

# “ 4 Year Four ”

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What do children in Year 4 feel about language learning?

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*“Everyone thinks it’s good. It’s educational and you get to do fun things in the lessons like playing games, telling stories and using ICT.”*

*“It’s really great because you can use languages for real!”*

*“It brings the world into your classroom!”*

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Expectations	Outcomes
During Year 4	By the end of year 4, most children should be able to:
<p><b>Oracy</b></p> <p>Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<ul style="list-style-type: none"> <li>• Listen to and identify words and short phrases</li> <li>• Communicate by asking and answering a wider range of questions</li> <li>• Memorise and present a short text.</li> </ul>
<p><b>Literacy</b></p> <p>Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time.</p> <p>They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.</p>	<ul style="list-style-type: none"> <li>• Read and understand familiar written phrases</li> <li>• Follow a short text while listening and reading, saying some of the text</li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Write some familiar words and phrases without help.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Children reflect upon celebrations in which they participate at home, at school and in the wider community and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries.</p> <p>They identify common elements in traditional stories from other cultures.</p>	<ul style="list-style-type: none"> <li>• Talk about celebrations of which they have experience</li> <li>• Know about similar celebrations in other cultures</li> <li>• Compare aspects of everyday life at home and abroad</li> <li>• Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.</p>	

## Year 4 at a glance

### Oracy

- **4.1 Memorise and present a short spoken text**
  - learn finger rhymes, poems or a non-fiction text
  - learn and say several sentences on a topic.
- **4.2 Listen for specific words and phrases**
  - listen with care
  - use physical response to show recognition and understanding of specific words and phrases.
- **4.3 Listen for sounds, rhyme and rhythm**
  - identify specific sounds e.g. rhymes, letters, phonemes, words
  - compare different sounds.
- **4.4 Ask and answer questions on several topics**
  - practise asking and answering questions with a partner
  - devise and perform simple role-plays.

### Literacy

- L **4.1 Read and understand a range of familiar written phrases**
  - match phrases and short sentences to pictures or themes
  - identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
- L **4.2 Follow a short familiar text, listening and reading at the same time**
  - make links between spoken and written words
  - identify common spelling patterns in letter strings.
- L **4.3 Read some familiar words and phrases aloud and pronounce them accurately**
  - read aloud words which they use on a regular basis, e.g. numbers, days, weather
  - pronounce letter strings, words and phrases accurately with good pronunciation.
- L **4.4. Write simple words and phrases using a model and some words from memory**
  - write labels for work on wall displays and in their books
  - complete a semi-completed e-mail message to someone in a partner school.

### Knowledge about language

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and plural.
- Use question forms.
- Recognise that texts in different languages will often have the same conventions of style and layout.
- Apply phonic knowledge of the language to support reading and writing.
- Identify a different writing system.

### Intercultural understanding

- IU **4.1 Learn about festivals and celebrations in different cultures**
  - learn how children of different cultures celebrate special days
  - identify similarities and differences
  - learn simple phrases to celebrate festivals.
- IU **4.2 Know about some aspects of everyday life and compare them to their own**
  - compare pastimes of children of different cultures and countries
  - exchange information with a partner school, e.g. sports, hobbies.
- IU **4.3 Compare traditional stories**
  - compare characteristics of simple stories between cultures
  - look at the writing system of the language.
- IU **4.4 To learn about ways of travelling to the country/countries**
  - revise the location of country/countries where the language is spoken
  - identify a route from own locality to specified destination.

### Language and learning strategies

- Discuss language learning and share ideas and experiences.
- Use mental associations to help remember words.
- Ask for repetition and clarification.
- Use context and previous knowledge to determine meaning and pronunciation.
- Practise new language with a friend and outside the classroom.
- Plan and prepare for a language activity.
- Read and memorise words.
- Sort words into categories.
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- Use a dictionary to look up spellings.
- Use context and previous knowledge to determine meaning and pronunciation.
- Access information sources.



