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## 3 Year Three

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What do Children in Year 3 think about learning a new language?

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*“I like talking! Now I can talk to even more people!”*

*“It’s good because you can make friends with other children in the world.”*

*“I like stories and songs.”*

*“Learning a language is. . . Exciting! Fantastic! Magical! Useful! Stimulating! Really, really, 100 x really Fun!”*

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Expectations	Outcomes
During Year 3	By the end of year 3, most children should be able to:
<p><b>Oracy</b></p> <p>At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays.</p> <p>They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CD-ROMs, DVDs or videos.</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to and speaking in the language</li> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• Communicate with others using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Use correct pronunciation in spoken work.</li> </ul>
<p><b>Literacy</b></p> <p>As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory.</p>	<ul style="list-style-type: none"> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> <li>• Write some familiar words from memory.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken.</p> <p>They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.</p>	<ul style="list-style-type: none"> <li>• Appreciate the diversity of languages spoken within their school</li> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Have some contact with the country/countries</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers.</li> </ul>
<p><b>KAL and LLS</b></p> <p>At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.</p>	

## Year 3 at a glance

### Oracy

- **3.1 Listen and respond to simple rhymes, stories and songs**
  - identify rhyming words
  - perform finger rhymes and sing songs
  - join in with storytelling.
- **3.2 Recognise and respond to sound patterns and words**
  - listen with care
  - identify phonemes which are the same as or different from English and other known languages
  - speak clearly and confidently.
- **3.3 Perform simple communicative tasks using single words, phrases and short sentences**
  - recall, retain and use vocabulary
  - ask and answer questions.
- **3.4 Listen attentively and understand instructions, everyday classroom language and praise words**
  - repeat words and phrases modelled by the teacher
  - remember a sequence of spoken words
  - use physical response, mime and gesture to convey meaning and show understanding.

### Literacy

- L **3.1 Recognise some familiar words in written form**
  - understand words displayed in the classroom
  - identify and read simple words
  - read and understand simple messages.
- L **3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words**
  - pronounce accurately the most commonly used characters, letters and letter strings
  - read aloud a familiar sentence, rhyme or poem.
- L **3.3 Experiment with the writing of simple words**
  - write simple, familiar words using a model
  - write some single words from memory.

### Knowledge about language

- Identify specific sounds, phonemes and words.
- Recognise commonly used rhyming sounds.
- Imitate pronunciation of sounds.
- Hear main word classes.
- Recognise question forms and negatives.
- Recognise how sounds are represented in written form.
- Notice the spelling of familiar words.
- Recognise that languages describe familiar things differently.
- Recognise that many languages are spoken in the UK and across the world.
- Recognise conventions of politeness.

### Intercultural understanding

- IU **3.1 Learn about the different languages spoken by children in the school**
  - increase awareness of linguistic and cultural diversity.
- IU **3.2 Locate country/countries where the language is spoken**
  - identify some of the countries where the language is spoken.
- IU **3.3. Identify social conventions at home and in other cultures**
  - know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- IU **3.4 Make indirect or direct contact with the country/countries where the language is spoken**
  - have contact with a native speaker
  - view a video or media resource about the country
  - send an e-mail, letter or postcard to a partner school.

### Language learning strategies

- Discuss language learning and share ideas and experiences.
- Use actions and rhymes and play games to aid memorisation.
- Remember rhyming words.
- Use the context of what they see/read to determine some of the meaning.
- Practise new language with a friend and outside the classroom.
- Look at the face of the person speaking and listen attentively.
- Use gestures to show they understand.
- Recognise words which the teacher mouths silently.
- Write new words.
- Compare the language with English.



