

EUROPEAN SCHOOLS**Ref: 97-D-204****Orig : EN****ENGLISH LANGUAGE II SYLLABUS (Primary)**
To be implemented from 1 September 1997**Approved by the Board of Governors**
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THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

INTRODUCTION: AIMS and RATIONALE

LANGUAGE OBJECTIVES

METHODOLOGY

PLANNING

ASSESSMENT

RESOURCES

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

1. Aims:

1. The aims of second language teaching are clearly specified in “Guidelines for second language teaching in the Primary Sections ” (92-D-296)
2. This document has been created within the framework provided by these guidelines and with reference to the Secondary document 1811-D-96.
3. The purpose of this syllabus is to provide the structure for the teaching and learning of English as a second language in the primary section of the European Schools.
4. The philosophies of language teaching and learning expressed in this document should inform and influence the methodology.
5. This document intends to make explicit the concepts, knowledge, skills and attitudes to be developed throughout the primary phase.

2. Rationale:

1. The teaching of English as a second language should develop pupils' abilities to communicate effectively and enable them to be enthusiastic and responsive learners.
2. “The learning of languages is a defining feature of the European Schools, giving the schools much of their special character. The place of the second language is central: it provides the means of engagement with a major culture different from the students' own but linked to it by a common European heritage. As well as personal and social benefit, learning a language should widen students' educational and employment opportunities”. (1811-D-96)
3. All pupils need to be able to use English with sufficient competence to meet the specific requirements of the European Schools.
4. All pupils are entitled to the full range of opportunities necessary to enable them to learn English. Appropriate provision should be made for pupils with special educational needs.
5. Pupils' knowledge of the vocabulary and grammar of English is developed through listening, speaking, reading and writing.
6. The linguistic and cultural background of all pupils should be recognised and used to encourage them to transfer the skills, knowledge and understanding of one language to another.
7. Teachers will need to select material from appropriate levels to enable individual pupils to progress and demonstrate achievement.

LANGUAGE OBJECTIVES

The syllabus takes the form of Language Objectives across the four strands of language development i.e. listening, speaking, reading and writing.

It is important to note that the levels do not necessarily correspond to year groups given the mixed ability and different linguistic competences of pupils at the European School.

The matrices are organised so as to enable teachers to identify the most appropriate objectives for the different groups within the class and to follow the internal progression from level to level within each strand.

It will be obvious that at any given time a pupil may be at different levels across the four strands.

Continuity will be ensured because all teachers will be planning from these objectives.

The implications for **planning**, **assessment** and **record keeping** are addressed under those headings within this document.

	LISTENING	SPEAKING	READING	WRITING
Pupils should be able to:-				
LEVEL ONE	1. show an awareness of non-verbal cues and the sounds and rhythms which convey meaning. 2. understand and respond to familiar simple phrases. 3. identify key words in context.	1. imitate with approximate pronunciation and intonation. 2. respond very briefly to what is seen or heard.	1. transfer the reading skills developed in mother tongue. 2. demonstrate an awareness that phonic rules in L1 do not necessarily apply in L2.	1. dictate to a scribe as an individual and/or as part of a group.
LEVEL TWO	1. show an increasing awareness of and observe non-verbal cues and the sounds and rhythms which convey meaning. 2. understand and respond to the gist of simple sentences. 3. identify and understand specific details in familiar utterances.	1. produce short simple responses to what is seen or heard. 2. give and find out simple information. 3. participate in role play using familiar language.	1. recognise words and phrases presented within a familiar context. 2. recognise the connection between letter combinations and their sounds.	1. copy familiar words and short phrases correctly. 2. reproduce words and simple phrases to reinforce oral work.
LEVEL THREE	1. show an increasing awareness of, observe and anticipate non-verbal cues and the sounds and rhythms which convey meaning. 2. understand and respond to short instructions, messages and dialogues made up of familiar language in simple sentences. 3. identify main points and specific details in short instructions, messages and dialogues.	1. initiate and respond with intelligible pronunciation using familiar language. 2. express feelings, likes and dislikes in simple terms. 3. use familiar phrases and speech patterns in independent speech and role play.	1. understand and respond to individual words, short phrases and simple sentences in familiar context. 2. choose from a pre-selected range of simple texts and begin to read independently.	1. write individual words and short phrases from memory. 2. write short sentences to convey simple information. 3. display an awareness of the written form of words, phrases and basic sentences.

