

Community Languages: a half-term 'introduction'

- As part of a four-year multilingual programme, schools may want to introduce one or more community languages
- KS2 classroom teachers have the skills to 'orchestrate' a short introduction to a new language, working alongside an invited native speaker
- Depending on age group, community language native speaker pupils can be used as extra 'assistants' * *see guidelines page 2*
- The opportunity may arise (eg visiting native speaker/deaf signer) to study a less widely spoken (or signed) language eg Welsh, Swedish, BSL etc.
- Ideally this unit will take place as part of a DL sequence of learning, maximising pupils' prior learning and curiosity about language and languages
- This unit can also be part of a monolingual four-year KS2 language programme with a half term per year used to visit a new language.

Community Languages		Discovering Language KS2 Resources	
<ul style="list-style-type: none"> • Timing: 6 x 45 minutes • Level: written for all KS2; teachers may choose to simplify or extend activities 			
<p>2014 national guidelines: <i>Pupils should:</i></p> <ul style="list-style-type: none"> ○ explore the patterns and sounds of language through songs and rhymes ○ focus on practical communication for practical purposes...broaden their understanding linked to English <p>2014: NC purpose of study: <i>Learning a foreign language is a liberation from insularity and provides an opening to other cultures...a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world'</i></p> <p>2019 Ofsted guidelines: <i>Pupils should experience knowledge and cultural capital to succeed in life...understand and appreciate the cultural influences that shape their own heritage and others...show respect for cultural diversity and national and global communities</i></p>			<p>Cross-curricular links</p> <p>Supporting a rich, broad and deep curriculum; teachers will find opportunities to celebrate the chosen community language (and its country or countries) in all subject areas:</p>
<p>Key Vocabulary <i>appropriate to year group...</i></p>		<p>KEY DISCOVERIES</p> <p>Learning objectives: give pupils opportunities to discover...</p> <ul style="list-style-type: none"> • some core vocabulary based on greetings, names, numbers, food, schooling • links (cognates and borrowed words) between the community language and English • links between the community language and other known community languages • phonic differences and similarities • number patterns • greetings and customs 	
<ul style="list-style-type: none"> - body language - borrowed words - customs - cognates - communication - community - culture - diversity - global 	<ul style="list-style-type: none"> - grammar - language families - language links - loan words - mother tongue - nationality - native speaker - patterns - script - translation 	<p>AfL opportunities: capture evidence of learning in the classroom through:</p> <ul style="list-style-type: none"> • taking short film clips of pupils learning this new language • wall displays: created and photographed • assembly presentations • pupils keeping worksheets, photos and peer assessment tasks in portfolios 	
		<p>English RE/PHSE PE/Dance/ Drama Geography History Art and Design Food technology Science Maths</p>	

General guidelines for introducing a community language ... that the teacher does not speak well (or at all!)

Part of a multilingual KS2 programme

- These notes are written to support a **primary languages programme** and have an emphasis on **spoken and written language**
 - Prioritise your language lessons for language (rather than cultural,) learning ; add curriculum links to this language into the general timetable
- Depending on your class age group, pupils may already have learnt several languages and be able to transfer significant language learning skills, knowledge and strategies such as:
 - dictionary work, memorising strategies, cognates, phonics, written script, loan words (also known as borrowed words) and questions about gender, agreement, word order etc.
- Older pupils may ask independent questions about such language features *eg. 'Does your language have gender? Has English borrowed words from your language? Is word order the same as English? Are there patterns in your numbers?'*
 - Make a note of this; it's an excellent sign that they are becoming true language learners!
 - Also note that a non-linguist native speaker may not be able to give such grammar specific answers, but they can be googled!
- Pupils already studying several languages should be developing a respect and curiosity for linguistic and cultural differences.
 - Introducing a new language through a native speaker is an ideal opportunity to monitor such developments

Part of a monolingual KS2 programme

- These notes can also support a monolingual KS2 where staff have strong skills in a single language (eg French or Spanish)
- As pupils will not have many opportunities (in a monolingual KS2) to transfer language knowledge, skills and strategies, a short introduction to a new and especially community language will help to support a richer, broader and more culturally diverse curriculum