Year 3			
Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 3 children should be taught to:	Year 3 children should, for example:	Year 3 children should have opportunities to, for example:	Year 3 children should have opportunities to, for example:
<b>O3.1 Listen and respond to simple rhymes, stories and songs</b>	Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling.	Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds.	Remember rhyming words. Use gesture or mime to show they understand.
<b>O3.2 Recognise and respond to sound patterns and words</b>	Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently.	Identify specific sounds, phonemes and words. Imitate pronunciation.	Record themselves. Repeat words rhythmically.
<b>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</b>	Recall, retain and use vocabulary. Ask and answer questions.	Hear main word classes. Recognise question forms and negatives. Recognise conventions of politeness. Engage in turn taking.	Recognise words which the teacher mouths silently. Ask someone to clarify or repeat.
<b>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</b>	Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding.	Link sounds to meanings. Recognise negative statements.	Use a physical response. Look at the face of the person speaking and listen attentively.
<b>L3.1 Recognise some familiar words in written form</b>	Understand words displayed in the classroom. Identify and read simple words. Read and understand simple messages.	Recognise how sounds are represented in written form. Notice the spelling of familiar words.	Play games to help to remember. Use context of what they see/read to determine some of the meaning.
<b>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</b>	Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem.	Understand how far letters/letters strings are both similar to and different from English. Recognise that some words occur in both English and the language being learned, although they may sound different.	Say words to a rhythm. Practise saying new words under their breath. Practise saying new words aloud.
<b>L3.3 Experiment with the writing of simple words</b>	Write simple, familiar words using a model. Write some single words from memory.	Appreciate that writing systems are different from one another.	Compare new words with known words in English or another language.

Continued

## Year 3

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 3 children should be taught to:	Year 3 children should, for example:	Year 3 children should have opportunities to, for example:	Year 3 children should have opportunities to, for example:
<b>IU3.1 Learn about the different languages spoken by children in the school</b>	Increase awareness of linguistic and cultural diversity.	Recognise that many languages are spoken in the UK.	Analyse and compare the language or languages with English.
<b>IU3.2 Locate country/countries where the language is spoken</b>	Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.	Recognise that many languages are spoken across the world.	Discuss language learning, including the languages known by class members where appropriate.
<b>IU3.3 Identify social conventions at home and in other cultures</b>	Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names.	Recognise that there are different language conventions to express politeness.	Practise with a friend. Try to use the language outside of the classroom.
<b>IU3.4 Make indirect or direct contact with the country/countries where the language is spoken</b>	Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school.	Understand that familiar things have different names in different languages eg. Wasser, eau, water.	Look at the face of the person speaking and listen attentively. Ask someone to clarify or repeat.

Notes

## Year 3 – Teaching Activities

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

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

### Oracy

#### O3.1 Listen and respond to simple rhymes, stories and songs

- **Copy the actions modelled by the teacher or respond with a physical action when they hear a sound or word, e.g. perform a mime or hold up a picture card**
- **Recognise rhyming patterns by chanting a poem or singing a song, emphasising the rhyming endings of words**
- **Clap each time they hear a word which rhymes with a chosen word**
- Act out a story as it is narrated; join in with the telling and acting out of a story
- Listen to simple rhymes and stories on audio tapes
- Sequence pictures to show the meaning of a story.

#### O3.2 Recognise and respond to sound patterns and words

- **Respond to a particular sound with a physical action**
- **Count how many times a particular sound is heard in a phrase or sentence**
- **Copy a sound spoken by the teacher, to practise pronunciation**
- **Identify phonemes which are the same as or different from English**
- Identify words, e.g. listen for specific words in a song or poem
- Notice words which sound similar to English – in a listening game, children echo any words spoken by the teacher which sound similar to English
- Clap syllables in words and phrases, e.g. in songs and poems
- Place objects in the order in which they hear them, using Lego bricks or Multilink cubes to recreate a pattern such as red-red-blue-blue-yellow
- Remember and repeat a sequence of words spoken by the teacher
- Respond to video/ICT PowerPoint presentations of sound patterns and words in songs and poems
- Listen for clues, intonation and familiar words and phrases.