	LISTENING	SPEAKING	READING	WRITING
Pupils should be able to:-				
LEVEL FOUR	<p>1. show an increasing awareness of and observe, anticipate and respond to non-verbal cues and the sounds and rhythms which convey meaning.</p> <p>2. understand and respond to longer instructions, messages and dialogues made up of familiar language in simple sentences.</p> <p>3. identify and respond appropriately to specific and significant details in a range of familiar material.</p>	<p>1. initiate, respond to and sustain conversation or role play on familiar topics.</p> <p>2. speak with increasing fluency using a range of vocabulary and structures.</p> <p>3. be able to share experiences with appropriate intervention by the teacher.</p> <p>4. be able to express opinions and give reasons.</p>	<p>1. understand and respond to short texts, containing some unfamiliar language.</p> <p>2. recognise words and phrases encountered in the written form for the first time.</p> <p>3. choose from a range of appropriate texts and read independently.</p> <p>4. find out the meanings of words by referring to texts or dictionaries.</p>	<p>1. produce a short piece of continuous writing, consisting of simple sentences, to seek and convey information, or express feelings.</p> <p>2. use familiar vocabulary and an increasing range of sentences.</p> <p>3. write for a variety of purposes.</p> <p>4. recognise that written language is different from spoken language.</p>
LEVEL FIVE	<p>1. observe, anticipate and respond appropriately to non-verbal cues and the sounds and rhythms which convey meaning.</p> <p>2. understand the gist or main points of a range of speech, including short narratives and materials from different contexts.</p> <p>3. extract specific information or details from a wide range of familiar material.</p>	<p>1. speak confidently and fluently using a wide range of vocabulary and structures.</p> <p>2. demonstrate a growing awareness of the need to adapt language to suit context, audience and purpose.</p> <p>3. use descriptive language to make statements about people or places and one's own recent experience.</p> <p>4. ask about, describe and narrate past, present and future actions and events.</p>	<p>1. understand and respond to texts containing more complex structures.</p> <p>2. deduce the meaning of unfamiliar words.</p> <p>3. read independently for pleasure and information from a wide range of texts.</p>	<p>1. use simple descriptive language to write about familiar topics and experiences, including future and past events.</p> <p>2. show an understanding of basic elements of grammar in new contexts and generally adopt correct word order.</p> <p>3. write to describe, to explain, to record, and to direct.</p> <p>4. select a range of vocabulary and sentence structures to achieve specific purposes.</p> <p>5. redraft writing tasks already given, achieving greater accuracy, precision and variety of expression.</p>

	LISTENING	SPEAKING	READING	WRITING
Pupils should be able to:-				
LEVEL SIX	<p>1. understand and respond to a wide range of speech which contains both simple and complex sentences and some unfamiliar material.</p> <p>2. summarise the gist of and report specific information or details from messages, news and public information items and narratives.</p> <p>3. extract specific information or details from longer sequences of spoken language.</p>	<p>1. speak with increased fluency and good intonation on familiar topics, using a range of vocabulary, structure and time references.</p> <p>2. ask for and offer explanations of specific words and phrases.</p> <p>3. give clear instructions or explain how something is done.</p> <p>4. seek and respond to opinion in some detail.</p>	<p>1. understand and respond to a wide range of texts which contain complex sentences and unfamiliar language.</p> <p>2. demonstrate increasing competence when reading information presented in a variety of formats.</p> <p>3. identify and extract information for a specific purpose from a wider range of texts on familiar topics.</p>	<p>1. produce a piece of continuous writing on a real or imaginary topic, with greater attention to style and detail.</p> <p>2. write more independently using appropriate vocabulary and structures and the correct forms of verb (tense and subject) fairly consistently.</p> <p>3. redraft to improve the quality of expression.</p>
LEVEL SEVEN	<p>1. understand and respond to a variety of factual & non-factual material in an increasing range of contexts.</p> <p>2. draw inferences when listening to familiar and some less familiar material.</p> <p>3. recognise attitudes and emotions from verbal or cultural clues.</p> <p>4. summarise in detail, report and explain short extracts from a variety of sources.</p>	<p>1. use a wide range of language to discuss factual and non-factual material, matching language to audience, purpose and context.</p> <p>2. seek and offer reasons to back up a statement or opinion.</p> <p>3. speak with fluency, spontaneity, and consistently accurate pronunciation, showing an ability to vary intonation.</p>	<p>1. plan, undertake and discuss a programme of independent reading in which texts are chosen for personal interest and information.</p>	<p>1. write independently on a range of factual and non-factual topics, adapting length and style to match purpose and reader.</p> <p>2. express ideas or opinions with reasons on a familiar topic.</p> <p>3. 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>

METHODOLOGY

Methodology is concerned with the approaches, organisation and materials which will provide the most effective means of achieving the aims for a pupil or group of pupils.

The starting point is always the child(ren)'s current level of linguistic competence and experience as these will determine the strategies, organisation and resources that will be required to support learning. The age, ability, interest, experience, learning and working styles of individual pupils must be taken into account.

During the early years at least, the content should already be familiar in the first language so that both teacher and pupil are free to concentrate on the process of learning. The content should be intrinsically challenging and relevant so that pupils can be engaged by it.

