



discovering **language**

Planning a multilingual mixed-age rolling programme

- 1: Key aspects of mixed age planning**
- 2. A multilingual mixed age planning example**
- 3. Multi lingual planning: extended notes**
- 4. Expanded example of a 2 x 2 year multilingual rolling programme**
- 5. 2 x 2 year template for schools to personalise mixed age planning**

Planning a multilingual mixed-age rolling programme

- Schools with mixed age cohorts will be used to planning rolling programmes in all subject areas avoiding any child repeating the same 'topic' or content.
- A mixed-age multilingual programme, using four languages, is comparable to a four year History roll.
- Schools will perceive the curriculum advantages of 'rolling' certain languages alongside other specific 'topic' areas in History, Geography, Art, Music etc. : see expanded example on page 4

HISTORY example

HISTORY	A: 2020	B: 2021	A: 2022	B: 2023
Y 3/4	Romans	Saxons	Romans	Saxons
Y 5/6	1066+	Ancient Civilis	1066+	Ancient Civilis

2 x 2
years

HISTORY	A: 2020	B: 2021	C: 2022	D: 2023
Y 3/4/5/6	Romans	Saxons	1066+	Ancient Civilis

1 x 4
years

DISCOVERING LANGUAGE example

DL	A: 2020	B: 2021	A: 2022	B: 2023
Y 3/4	Spanish	German	Spanish	German
Y 5/6	French	Mandarin	French	Mandarin

DL	A: 2020	B: 2021	C: 2022	D: 2023
Y3/4/5/6	Spanish	German	French	Mandarin

Planning for progression in a mixed age languages class

Teachers need to be clear about differentiated objectives for returning (older) pupils in a mixed age class :

- Even when a language is new to them, returning (older) pupils (RP) will have acquired transferable skills and strategies and knowledge of grammatical features and patterns, when learning a previous language
- RP should show increased confidence and understanding with saying new sounds; using dictionaries,; looking for cognates ; accepting and expecting gender categories; using memory strategies , constructing more complex phrases etc.
- RP will also have experienced extra years of English grammar , skills , vocabulary, writing and phonic awareness
- Teachers should consider the different areas in which progression is achieved in language learning* and plan for appropriate differentiated challenges for RP.

Further reading:

<https://joandickielanguages.co.uk/achieving-progression-in-mixed-age-classes/>



DISCOVERING LANGUAGE : example of a mixed age Y3/4; Y5/6 model ...



2 x 2 year rolling programme. No pupil repeats a language. Progression occurs with increasingly complex skills and knowledge of grammatical features and patterns

In a mixed age class, RP (Returning Pupils) are a year (or more) older than NP (New Pupils)

Teachers should Include RP extension work in lesson planning. RP can bring past knowledge & skills to a new language eg awareness of cognates, gender, word order, parts of speech, dictionary use, length of phrases, patterns.