Selecting a native speaker or speakers

- A parent, TA, governor or volunteering 6th former may speak a community or less widely spoken language
 - They will also need to speak good English as pupils will have many questions to be answered in English
 - There is comfort in numbers: so more than one native speaker working together would be ideal and facilitate moving around the class during activity sessions
 - It is not advised to use a Y 3/4/5 pupil as your main native speaker as younger pupils with implicit (as opposed to explicit) language knowledge, find it difficult to explain what they know. Younger pupils can, of course, support lessons in their mother tongue
 - A small group of native-speaker Y6 pupils could be knowledgeable enough to fulfil this role (with a lot of teacher guidance)
- This native speaker may not be used to presenting to a large group of KS2-aged children and may not perceive how much detail to go into. They may:
 - cover too much, too soon. eg when learning numbers, it is advised to cover 5 numbers per week as 10 new words are too many to remember!
 - make utterances very fast and will need to slow down for pupils to repeat and practise new sounds.

- Even someone who is, for example, a university professor, may not be comfortable paring down their language knowledge for KS2:
 - as an experienced teacher of this age group you need to plan together, keeping activities and outcomes simple

BSL

- With the help of an experienced signer, this unit could be adapted to learning BSL *see *DL Support Unit 1: Communication*

Unit activities and timetabling

- Designed to be presented over a half term: you may adapt, add or reduce content as appropriate
- This unit could be used or adapted for different languages in different years
- Teachers may wish to add further activities in other lessons to extend links across the curriculum
- A school might choose to adopt the same language throughout KS2 and teach the unit in one special cross-curricular week

Listening, speaking, reading, writing

- As with very young children, the first language skill we feel comfortable with is listening in small 'chunks' *see *DL Support Unit 4: Mama!*
 - A key principle in these short units is don't introduce too much language in one 'chunk'
 - When sounds and words are unfamiliar we can generally absorb up to 5-6 new pieces of information in one go
 - Frequent repetition is a key concept in retaining unfamiliar words: see suggested games and activities
- **Listening and Speaking:** many of this unit's activities prioritise pupils' listening or receptive understanding of this very new language
 - We can understand (listen) and copy (repeat) before we can independently produce (speak) new language
 - Pupils can demonstrate understanding through actions eg miming, actions, pointing, thumbs up/down etc.
 - When pupils are asked to speak, let them initially chorus as a group and then practise in pairs before singling out individuals
- **Reading and writing:** we can decipher (read) before independently writing.
 - Expect pupils to copy, not remember, new spellings
 - When writing a new word, pupils could use known strategies from English eg *look, cover, write, check*
- **Script:** is it Roman (like ours) or non-Roman?
 - In a Roman script, looking at new spellings and sounds is an excellent opportunity to revisit phonics
 - A non-Roman script will be more challenging: but can be given a try! Just keep it quite simple and 'artistic'?
 - Non-Roman scripts can be phonetic where letters= sounds eg Russian, Arabic
 - Non-Roman scripts can be non-phonetic, using symbols or pictograms (eg Chinese). * see *DL Support Unit 8: Alpha-Beta*

Supporting resources

- There are now many websites and online videos that could help to support your visiting native speaker 'resource'
 - It's an excellent principle for children to hear the voices of native speaker children as well as adults' voices.
- Research the British Council's excellent language resources: they may cover this language * [link to DL resources sheet](#)
- Be creative as you search for written evidence in the local environment especially where the same words/phrases are used in English and this language

- food packaging, shop signs, multilingual signs in Doctors' surgeries (*Ancient History link; Rosetta Stone translation from known to unknown language!*)