A range of activities must be provided to give all pupils opportunities to contribute. The development of confidence is vital and drama and other media have an important contribution to make. 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. Pupils might sometimes form the groups themselves whereas at other times teachers will need to organise mixed or similar ability 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 competences present in any European School class.

An informed reflective practitioner will see methodology as a combination of approaches which best suit the needs of the pupils and take into consideration local circumstances.

The choice of method should be governed by the following principles:

- 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.
- Second language learners should acquire the target language in natural and real interactive learning situations where communication is meaningful and relevant.
- What is common to every use of language is that it is meaningful, contextualised and, in the broadest sense, social. (Halliday).

- The single greatest challenge to teachers of English as a second language is to progress beyond the teaching of rules, patterns, definitions and 'knowledge about language' to the point where pupils are taught to communicate spontaneously and meaningfully.
- Language learning should be communicative, participative and active.
- Learning is anchoring new information; new learning 'slots in' to what is known before.
- 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.
- Listening/speaking precede reading/writing. Oracy is therefore a prerequisite for other strands of language development.
- The receptive skills of listening and reading are usually more advanced than the productive skills of speaking and writing. So many second language learners in the early stages understand more than they can express.
- 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.
- Language development should be seen as holistic in nature so that development in one aspect supports learning in another.
- Spoken fluency should not be taken as an indication of overall proficiency and does not automatically translate to written fluency.
- If second language learners assume that the conventions of conversational English are appropriate for written purposes their progress will be hampered.
- 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.

GENERAL GUIDANCE ON METHODOLOGY

Listening and Speaking

Pupils should be constantly motivated to use the language by offering them varied and enjoyable experiences. Pupils should be given opportunities to listen to and speak with one another, their teachers and other adults. The talking should occur in a variety of situations including pairs, different sized groups, class. At times, use should be made of audio-visual equipment to encourage pupils to listen and respond.

When pupils begin to communicate in English their expression should be clear and audible. They should be helped to master appropriate and natural pronunciation and intonation.

Work should be directed so that the range of children's conversation extends as they become more skilled in the language. The range of their English experiences, as well as their use of language for various purposes, should extend so that they acquire varied and idiomatic language.

As pupils develop their communicative skills, they should be encouraged to use every available opportunity to listen to people, to talk to them and to use the language naturally.

Themes, which may be based on a story, or situation, event, character, or purposeful personal study, will afford opportunities for pupils to respond and to begin using the language in various ways. The situations and experiences within these themes should reflect the language experience and maturity of pupils. The range of social contexts should be extended by providing opportunities for role play. A range of oral activities should be provided to encompass the world and experience of pupils, including the following:

- responding to oral stimuli, including greetings and instructions from the teacher, stories, poems etc.
- responding to visual stimuli, e.g. pictures or a series of pictures, a wall story, colourful reference books, etc.
- responding to an oral and/or visual stimulus by following appropriate material on radio, television or on tape and by listening to the teacher

- creating and developing a relationship by asking and answering questions
- talking about themselves, exchanging personal news and sharing experiences
- creating stories together
- presenting dialogues and simple playlets
- playing table and class games
- using language in connection with practical and educational experiences
- reciting and singing songs and nursery rhymes and joining in stories
- listening to stories and poetry and talking about them to each other
- listening to each other reading material they have created

The range and requirements of the activities should be increasingly challenging as pupils progress through the levels.

Reading

Pupils should be given opportunities to:

- develop those reading skills already acquired in the Mother Tongue and transfer them to a range of contexts
- read a range of language materials in order to deepen their understanding, extend their knowledge, develop their response and arouse pleasure and enjoyment
- develop their reference skills, such as using a dictionary, contents table and an index
- search a text for information, meaning and ideas
- respond to texts such as improvised dramatic work as well as other oral and written activities
- read:
 - individually
 - with the teacher
 - with a partner
 - as a member of a small group
 - in front of the class

- see English presented in an attractive and interesting manner. The following could be included:

personal names

labels on class furniture and equipment

signs and posters

charts, murals and displays

pictures with words

leaflets, booklets, magazines and other current publications

appropriate storybooks

colourful reference books

well-displayed children's work

The activities arranged should ensure that pupils:

- read:

their own and each other's work

informal texts

formal passages

verses, poems and songs

their own work or each other's work for editing and comparison

simple playlets

- read with confidence
- remember the main contents of a story
- browse
- experience a range of different styles of writing for a variety of purposes
- use dictionaries to extend vocabulary and check spelling and other simple language books such as a book of idioms
- use authentic material

- skim
- scan
- respond to story material (narrative and drama) and scripts, through activities such as asking and answering questions, re-telling the story, noting the development of plot or characters, extending the story or predicting the next step, turning part of the story into a script, acting out a theme in their own words, etc.
- read poems and selections from texts to others and talk about them, and raise and answer questions
- express an opinion on the various reading materials with which they are involved

Writing

Writing should reinforce oral work, strengthen pupils' language competence and bring greater variety to classroom activity.