Choose languages following staff expertise, curriculum and community needs, available resources etc.	Y3/4 YA	Y 3/4 YB	Y5/6 YA	Y5/6 YB	Y7
	Choose a phonetically regular language eg	Choose a language to contrast with Y3 eg	1-3 terms of a non-Roman script eg Mandarin, Russian, Japanese, Community	reaching a 'substantial level' = A1	Transition E-portfolio showing:
	Spanish or Italian	German or Latin	Mandarin or Community	French or Spanish	Key language skills and knowledge of grammatical features and patterns eg.
Suggested language content with linguistic progression Y3-Y6	<p>SOUND, WORD & PHRASE</p> <ul style="list-style-type: none"> greetings, names ages, 0-31, colours, dates gender, phonemes, cognates, noun and adjectives Q & A conversations, cultural knowledge and activities <p>RP language extension examples</p> <ul style="list-style-type: none"> negatives 'I like' + opinions higher numbers 		<p>CONTENT & LEVEL</p> <p><i>depending on complexity of non-Roman script</i></p> <ul style="list-style-type: none"> characters, symbols greetings, names numbers, colours nouns, adjectives, gender simple verbs cultural knowledge and activities 	<p>SOUND, WORD, PHRASE, SENTENCE, TEXT</p> <ul style="list-style-type: none"> greetings, self-description, 0 to 100+; Q& A , negatives nouns, adjs, colours, gender, plurals, simple verbs opinions, dates etc. connectives, adjectival agreement, word order, familiar & routine topics cultural knowledge, activities 	<ul style="list-style-type: none"> parts of speech gender agreement word order phonics
Curriculum links	<p>English: fairy tales, myths, Beowulf, Old English, Latin, Germanic, Romance word origins and cognates</p> <p>History: Anglo Saxons, Vikings, Romans, Mayans, Indus</p> <p>Geography: Europe & S. America; climate zones & rivers e.g. the Amazon</p> <p>Art: great artists RE: festivals and traditions</p> <p>Music & Drama: age-appropriate cultural links</p>		<p>English:, the origins of writing: characters, runes, symbols v. phonics, hieroglyphs, Romance word origins, cognates, traditional tales, 'great literature' :short extracts</p> <p>History: aspects of British History beyond 1066, first civilisations</p> <p>Geography regions in Europe or S. America, rivers, climate zones</p> <p>Art: great artists, calligraphy RE: festivals and traditions</p> <p>Music & Drama: age-appropriate cultural links</p>		<p>Pupils come to Y7 from a range of KS2 models with:</p> <ul style="list-style-type: none"> no single language taken too high a level
Key grammar vocabulary already encountered in English curriculum	<p>Y1 & Y2: noun, adjective, verb, adverb, singular, plural, capital, suffix, punctuation, tense (past, present)</p> <p>Y3: preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas</p>		<p>Y4: determiner, pronoun, possessive pronoun, adverbial</p> <p>Y5: modal verb, relative pronoun, relative clause, parenthesis, cohesion, ambiguity</p> <p>Y6: subject, object, synonym, antonym, active, passive, ellipsis, hyphen, colon, semicolon, bullet points</p>		<ul style="list-style-type: none"> a strong linguistic foundation a developing interest in world languages &
Support Units (free online)	<p>COMMUNICATION LITERACY LINKS PATTERNS GRAMMAR</p> <p>Optional sequenced support units making links across languages and with English</p> <p>See specific unit notes for mixed age planning ideas (link below)</p>				<ul style="list-style-type: none"> potential for greater motivation and KS4 uptake



DISCOVERING LANGUAGE : example of a mixed age Y3/4; Y5/6 model ...



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Curriculum links	<p>SOUND, WORD & PHRASE</p> <ul style="list-style-type: none"> greetings, names ages, 0-31, colours, dates gender, phonemes, cognates, noun and adjectives Q & A conversations, cultural knowledge and activities <p>RP language extension examples</p> <ul style="list-style-type: none"> negatives 'I like' + opinions higher numbers 		<p>CONTENT & LEVEL <i>depending on complexity of non-Roman script</i></p> <ul style="list-style-type: none"> characters, symbols greetings, names numbers, colours nouns, adjectives, gender simple verbs cultural knowledge and activities 		<p>Key language skills and knowledge of grammatical features and patterns eg.</p> <ul style="list-style-type: none"> parts of speech gender agreement word order phonics
Key grammar vocabulary already encountered in English curriculum	<p>Y1 & Y2: noun, adjective, verb, adverb, singular, plural, capital, suffix, punctuation, tense (past, present)</p> <p>Y3: preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas</p>		<p>Y4: determiner, pronoun, possessive pronoun, adverbial</p> <p>Y5: modal verb, relative pronoun, relative clause, parenthesis, cohesion, ambiguity</p> <p>Y6: subject, object, synonym, antonym, active, passive, ellipsis, hyphen, colon, semicolon, bullet points</p>		<p>Pupils come to Y7 from a range of KS2 models with:</p> <ul style="list-style-type: none"> no single language taken too high a level a strong linguistic foundation a developing interest in world languages & potential for greater motivation and KS4 uptake
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