess unfamiliar words from knowledge of other languages <p>Literacy</p> <ul style="list-style-type: none"> read and understand simplified and authentic texts about UK, Alicante airport, London Olympics, Mill on the Brue website/leaflets find specific information within a text research Olympics/London/England using books & internet read & follow instructions on worksheets and in textbooks (independently on homework) read timetables instructions at airport read timetables of activities for MOTB read at least three books independently (at an appropriate level) use simple dictionaries & glossaries to find meanings of new words read and understand simplified and authentic texts about UK, Spain, travel arrangements, POTB, trip letters find specific information within a text research UK and Spain using books & internet read & follow instructions on worksheets and in textbooks (independently on homework) read timetable, rules, menus, planning for MOTB read simple texts about Bruton, local history, ethos of MOTB complete missing word and multiple choices exercises use grammar tables to write own sentences (inc. negative & question) 	<p>Some children will need more support and...</p> <ul style="list-style-type: none"> hold a simple conversation about the L2 trip ask and answer simple questions about the trip identify similarities and differences between UK and Spain use relevant vocabulary and lexical chunks on trip read shorter passages with support use writing frames and sentence starters in written work <p>Most children should... Complete the activities detailed in the column to the left</p> <p>Some children will go further and...</p> <ul style="list-style-type: none"> converse naturally and easily about the trip using more complex language use new lexis in conversation understand complex instructions about the trip express hopes for trips using modals ask relevant questions and understand answers read a wide range of texts for pleasure and information produce accurate independent writing, using a range of tenses and new lexis taught about the trip 	<p>Internet Smartboard (see weekly plans for links)</p> <p>Class library</p> <p>Authentic texts: Mill on the Brue leaflets Stonehenge leaflets</p> <p>Video clips: English life Alicante Airport Activity Centre Somerset</p> <p>Teacher generated writing frames</p> <p>Surprise 5 Unit 4 Sports & Hobbies Unit 5: My country</p> <p>Mill on the Brue website and materials</p>	<p>Ongoing informal evaluation of spoken interactions in the classroom Brief oral presentation about the L2 trip Reading records Production of a review of the airport trip Surprise Unit 4 & Unit 5 tests</p> <p>Teacher generated test about Bruton/England</p> <p>Portfolio work about L2 trip: Mapwork Activities and timetable List of things to take Hopes and wishes for the trip</p>

	<ul style="list-style-type: none"> - write positive, negative and interrogative sentences using future (will & going to + verb) about L2 trip and MOTB - write hopes and predictions about L2 trip using 'I hope I will/won't...' - write and redraft short texts about UK/Spain/Trip/MOTB - write simple directions and routes: MOTB site, Bruton - write captions, notes and reminders (eg. Homework) - write about geography and climate of UK and Spain - write lists of items to take to UK <p><i>Intercultural Awareness</i></p> <ul style="list-style-type: none"> - appreciate the range of accents and dialects in the UK - talk about the similarities and differences of social conventions (politeness in the UK) - learn about festivals and celebrations in UK (Jubilee, street parties, tea) - learn simple phrases to celebrate festivals - identify similarities and differences (UK and Spain) - revise the location of country (England, Bruton) Mapwork - identify a route from own locality to specified destination (Alicante to Bruton) <p><i>Strategic Competences</i></p> <p><i>c) Knowledge about Language</i></p> <ul style="list-style-type: none"> • Recognise question forms and negatives • Reinforce and extend knowledge of word classes and understand their function • Use question forms • Recognise that texts in different languages will often have the same conventions of style and layout <p><i>d) Language Learning Strategies</i></p> <ul style="list-style-type: none"> • ask for repetition and clarification • use context and previous knowledge to help understanding • apply newly learnt language • apply grammatical knowledge to make sentences • plan and prepare – analyse what needs to be done to carry out a task 			
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APPENDIX 3 ASSESSMENT SAMPLES

Class Year 2 **Skill area** Listening
Date November 2012

A1 OVERALL: Can understand familiar words and very basic phrases when people speak slowly and clearly.

A1:1- Understand a few familiar spoken words, phrases and instructions.

Respond to simple phrases and familiar vocabulary.

Understand a wider range of phrases and vocabulary.

A1:2- Understand a range of familiar spoken words, phrases and instructions.

Understand and respond to the gist of simple sentences.

Understand simple exchanges.

A1:3 - Understand the main points from a short spoken passage or story.

Understand and respond to short, simple instructions.

pupil	A1:2	A1:3		
NN	++	++		
FA	++	++		
LH	++	++		
LB	++	++		
TF	++	++		
RM	++	++		
KI	++	++		
MW	++	++		
BP	++	++		
VS	++	++		
NA	++	++		

Assessment task:

Second teacher: Observe the class and note who is listening responding and participating with general instructions

The symbols -, +/-, +, ++ correspond to the carnet scolaire criteria of insufficiently acquired, partially acquired, sufficiently acquired, independently acquired as current November 2012.

A1 OVERALL: Can use simple phrases and sentences ...can also talk to someone in a simple way, asking and answering questions.

A1:1 - Can say/repeat a few words and short simple phrases.

Imitate with approximate pronunciation and intonation.

Repeat a range of words and common phrases.

Produce short, simple responses to what is seen or heard.

A1:2 - Answer simple questions and give basic information.

pupil	A1:1 (see highlight)	A1:2		
NN	v. reluctant	v. reluctant		
FA	++	++		
LH	++	++		
LB	+/- nervous			
TF	+/- reluctant			
RM	+ engaged	+		
KI	+ engaged	+		
MW	+	++		
BP	++ Good interaction	+		
VS	+ Focused listening	+/-		
NA	+	No response not focused		

Assessment task:

Talk with the teacher answering simple questions about a familiar topic

The symbols -, +/-, +, ++ correspond to the carnet scolaire criteria of insufficiently acquired, partially acquired, sufficiently acquired, independently acquired as current November 2012

A1 OVERALL: Can understand familiar names, words and very simple sentences.

A1:1 - Understand familiar names, words and very simple sentences / can recognise and read out a few familiar words and phrases e.g. from stories and rhymes, labels on familiar objects, the date, the weather.

Recognise the connection between letter combinations and sounds.

pupil				
NN	++			
FA	++			
LH	++			
LB	+			
TF	Not yet assessed			
RM	Not yet assessed			
KI	Not yet assessed			
MW	++			
BP	Not yet assessed			
SV	+			
NA	Not yet assessed			

Assessment task:

Observe pupils completing a teacher generated worksheet

The symbols -, +/-, +, ++ correspond to the carnet scolaire criteria of insufficiently acquired, partially acquired, sufficiently acquired, independently acquired as current November 2012

Class Year 2
Date November 2012

Skill area Writing

A1 OVERALL: Can write a short, simple postcard or e-mail message. Can write simple information about myself.

A:1 - Write or correctly copy simple words or symbols.

Write own name.

Correctly copy short sentences.

A1:2 Write one or two short sentences or fill in the words on a simple form

pupil	A1:2			
NN	++			
FA	++			
LH	++			
LB	++			
TF	++			
RM	++			
KI	+			
MW	++			
BP	++			
VS	+/-			
NA	No evidence			

Assessment tasks:

Observation of whole class writing task

The symbols -, +/-, +, ++ correspond to the carnet scolaire criteria of insufficiently acquired, partially acquired, sufficiently acquired, independently acquired as current November 2012