Teachers should ensure that the stimuli provided for written work are attractive and relevant to pupils' oral and reading experiences.

Writing should develop gradually over a period of time. In the first instance, any written work will reflect the work undertaken orally and may be based on patterns and examples of written language seen or presented.

As their linguistic facility increases pupils should undertake more varied and ambitious tasks and practise writing in different registers and for different purposes. It should be ensured that discussions enrich the writing experiences and exert a beneficial influence on expression.

The aim should be to develop pupils' confidence to use the language and to express themselves clearly. The early emphasis in writing should be not so much on correct spelling and grammar but on conveying meaning. Gradually, more attention should be given to improving pupils' use of language through techniques such as redrafting and working constructively on the weaknesses displayed in their expression.

Pupils should be afforded opportunities to respond personally and creatively when writing and should be able to display writing conventions appropriate to their age and ability.

Sensitivity should be shown when correcting pupils' written work.

Teachers should exploit the potential of communicative situations where oral, reading and writing skills are combined naturally. In this way, the four skills reinforce one another.

The written output of pupils may provide reading material for their peers.

Pupils should be afforded opportunities to express themselves as writers:

- as individuals
- jointly in pairs
- as members of a group

Opportunities should be provided where practicable to:

- send information, facts, a message, a letter or an article (through the electronic post if possible)
- use a word-processor to prepare texts for various readers

A varied range of activities such as the following should be included as appropriate:

- labelling
- describing
- recording
- filling in speech bubbles
- devising a story for younger children at the school
- composing instructions e.g. for a recipe
- designing cards such as Christmas cards and invitations to a party
- composing a note, message, postcard and simple letters
- keeping and using a diary and scrapbook
- designing and completing a questionnaire
- filling forms
- composing dialogues and telling stories
- composing imaginative passages
- recording personal experiences, feelings and ideas
- recording information
- recording an answer
- responding appropriately to various stimuli

- expressing opinions
- describing and instructing
- taking notes for various purposes
- writing reports on first hand experiences

The practice established during earlier levels should be built upon to help pupils to strengthen their writing skills. They should be encouraged to:

- vary the sentence patterns in their compositions
- rearrange elements within a sentence to make the writing more colourful
- use a range of vocabulary, including the specialist vocabulary of a topic being discussed
- search effectively in dictionaries and wordbooks
- include comparisons, adjectives and adverbs
- arrange the progression of the work effectively and present clear and coherent texts
- aim for accuracy in writing
- search for new words to convey what they have to say
- discuss their work with their teachers and revise it as a result of discussion
- read sufficient examples of the kinds of writing they are undertaking.
- write for different kinds of readers, different purposes and in different forms
- write concisely and descriptively

WHAT DO WE NEED TO DO TO PLAN EFFECTIVELY?

Identify what children already know by using:

- baseline assessment for Year 1 and new pupils
- previous teacher records for all other pupils
- formative assessment

Identify what the children need to know:

- in terms of knowledge, understanding and skills as expressed in the language objectives matrices

Decide how the children are going to learn:

- how they are to be motivated
- which teaching and learning strategies are most appropriate
- which processes are likely to be most effective
- which resources are appropriate and relevant and how they are to be used
- what the outcomes are going to be

Decide what is going to be assessed and how

Decide how progress and assessment are to be recorded

Decide how teaching will be evaluated

Decide how assessment will inform future teaching and learning

Decide how evaluation of teaching will inform future practice

PUPIL PROFILE

Surname & Name _____

Nationality _____ Section _____

Date of entry into European School _____

Details of former schooling including language of instruction:

Knowledge of English, including levels of attainment where appropriate.

Details of siblings in the European School - name, age, class and section

Languages spoken at home between:

Mother/pupil _____ Father/Mother _____

Father/pupil _____ Sibling/pupil _____

Other languages used by family members _____

Which languages can s/he : read _____?

write _____?

Additional information e.g. favoured styles of learning and working, areas of specific interest:

CLASS PROFILE (updated six weekly to tie in with planning)

Year 1 2 3 4 5 Age Range _____ to _____

Number in Class: boys _____ girls _____ TOTAL _____

Language Section	Linguistic Profile

Strand / Level*	1	2	3	4	5	6	7	Knowledge of English
Listening								
Speaking								
Reading								
Writing								

* Insert numbers of pupils

Special considerations/needs _____

YEAR PLAN

Term	Aims	Theme	Assessment	Resources
1				
2				
3				

SIX WEEK PLAN

Knowledge and learning experience

What is known by this group? Check or establish pupil profiles/records. Establish class profile.