### O3.3 Perform simple communicative tasks using single words, phrases and short sentences

- **Respond to the register using a word or phrase**
- **Ask and answer simple questions using real objects, cards and games e.g. how many? What is this? Is she called Rajida?**
- Play Bag of Tricks: Children guess what's in the bag asking e.g. is it big/small/soft/hard/red, is it a . . . ?
- Ask for and give objects in pairs or small groups, using appropriate polite language, e.g. adding please and thank you
- Act out simple role-plays such as asking for and receiving items, introducing yourself to someone, making a telephone call, making appropriate use of terms of politeness
- Play 'Pass it on': children form three lines. The child at the front starts 'My name is X. What's your name?' turning to their neighbour. Each passes on the answer and then the question
- Play a circle game to practise greetings: the teacher throws a soft toy to different children and says a greeting. Children echo and throw the toy back to the teacher
- Act out a Mexican Wave passing single words or patterns of words around a circle
- Perform a Mexican Wave in the style of an adjective, e.g. count 1-2-3, 1-2-3, 1-2-3, being happy, sad, tired, thirsty, angry, bored, frightened, shocked
- Perform a mime to show understanding of a phrase or sentence spoken by the teacher, e.g. I am reading a book, I am skipping, I am jumping
- Play Verb Bingo. The teacher calls out a variety of familiar verbs and the children match what they hear to pictures on Bingo cards, placing a counter over any they hear
- Extend Verb Bingo to include negative statements, such as I'm not reading a book, She is not playing the guitar, He is not baking a cake (the negative pictures on the Bingo cards might have a line through them)
- Play the Word Class Game. Children listen to the teacher; when they hear a noun they place both hands on their head, when they hear a verb they run on the spot
- Use puppets to hold short conversations.

**O3.4** Listen attentively and understand instructions, everyday classroom language and praise words

- Respond to the teacher’s instructions with a physical action by pointing to something hot/cold/green/pink, by making a sad/happy/tired/angry face
- Play Simon Says, e.g. stand up, sit down, smile, laugh, brush your hair, count in 2s, walk the dog, pass the ball, turn left
- Play Bingo. Children put a counter on a picture showing rain, snow, dancing, eating
- Draw a picture or perform a mime following instructions
- Play a circle game to echo words: the teacher throws a soft toy to different children and says a word or phrase. Children echo and throw the toy back to the teacher
- Show understanding by responding verbally with a word or simple phrase
- Give instructions to others, speaking clearly and audibly, e.g. children take turns to give instructions
- Recognise negative instructions, e.g. don’t stand up; don’t smile; don’t read a book
- Play a miming game, responding to instructions involving positives and negatives. Make up mimes for, e.g. listen, speak, write, do not write.



## Literacy

### L3.1 Recognise some familiar words in written form

- Read from word and sentence cards which form part of the classroom display. They notice the spelling of familiar words displayed regularly on the wall or on the board. The cards can be used to highlight sound patterns, letter strings and to identify word classes, such as verbs
- When reading a familiar story or singing a song, children hold up word cards when their words are mentioned. Alternatively, children work in pairs or small groups with three or four familiar word cards. Listening to the song, they place the words in the order in which they hear them
- Receive and read short simple messages from a partner school, another teacher or language assistant. An e-mail link with a partner class abroad can give the opportunity to read short, simple messages frequently
- Play Where am I? A familiar sentence or string of words is clearly visible. The teacher reads aloud but stops at different points. The children must say the next word in the sequence being read
- Play Anagram Jigsaws: in small groups children work on jigsaw puzzles in which familiar words have been cut into two halves. They try to find all the matching pairs to make the words
- Sort word cards into dictionary order by their first letter; children are given frequent practice in sorting words alphabetically by playing the Dictionary Sorting Game – working in groups of four or five, each child holds a text card and must stand in dictionary order, e.g. apple, carrot, egg, gherkin, ice-cream
- Read aloud key words in a variety of voices or moods, e.g. chant a familiar finger rhyme or poem in different styles, such as happy, sad, angry, shy
- Use ICT for games which link spoken with written words.