Half-term unit: Introducing a community language (CL) alongside a native speaker guest (Guest)	
Week 1	GREETINGS
Opening activity	<ul style="list-style-type: none"> • Where is the country (countries) where CL is spoken? Can you find it on a map? How many pupils in the class /school speak CL? • Ask Guest to tell the class a little about themselves or let older children ask limited questions to establish rapport. • They can exchange names but won't teach how to say 'my name is' until next week
Activity 1	<p>Learn how to say <i>Hello, Goodbye, Thankyou</i> <i>Older children could ask if there are informal and formal ways of greeting and if handshakes, embracing are common</i></p> <ul style="list-style-type: none"> • Ask Guest to say <i>Hello</i> and the teacher models repeating. Ask again and the class chorus repeats several times. • Decide on a mime for <i>Hello</i>. In pairs: the class practise <i>Hello</i> and teacher and Guest wander around listening • Repeat with <i>Goodbye</i>. Pairs speak and mime both <i>Hello and Goodbye</i> a few times. <p>Discussion: Goodbye in English = God be with you and in Italian/ French/German it means 'until we see each other again' what does the CL <i>Goodbye</i> mean?</p> <ul style="list-style-type: none"> • If confident: a few pairs can model <i>Hallo/ Goodbye</i> to the class • Repeat with <i>thankyou</i> and mime receiving a present <p>Discussion: If appropriate: write all 3 words on the board and discuss phonics and script? Does writing help with memory? Transfer to a CL wall display for the next half term. Note: don't write immediately, it is good to use aural / listening memory when first encountering a new word</p>
Activity 2	<ul style="list-style-type: none"> • Put class in two concentric circles. Inner circle walk one way and outer circle walks other way to sound of a traditional CL song. When music stops (or use a CL instrument eg drum as a signal) say and mime <i>hello, goodbye, thank you</i> to each other in turn. • Walk on to new partner as music starts. • If can't make a circle ... let pupils walk randomly around the room to music and when it stops greet person nearest to them (or sound a traditional instrument eg drum). Teacher and Guest can be part of the circles
Activity 3	<ul style="list-style-type: none"> • If guest likes to sing: ask them to prepare a short traditional children's song; ideally a counting song: but don't tell pupils that this week (English example: 12345 once I caught a fish alive; 10 green bottles etc.) • If there is a simple refrain, class can join in. They can begin to learn this song next week. • Or show a short video of the CL country
End lesson	All pupils say <i>Goodbye</i> and <i>Thankyou</i> in CL

Week 2	NAMES
Revision	Practise <i>Hallo/ Goodbye/ Thank you</i> Guest says one word and pupils MIME. When pupils show confidence speaking, Guest mimes and pupils chorus the right word.
Opening discussion	Learn a little about the life of a child today in CL country. Use video or photos. At what age do they go to school? How long is a school day...when do they go to high school? What are typical first names? Involve CL speaking classmates if possible
Activity 1	Learn how to say <i>My name is ...What is your name?</i> <ul style="list-style-type: none"> • Guest says '<i>my name is ...</i>' and teacher copies. Guest says it again and pupils chorus. • Note this phrase may have several syllables and may need breaking down into shorter chunks • If appropriate write on board or use a prepared wall sign. Pupils work in pairs to say their names. • Guest says '<i>What is your name?</i>'. Follow similar activities as above to practise this phrase
Activity 2	Use a large soft toy, ball or scarf from CL country. Teacher throws to pupils and Guest says ' <i>What is your name?</i> ' Pupil replies. Occasionally guest says <i>Hallo, Goodbye or Thankyou</i> to try and catch pupils out: they must then reply with same word!
Activity 3	Learn <i>Yes</i> and <i>No</i> and do a little practice
Activity 4	Use about 10 famous people's pictures; include and learn about some famous people from CL country and include some world famous people too eg Sports people, pop stars, film stars, cartoon characters. <ul style="list-style-type: none"> • Sit one child on a chair/hot seat (facing the class) • Hold one of the 10 famous pictures over their head. All class chorus '<i>What is your name?</i>' • Hot seat child guesses: <i>My name is ...David Beckham?</i> Guest may need to prompt and help the hot seat child. • Class chorus <i>YES</i> or <i>NO</i>. When they are correct: change the hot seat
Activity 5	Return to song from last week and learn a little more ...
End Activity	All pupils say <i>Goodbye</i> and <i>thankyou</i> in CL
Extra	Pupils could make a wall picture gallery with speech bubbles: ' <i>Hello: My name is ...</i> '