Language Objectives

Ensure that balance across the four strands is informed by pupils' needs. Give examples of differentiation for range in class.

Themes

Use material which stimulates, is familiar, of interest and allows for differentiation and assessment.

Methodology

How will the child(ren) use the target language and achieve the objectives?
Take account of different styles of learning and provide a range of activities across the four strands which will allow all pupils to practise and reinforce their learning.

Outcomes

Ensure a wide range of outcomes across the four strands as appropriate.

Assessment and Evaluation

Provide opportunities for assessment at all stages allowing for differentiation. Allow children at all levels to demonstrate what is known and what has been achieved.

Evaluate both learning and teaching. Plan future development allowing for any changes or reinforcement needed.

SIX WEEK PLAN

Strand	Language Objectives	Themes	Methodology	Outcome	Assessment
Listening					
Speaking					
Reading					
Writing					

INDIVIDUAL ACTION PLAN (TEACHER'S NOTES)

Pupil's name _____ Class _____

Start date _____ Review date _____

Area of work - involve pupil if possible

- Clarify and define problem
- Gather more evidence
- Specify the difficulty as clearly as possible

Evidence - involve pupil if possible

- Define present level of skill in area
- What can pupil do/not do?
- What strategies does pupil use?
- What are pupil's strengths?

Plan - involve pupil in decisions

- Write down exactly what you intend pupil to do
in small steps, observable and measurable)
- When will it happen? (daily? twice a week? when? for how long?)
- Where?
- Who will help pupil? (teacher? group? peer?)

Action taken

- Record any outcomes, problems, changes made
- Add evidence of learning during Action Plan period to pupil's file

INDIVIDUAL ACTION PLAN

For start date.....

Class review date

Areas of work

Evidence

Plan

Action Taken

ASSESSMENT

"The assessment process itself should not determine what is to be taught and learned. It should be the servant, not the master of the curriculum. Yet it should not simply be a bolt-on addition at the end. Rather, it should be an integral part of the educational process, continually providing both feedback and feedforward". Cox Report DES 1989

It is widely accepted that there are three main kinds of assessment:

- diagnostic assessment is essential when teachers start to work with a class of children as it establishes what children know and can do already so that teachers can draw up effective medium term plans;
- formative assessment is the ongoing monitoring of children's progress through the school year, which will inform the short-term day-to-day, week-by-week planning of the class teacher to ensure that individual achievements are recognised and needs met;
- summative assessment sums up the child's achievements for parents and for a new teacher or a new school, usually at the end of the school year.

PURPOSES OF ASSESSMENT

The main purpose of teacher assessment is formative - primarily concerned with improving the quality of learning and teaching. Formative assessment provides information not only about the children but about the quality of the learning activities provided and about the teacher's input. Summative judgments will be based on information collected during the formative process. Assessment also fulfils a diagnostic function by giving teachers helpful information about difficulties.

Certain important principles need to be kept in mind:

1. The quality of children's performance/response is greatly affected by features not necessarily related to their ability. These include:
 - the nature of the audience and the response
 - the cognitive demand of the task
 - their interpretation of the task
 - their interest in and responsibility for the achievement of the task
 - the amount of knowledge or experience of the subject they possess
 - their fluency in English or other languages
 - their gender
 - their personality
 - the social situation or grouping
 - the atmosphere of the classroom and their experience of this kind of learning environment.
2. Assessment should highlight what children can do, rather than identify what they have failed to do.
3. Assessment should be seen as a kind of contract between teacher and child, and as such the child should be an active participant in it, aware of its nature and involved in its implementation.

4. Assessment should take place when children are engaged in normal school and classroom activities and not only when activities are specifically set up for assessment purposes.

For these reasons we are proposing a model of assessment which entails collecting information on each child over a range of contexts, over time, and which involves the pupil and teacher in reflecting on the information collected and acting on it.

GATHERING EVIDENCE

Assessment should grow out of planned systematic gathering of information and never be based on conjecture or preconceptions. Evidence for assessment can take a number of forms:-

- tangible evidence, eg pieces of writing, drawings, paintings, models, photos, taped conversations, or any physical outcome of children's work;
- teacher analyses of children's work, eg an analysis of reading miscues, of a piece of written work, or of spelling strategies;
- interviews where children reflect on themselves as language users and discussions with parents at the start and end of the year ensure that a complete picture of each child is obtained;
- planned observations of an element of language development, eg children's attitude to reading, their approach to writing, their learning strategies, the amount and type of support they need;
- incidental observations gathered in the course of daily classroom activities can provide additional important information, eg during storytime, bookshares, library sessions, reading and writing conferences and problem-solving activities.

DEVELOPING A SECTION POLICY ON ASSESSMENT

The Section should ensure that its policy on assessment provides a manageable framework for promoting accurate and consistent assessment. Assessment is an integral part of teaching and learning and the time allocations at the long-term level of planning will need to reflect this.