**L3.2** Make links between some phonemes, rhymes and spellings, and read aloud familiar words

- **Listen carefully and start to recognise characters, letters and letter strings which are the same as or different from English, referring to a written version of the phonemes on cards or the board. The teacher writes several examples of the letter strings from different words and then says them with the children**
- **Hold up or point to a card when they hear the sound or word, after they have become familiar with phonemes orally**
- **Listen to the correct pronunciation of simple names, a rhyme, days of the week, objects, verbs. Say them accurately and then read them aloud**
- Recognise some words which are similar to English. Describe the similarities, e.g. number of syllables, number of vowels and consonants
- Learn to spell their own name in the language; they know how many vowels and consonants there are in their names, and in familiar words
- Learn to discriminate between vowels and consonants: each child has two cards, one saying vowel and the other saying consonant. The teacher shows and pronounces a series of letters – for each one they hold up a card showing whether they think the letter is a vowel or a consonant
- Clap out the rhythm of familiar words and sentences. Play the Syllables Clapping Game: from a given group of words, the teacher gives one, two or three claps, etc, and the children suggest which word(s) these could be. When playing the game with sentences or phrases, the rhythm of the words should be taken into account
- Read aloud in chorus or individually a rhyme or poem when they are perfectly familiar with the correct pronunciation
- Create word banks or collect words with particular sounds
- Use ICT to develop word banks and language games.

### L3.3 Experiment with the writing of simple words

- Write well-known words e.g. in the order of their preference or of size etc, in order to make them think as they are writing
- Write a simple message using a model
- Label items
- Trace letter shapes on a partner's hand to spell well-known words
- Learn to spell key words. Play Spelling Games: the teacher calls out the spellings of familiar words, and children identify the word
- Play Guess the Word: the teacher starts to spell a word slowly, by writing down one letter at a time. After each letter, the class can have one guess at the word. All possible correct guesses score a point for the class
- Use Interactive whiteboards to experiment with writing.



## Intercultural understanding

### IU3.1 Learn about the different languages spoken by children in the school

- **Talk about the different languages they know or have heard around them through family members, friends, the media, in the neighbourhood or when visiting other countries**
- **Talk about dialects and accents within the UK – different people may pronounce the same word differently or use different words**
- **Children and teacher compile a list of languages spoken by children within the school. Locate the country/countries where these languages are spoken using maps, atlases and globes**
- **Use Interactive Whiteboards to create a ‘live and growing’ resource of different languages eg. sound files of greetings in different languages**
- Create a welcome sign on the door of the classroom in the languages children know
- During circle time, children talk about how they learned the languages they speak, when and where they use these languages and with whom and how they feel about the languages they speak. Reflect on languages that they would like to learn
- Using photocopied pages from the European Language Portfolio, to build a class display showing the range of languages spoken in the class.

### IU3.2 Locate country/countries where the language to be studied is spoken

- **Locate some countries where the language is spoken on a world map and learn how to pronounce the names. Use the expertise of bilingual children to support this activity where possible**
- **Locate the country and identify capital city and main towns and the areas and towns familiar to members of the class or group**
- **Identify well-known landmarks**
- **Build up a display of products from the country, including artefacts contributed by class/group members**
- Find out about the weather conditions and how they might affect the lives of people living there
- Using newspapers and the Internet keep a simple class record of the weather over a short period of time and compare with the weather in their own locality.

### **IU3.3** Identify social conventions at home and in other cultures

- Talk about importance of politeness when greeting/meeting people and the conventions of greeting people in their own culture, eg shaking hands, bowing
- Consider different forms of address, e.g. Mr., Mrs., Miss and different forms of 'you'. Which forms do children use when addressing the teacher and other adults, and which do they receive and use with each other, at home and in the wider community?
- Learn simple greetings and make a display in classroom using children's own portraits and speech bubbles
- List and compare common names in children's different languages.  
Do some names sound or look similar?
- Speakers of other languages teach greetings to rest of class
- Talk about why their first name was chosen and how family names are formed in different cultures.

### **IU3.4** Make indirect or direct contact with the country/countries where the language is spoken

- Invite a native speaker, e.g. parent, relative, language assistant, to meet the class
- Send an e-mail/letter/or postcard to a partner school
- Look at real-time Internet pages such as web cams or satellite TV.