Week 3	NUMBERS 1-6
Revision	Play throw ball/scarf game from Week 2 to revise naming and greetings
Opening discussion	<ul style="list-style-type: none"> • What does a typical town look like in x? Can guest bring photos...make PowerPoint • Do houses have numbers on the doors? Do numbers look like our numbers? • Can numbers be seen in other street photos; eg road signs (Money to be mentioned next week)
Activity 1	<p>Guest counts slowly 1-5 using fingers of one hand</p> <p>Guest repeats and class then copies number by number: first 12, then 123, then 1234, then 12345. Practise a few times.</p> <p>Discussion: are any numbers similar to words from other languages? Are any more difficult than others? What memory strategies can be used to remember them? (<i>example: 1, 2 in Japanese sounds like itchy knee!</i>)</p> <p>Pupils may ask to see a written form for the words to aid memory</p>
Activity 2	<p>Simple whole class game: words and actions</p> <p>Guest says 1 (holds up 1 finger), class say 2 (2 fingers), Guest 3 Class 4 Guest 5 etc.</p> <p>Change Class say 1, Guest 2 etc. Build up confidence. Note: actions can reinforce word memory</p> <p>Practise same game in pairs: taking it in turns to say 1. Younger pupils may like to make this a clapping rhyme: or throw a plastic cube/soft ball to each other. Encourage pupils to use these numbers in eg hopscotch on the playground / PE lessons</p>
Activity 3	<p>Game with Dice: pupils need to learn number 6: add it on!</p> <p>Front of class: model game with large foam dice (from KS1?) Guest throws dice / teacher guesses</p> <p>Pairs: Child A throws and hides dice: child B guesses number 1-6. If correct, B can throw if incorrect A throws again</p> <p>Guest and teacher walk around class and watch and help</p>
Activity 4	<p>Song from weeks 1/2: was this a number song? If so, pupils should begin to recognise words and learn some fuller phrases ...</p> <p>Note numbers 7-10 are coming next week: 10 new words = too many in one week</p>
End Activity	Add another counting game.eg Teacher holds up classroom items and pupils work in pairs to say how many: (1-6)
Extra	<p>Pupils could make a small folding book with numbers 1-6 (0 and 7-10 coming next week)</p> <p>Like a first counting books: 1 apple, 2 balls, 3 cars etc. With numbers written as CL words</p>

Week 4	NUMBERS 7-10
Revision	Greetings and names. Its two weeks since these were done. Guest and teacher can practise in front of class to remind pupils
Opening discussion	Money: what sort of money does CL use? Can Guest bring some examples? Are there numbers written on the money? Find photos of shops and prices signs in CL country. Could be extended in a Maths class: money conversion...
Activity 1	Revisit numbers 1-6 then Guest counts slowly 6-10 using fingers of one hand Guest repeats and class then copies number by number. Practise a few times... Discussion: are any 6-10 numbers similar to words from other languages? Are any more difficult than others? What memory strategies can be used to remember them? (<i>example: 1, 2 in Japanese sounds like itchy knee!</i>) Pupils may ask to see a written form for the words to aid memory
Activity 2	Simple whole class game. Guest says 6 (six fingers) class says 7, Guest 8 Class 9 Guest 10 Change Class say 6, Guest 7 etc. Build up confidence: always combine with body actions Revise: numbers 1-5 again. Build the same game up from 1-10 Practise same game in pairs. Encourage pupils to use these numbers in eg hopscotch on the playground / partner ball games etc.
Activity 3	Go round class counting 1-10. Each pupil is given a number (younger pupils could receive a written number) Can they remember it? Guest has a bag of numbers and selects one at random and calls it out: can pupils with that number stand up? If they don't remember ... their neighbours will! Could make this an elimination game. Could ask confident pupils to become callers
Activity 4	Pupils could make a simple number rap in small groups. Either sung or rapped. Can they do the numbers backwards?
Extra	Simple Maths: Learn <i>add</i> and <i>take away</i> . Guest could give simple Maths questions for pairs to work out: all answers inside 1-10 of course. Discussion: is there a pattern in numbers in CL? Note most languages have number patterns based on 10/100 Do the numbers pupils already know return in 20, 30, 40 etc? If class is interested number work could be extended Note: Add zero to the number knowledge (Maths Q: why is zero important?)
End Activity	Devise a simple Bingo game using numbers 1-10
Extra	If pupils began a small folding number book last week: add extra numbers in CL