The assessment policy will also inform subsequent medium and short-term planning by clarifying the Sections' approaches to:

- the identification of clear learning objectives;
- how and when children's progress will be assessed;
- the use of assessment to match work to the learning needs of children.

The Section policy on assessment ensures pupil progression and curriculum continuity.

Agreement on Standards: Assessment is progressive - any misinterpretations of standards by one teacher will have implications for the next teacher. If there has been an initial over-estimation, the child may appear to make no progress thereafter. Agreed interpretations of Language Objectives are crucial to balanced assessments of the child.

Continuity in assessment and record-keeping procedures is an essential element in providing accurate, cumulative data. Any system depends on full team discussion and agreement on significant aspects and how these should be recorded. Inconsistencies in recording will undermine all efforts to compile a coherent longitudinal profile. All members of the second language team should be involved in the discussions which will need to cover such topics as what exactly to assess, who to involve when, how to capitalise on everyday classroom tasks, which formats to use for teachers, parents and children, how often to record information, where to store folders/portfolios of work.

Staff discussion and moderation are essential.

TO SUM UP

Assessment is only meaningful if it:

- provides information about a child's development including knowledge, skills, understanding and attitudes;
- indicates the approaches and strategies a child uses for learning;
- provides evidence of achievement, competences and needs;
- informs planning and includes some specific notes for further teaching;
- encourages children to reflect on themselves as learners;
- supports, guides and improves the child's learning;
- assists the development of good teaching practice ensuring breadth and balance;
- evaluates the effectiveness of the planning, ensuring that the particular needs of all pupils are met;
- informs parents of their child(ren)'s progress.

PLANNING FOR ASSESSMENT

There are six steps:-

1. Identify the language objectives your lesson plans will address.
2. Provide opportunities for the child to demonstrate achievement.
3. Focus on the performance, looking for evidence of achievement.
4. Offer the child a chance to discuss what the activity was for and what was achieved.
5. Record what you have identified as noteworthy.
6. If necessary, modify your teaching plan for the child to manage the next stage of learning.

RECORD KEEPING AND REPORTING

Record keeping is an essential part of monitoring pupils' progress and ensuring continuity of learning experience. Good records inform planning.

Records should be:

- informative;
- precise;
- as brief as practical;

Records should contain information about the child's progress in relation to the criteria set down in the language objectives and include representative samples of pupils' work which should be dated and annotated.

Records may also contain information acquired from:-

- class teachers
- support teachers
- outside agencies
- parents/guardians
- the individual child

To update records add:

- comments arising from assessment.
- dated and annotated samples of pupils' work
- any other useful information

Records should:

- **be updated at least termly**, but, teachers will note areas of particular success or concern as they occur.
- **inform current planning**. The teacher should consult the cumulative records in order to plan accurately to meet the needs of the individual within the group.
- **reflect attainment** and give adequate information to parents and teachers of the child's progress and attitudes.
- **be shared** with parents.

School reports

Written comments and grading should be consistent with attainment recorded. Refer to the chapter on assessment.

Records present professional judgements and should always be consulted.

Surname and Name _____

Date of Birth _____ Year 1 2 3 4 5

Date of Initial Assessment _____

Level at Initial Assessment L____S____R____W____

Other Information:

On-going Record

Listening	1	2	3	4	5	6	7
Speaking	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Writing	1	2	3	4	5	6	7

	Level One	1st Sem	2nd Sem	Comments
Listening	(i) show an awareness of non-verbal cues and sounds and rhythms which convey meaning.			
	(ii) understand and respond to familiar simple phrases.			
	(iii) identify key words in context.			
Speaking	(i) imitate with approximate pronunciation and intonation.			
	(ii) respond very briefly to what is seen or heard.			
Reading	(i) transfer the reading skills developed in mother tongue.			
	(ii) demonstrate an awareness that phonic rules in L1 do not necessarily apply in L2.			
Writing	(i) dictate to a scribe as an individual and/or part of a group.			

☒ has experience of ☒ has practice in ☒ achieved competence

Other Information:				
	Level Two	1st Sem	2nd Sem	Comments
Listening	(i) show an increasing awareness of and observe non-verbal cues and the sounds and rhythms which convey meaning.			
	(ii) understand and respond to the gist of simple sentences.			
	(iii) identify and understand specific details in familiar utterances.			
Speaking	(i) produce short simple responses to what is seen or heard.			
	(ii) give and find out simple information.			
	(iii) participate in role play using familiar language.			
Reading	(i) recognise words and phrases presented within a familiar context.			
	(ii) recognise the connection between letter combinations and their sounds.			
Writing	(i) copy familiar words and short phrases correctly.			
	(ii) reproduce words and simple phrases to reinforce oral work			



has experience of



has practice in



achieved competence

Other Information:

	Level Three	1st Sem	2nd Sem	Comments
Listening	(i) show an increasing awareness of, observe and anticipate non-verbal cues and the sounds and rhythms which convey meaning.			
	(ii) understand and respond to short instructions, messages and dialogues made up of familiar language in simple sentences.			
	(iii) identify main points and specific details in short instructions, messages and dialogues.			
Speaking	(i) initiate and respond with intelligible pronunciation using familiar language.			
	(ii) express feelings, likes and dislikes in simple terms.			
	(iii) use familiar phrases and speech patterns in independent speech and role play.			
Reading	(i) understand and respond to individual words, short phrases and simple sentences in familiar context.			
	(ii) choose from a pre-selected range of simple texts and begin to read independently.			
Writing	(i) write individual words and short phrases from memory.			
	(ii) write short sentences to convey simple information.			
	(iii) display an awareness of the written form of words, phrases and basic sentences.			

☒ has experience of
 ☒ has practice in
 ☐ achieved competence

Other Information:

	Level Four	1st Sem	2nd Sem	Comments
Listening	(i) show an increasing awareness of and observe, anticipate and respond to non-verbal cues and the sounds and rhythms which convey meaning.			
	(ii) understand and respond to longer instructions, messages and dialogues made up of familiar language in simple sentences.			
	(iii) identify and respond appropriately to specific and significant details in a range of familiar material.			
Speaking	(i) initiate, respond and sustain conversation or role play on familiar topics.			
	(ii) speak with increasing fluency using a range of vocabulary and structures.			
	(iii) be able to share experiences with appropriate intervention by the teacher.			
	(iv) be able to express opinions and give reasons.			
Reading	(i) understand and respond to short texts, containing some unfamiliar language.			
	(ii) recognise words and phrases encountered in the written form for the first time.			
	(iii) choose from a range of appropriate texts and read independently.			
	(iv) find out the meanings of words by referring to texts or dictionaries.			
Writing	(ii) produce a short piece of continuous writing, consisting of simple sentences to seek and convey information or feelings.			
	(iii) use familiar vocabulary and an increasing range of sentences.			
	(iv) write for a variety of purposes.			
	(v) recognise that written language is different from spoken language.			

☐ has experience of
 ☒ has practice in
 ☐ achieved competence

Other Information:				
	Level Five	1st Sem	2nd Sem	Comments
Listening	(i) observe, anticipate and respond appropriately to non-verbal cues and the sounds and rhythms which convey meaning.			
	(ii) understand the gist or main points of a range of speech, including short narratives of material from different contexts.			
	(iii) extract specific information or details from a wider range of familiar material.			
Speaking	(i) speak confidently and fluently using a wide range of vocabulary and structures.			
	(ii) demonstrate a growing awareness of the need to adapt language to suit context, audience and purpose.			
	(iii) use descriptive language to make statements about people or places and one's own recent experience.			
	(iv) ask about, describe and narrate past, present and future actions and events.			
Reading	(i) understand and respond to texts containing more complex structures.			
	(ii) deduce the meaning of unfamiliar words.			
	(iii) read independently for pleasure and information from a wide range of texts.			
Writing	(i) use simple descriptive language to write about familiar topics and experiences, including future and past events.			
	(ii) show an understanding of basic elements of grammar in new contexts and generally adopt correct word order.			
	(iii) write to describe, to explain, to record, and to direct.			
	(iv) select a range of vocabulary and sentence structures to achieve specific purposes.			
	(v) redraft writing tasks already given, achieving greater accuracy, precision and variety of expression.			

☒ has experience of
 ☒ has practice in
 ☐ achieved competence

Other Information:

	Level Six	1st Sem	2nd Sem	Comments
Listening	(i) understand and respond to a wide range of speech which contains both simple and complex sentences and some unfamiliar material.			
	(ii) summarise the gist of and report specific information or details from messages, news items and narratives.			
	(iii) extract specific information or details from longer sequences of spoken language.			
Speaking	(i) speak with increased fluency and good intonation on familiar topics, using a range of vocabulary, structure and time references.			
	(ii) ask for and offer explanations of specific words and phrases.			
	(iii) give clear instructions or explain how something is done.			
	(iv) seek and respond to opinion in some detail.			
Reading	(i) understand and respond to a wide range of texts which contain complex sentences and unfamiliar language.			
	(ii) demonstrate increasing competence when reading information presented in a variety of formats.			
	(iii) identify and extract information for a specific purpose from a wider range of texts on familiar topics.			
Writing	(i) produce a piece of continuous writing on a real or imaginary topic, with greater attention to style and detail.			
	(ii) write more independently using appropriate vocabulary and structures and the correct forms of verb (tense and subject) fairly consistently.			
	(iii) redraft to improve the quality of expression.			

