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'.

- A mixed-age multilingual programme, using four languages, is comparable to a four year Historical Period roll. See below for 2 x 2 year and 1 x 4 year examples:

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

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

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

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

- Schools will perceive the curriculum advantages of 'rolling' certain languages alongside other 'specific 'topic' areas in History, Geography, Art, Music etc.

- Planning for progression with differentiated objectives for returning (older) pupils in a mixed age class requires careful planning. *For more details, see DL notes on 'Progression in language learning'**
  - 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 that progression is achieved in language learning* and plan for appropriate differentiated challenges for RP.

- See Slide 2 for a more detailed example of a 2 x 2 year rolling programme in languages

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 **Spanish or Italian**	Choose a language to contrast with Y3 eg **German or Latin**	1-3 terms of a **non-Roman script** eg Mandarin, Russian, Japanese, Community	**French or Spanish** *reaching a 'substantial level' = A1*	**Transition E-portfolio showing:**
Suggested language content **with linguistic progression Y3-Y6**	**SOUND, WORD & PHRASE** • greetings, names • ages, 0-31, colours, dates • gender, phonemes, cognates, • noun and adjectives • Q & A conversations, • cultural knowledge and activities **RP language extension examples** • negatives • 'I like' + opinions • higher numbers		**CONTENT & LEVEL** *depending on complexity of non-Roman script* • characters, symbols • greetings, names • numbers, colours • nouns, adjectives, gender • simple verbs • cultural knowledge and activities	**SOUND, WORD, PHRASE, SENTENCE, TEXT** • 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	Key language skills and knowledge of grammatical features and patterns eg. • parts of speech • gender • agreement • word order • phonics
Curriculum links	**English:** fairy tales, myths, Beowulf, Old English, Latin, Germanic, Romance word origins and cognates **History**: Anglo Saxons, Vikings, Romans, Mayans, Indus **Geography**: Europe & S. America; climate zones & rivers e.g. the Amazon **Art:** great artists **RE:** festivals and traditions **Music & Drama:** age-appropriate cultural links		**English:**, the origins of writing: characters, runes, symbols v. phonics, hieroglyphs, Romance word origins, cognates, traditional tales, 'great literature' :short extracts **History:** aspects of British History beyond 1066, first civilisations **Geography** regions in Europe or S. America, rivers, climate zones **Art:** great artists, calligraphy **RE:** festivals and traditions **Music & Drama:** age-appropriate cultural links		**Pupils come to Y7 from a range of KS2 models with:** • 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
Key grammar vocabulary already encountered in English curriculum	**Y1 & Y2:** noun, adjective, verb, adverb, singular, plural, capital, suffix, punctuation, tense (past, present) **Y3:** preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas		**Y4:** determiner, pronoun, possessive pronoun, adverbial **Y5:** modal verb, relative pronoun, relative clause, parenthesis, cohesion, ambiguity **Y6:** subject, object, synonym, antonym, active, passive, ellipsis, hyphen, colon, semicolon, bullet points		
Support Units (free online)	**COMMUNICATION LITERACY LINKS PATTERNS GRAMMAR** **Optional sequenced support units making links across languages and with English** **See specific unit notes for mixed age planning ideas**				