Week 5	TRADITIONAL STORIES
Revision	Greetings and replay a favourite numbers game
Preparation	<p>Ask Guest to prepare a short traditional story with a 'refrain' in it with opportunities for actions and mimes. Examples: ' eg 'run run as fast as you can' (Gingerbread Man) 'I'll huff and I'll puff' (3 little pigs) Note: traditional tales are ideal for this activity: hopefully one can be chosen that originated in CL country If the story is available in book form: pages could be scanned and shown on the whiteboard</p> <ul style="list-style-type: none"> • See www.mantralingua.com for a huge range of bilingual world titles <p>Teacher to use own judgement whether to prepare the class in advance eg hearing an (unfamiliar) story first in an English lesson</p>
Activity 1	<ul style="list-style-type: none"> • Create a cosy, story-telling atmosphere; eg use a carpet for younger pupils • Guest / teacher prepare the class and ask them to look out for certain words and short phrases. When they hear these they perform a correct mime (eg miming the word <i>wolf</i> or <i>Queen</i> or <i>bear</i>) • If the story has a refrain (ideal), pupils can practise it and chorus when it occurs <ul style="list-style-type: none"> ○ Example: the Enormous Turnip is a central European story ...children could learn to say the word '<i>pulled</i>' in Russian/Czech and mime as each character is mentioned: <i>the old man, the dog, the cat...</i> • Guest reads story in CL OR: if the story is very complicated: teacher and guest could alternate with difficult passages in English translation and more repetitive paragraphs in CL • Pupils enjoy, listen, repeat key phrases and show understanding with mime.
Activity 2	Can pupils design a new front cover for the book and write the title in CL? Perhaps using a culturally appropriate art and script style? For classroom display
End of lesson:	<i>Thank you and goodbye</i>
Extra	This could develop into an assembly / drama activity

Week 6	CUSTOMS
Revision	Revise names and 1-10
Opening discussion	Teacher and guest to pre-discuss typical customs that children might enjoy hearing about eg birthdays, holy days (definitely choose a day of interest to children between 7 and 11) Guest tells pupils something about the chosen special day(s). Including artefacts and photos, film if possible Include native speaker pupils explaining about such days in their homes If food is involved...see next week suggestions
Activity 1	<ul style="list-style-type: none"> • Guest teaches class how to say a greeting for such days (equivalent to: Happy Eid etc) • This may be quite complex: break in to syllables to learn • See this greeting written down • Class can copy the written greeting: can this become a wall display or culturally appropriate cards?
Activity 2	Is there music or a typical song or dance related to these customs? Guest teaches short song or dance to class or a chorus of a longer song
Activity 3	Return to the circle game from Week 1. Pupils stop and greet each other with <i>Hello, Feast day greeting, Thank you and Goodbye</i>
End Activity	<i>Thank you and Goodbye</i>

Week 7	FOOD
Revision	Guest and teacher choose any vocabulary learnt that they feel needs reinforcing
Opening discussion	Linked to feast days: nearly all societies have specific food customs. Pupils can discuss what they know about this Teacher and guest pre prepare a lesson to include simple food vocabulary
Activity 1	Learn to say: <i>what is that?</i> Note: not all languages have a simple phrase for ' <i>what is that?</i> ' but many do Guest shows an item of food to class who chorus: <i>What is that?</i> Guest says its name in CL and children repeat Prepare food labels to reinforce memorising. Look for online photos of this food in shops Pupils can say if they know these foods
Activity 2	If possible: have some food tasting or a cooking session; invite parents? Guest teaches the phrase ' <i>it's good; it tastes good</i> '. Pupils practise <i>hello; it tastes good</i> , as they try different foods.
Activity 3	Pupils in pairs work on a wall display of key foods and their names: Display title in CL: <i>What is that?</i>
Activity 3	End of Unit Plenary: Discuss what pupils remember and have enjoyed most. Allow them to choose favourite games Encourage use of CL out of school eg greetings to CL community; numbers when visiting CL shops
End Activity	Prepare some form of big THANKYOU (in CL) for the guest