☐ has experience of
 ☒ has practice in
 ☐ achieved competence

Other Information:

	Level Seven	1st Sem	2nd Sem	Comments
Listening	(i) understand and respond to a variety of factual and non-factual material in an increasing range of contexts.			
	(ii) draw inferences when listening to familiar and some less familiar material.			
	(iii) recognise attitudes and emotions from verbal or cultural clues.			
	(iv) summarise in detail, report and explain short extracts from a variety of sources.			
Speaking	(i) use a wide range of language to discuss factual and non-factual material, matching language to audience, purpose and content.			
	(ii) seek and offer reasons to back up a statement of opinion.			
	(iii) speak with fluency, spontaneity, and consistently accurate pronunciation, showing an ability to vary intonation.			
Reading	(i) plan, undertake and discuss a programme of independent reading in which texts are chosen for personal interest and information.			
Writing	(i) write independently on a range of factual and non-factual topics adapting length and style to match purpose and reader.			
	(ii) express ideas or opinions with reasons on a familiar topic.			
	(ii) choose the appropriate form of writing for a particular task, organising content and ideas to produce a coherent and largely accurate piece of writing.			

☒ has experience of
 ☒ has practice in
 ☐ achieved competence

EXTRACTS FROM OTHER SECOND LANGUAGE DOCUMENTS

Composition of Classes

Children are taught in mixed ability groups of different nationalities. Teachers will take into account existing levels of attainment and needs, and planning will be differentiated accordingly. Each pupil should be given the opportunity to make optimal progress.

Rattrapage

Schools provide 'cours de rattrapage' for pupils arriving new to the school in third, fourth and fifth years primary.

Liaison with Class Teacher

The importance of close contact between a child's class teacher and his or her second language teacher cannot be overemphasised.

Liaison with Secondary

The link between primary and secondary must be firmly established in order to generate a clear understanding.

The learning of a second language is a continuous process and every possible effort should be made to enable teachers of the older primary classes and the younger secondary classes to be aware of each other's work.

Regular meetings should be scheduled so that primary and secondary teachers may confer closely with each other on:

- pupils' progress
- pupils' needs e.g. continuity of 'rattrapage' if necessary
- educational aims and teaching objectives
- curriculum
- assessment
- resource development
- local conditions
- parent contact

Opportunities to enhance continuity might include:

- visits by fifth year primary pupils to first year secondary classes
- visits by fifth year teachers to secondary classes and vice versa
- teaching by secondary teachers of fifth year primary classes
- teaching by primary teachers of first year secondary classes
- joint in-service opportunities

RESOURCES FOR TEACHERS

Recommended Reading	<u>Author</u>	<u>Publisher</u>
Reflective Teaching in Second Language Classrooms		C.U.P.
Foreign & Second Language Learning		C.U.P.
Bilinguality & Bilingualism	J F Hamers & M Blanc	C.U.P.
Teaching Children English	D Vale & A Feunteun	C.U.P.
A Course in Language Teaching	P Ur	C.U.P.
Teaching English to Children from Practice to Principle ISBN 0-17-556889-8	C Brumfit, J Moon, R Tongue	Longman
The Study of Second Language Acquisition	R Ellis	O.U.P
Principles & Practice in Second Language Acquisition	S D Krashen	Pergamon Press
Groupwork in Modern Languages		U.O.Y.
Second Language Classroom		C.U.P.
National Curriculum Modern Language Working Group - Initial Advice		

Books on:

Games and Activities

Childrens' Games	Marie Toll	Heinemann
Communicative Activities for Children		Nelson
Writing Games		
Elementary Communicative Games		
Language Teaching Games and Contests	W R Lee	O.U.P.
Games for Language Learning	Wright	
1000 Pictures for Teachers to Copy		Collins
Bonanza 77 English Language Games for Young Learners	W Retter & N Valls	Longman
Jamboree Communication Activities for Children	J Palim & P Power	Nelson

Activities fun with English	S Rixon	
Chatterbox Activity Resource Pack	D Strange	O.U.P.
Five Minute Activities	P Ur & A Wright	C.U.P.
Practical English Teaching	P Ur	C.U.P.

Literature

Stories in the Second Language Classroom		C.U.P.
Are You Listening?		O.U.P.
The Storytelling Handbook for Primary Teachers	G Ellis & J Brewster	Penguin
Responding to Traditional Tales The Evans Book shelf (Two books - Key Stage I & II)		Evans Educational

Music

Language Through Song (book & cassette)		L.D.A.
Jazz Chants for Children	Carolyn Graham	O.U.P.
Jazz Chants Fairy Tales	Carolyn Graham	O.U.P.
Jingle Bells & Other Songs		O.U.P.

Computer

Using Computers in the Language Classroom		U.O.Y.
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Useful Addresses:

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