Year 4			
Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 4 children should be taught to:	Year 4 children should, for example:	Year 4 children should have opportunities to, for example:	Year 4 children should have opportunities to, for example:
<b>O4.1 Memorise and present a short spoken text</b>	Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic.	Recognise negative statements.	Remember rhyming words. Use gesture or mime to show they understand.
<b>O4.2 Listen for specific words and phrases</b>	Listen with care. Use physical response to show recognition and understanding of specific words and phrases.	Recognise categories of words (e.g. colours, animals). Extend recognition of word classes. Recognise and apply simple agreements (e.g. gender, singular, plural). Interpret non-verbal communication.	Look at the face of the person speaking and listen attentively. Use context and previous knowledge to determine meaning and pronunciation.
<b>O4.3 Listen for sounds, rhyme and rhythm</b>	Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds.	Sort words according to sounds.	Analyse and compare English with the language being studied. Sort words into categories.
<b>O4.4 Ask and answer questions on several topics</b>	Practise asking and answering questions with a partner. Develop and perform simple role plays.	Use question forms. Identify word classes and understand the function of e.g. verbs.	Ask someone to clarify or repeat. Practise with a friend. Use gesture or mime to show they understand.
<b>L4.1 Read and understand a range of familiar written phrases</b>	Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.	Apply phonic and whole word knowledge of the foreign language in order to decode text.	Play games to help to remember. Use context and previous knowledge to determine meaning and pronunciation.
<b>L4.2 Follow a short familiar text, listening and reading at the same time</b>	Make links between the spoken and written words. Identify common spelling patterns in letter strings.	Recognise that texts often have the same conventions of style and layout as in English.	Use prior knowledge of text types in English or other languages.
<b>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</b>	Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation.	Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes.	Practise saying new words aloud. Apply previous knowledge and language cues to help understanding and pronunciation.
<b>L4.4 Write simple words and phrases using a model and some words from memory</b>	Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school.	Apply phonic and whole word knowledge to write simple words and phrases.	Use spelling strategies appropriately. Use a dictionary or ICT source to look up spellings.

Continued

## Year 4

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 4 children should be taught to:	Year 4 children should, for example:	Year 4 children should have opportunities to, for example:	Year 4 children should have opportunities to, for example:
<b>IU4.1 Learn about festivals and celebrations in different cultures</b>	Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible.	Recognise similarities and differences between languages in the phrases used for celebration.	Read and memorise. Plan and prepare themselves for a language activity.
<b>IU4.2 Know about some aspects of everyday life and compare them to their own</b>	Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies.	Understand that conventions are respected by native speakers and are important for learners.	Analyse what they need to know in order to carry out a task.
<b>IU4.3 Compare traditional stories</b>	Compare characteristics of simple stories between cultures. Look at the writing system of the language.	Identify a different writing system. Identify narrative forms in a different language and compare to those in English.	Use knowledge of English or another language to help learning and understanding. Make sensible predictions based on previous knowledge and language cues.
<b>IU4.4 Learn about ways of travelling to the country/countries</b>	Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.	Notice similarities and differences in place names.	Use prior knowledge to support understanding.

Notes



## Year 4 – 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

#### O4.1 Memorise and present a short spoken text

- **Participate in a performance of a finger rhyme, poem or short text clearly and audibly for an audience**
- **Give a short presentation, saying several sentences about e.g. the country or countries where the language is spoken, a person, a painting or their school**
- Working in pairs or groups, devise a simple role-play, using familiar questions and answers.

#### O4.2 Listen for specific words and phrases in a song, poem or story

- **Count how many times they hear a particular number, word or phrase; respond with a physical movement, or by repeating the word verbally, or by piling up counters or Lego bricks**
- **Count how often a type of word appears e.g. colours, animals, numbers, times, places; respond by circling pictures or numbers**
- **Identify an object or picture by its description. Listen to a story and point at pictures or objects when they hear them e.g. the little dog is walking, the big brown bear is skipping, the hungry caterpillar is not playing the guitar**
- **Play and extend 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. This can be extended to include adjectives – wiggle one hand beside your ear; adverbs – swing your arms as if marching or walking briskly; pronouns – place only one hand on your head; conjunctions – shake hands with someone**
- **Respond to poems and stories presented through PowerPoint and other multi-media texts**
- **Listen to and join in with stories, songs and poems**
- **Draw a picture to show understanding of an aspect of the story.**

### O4.3 Listen for sounds, rhyme and rhythm

- **Count sets of objects and notice how the plural sounds, e.g. one dog, two dogs, three dogs**
- **Play a game with initial letters and/or syllables, guessing the name of something (clothes, town, country); the teacher says I'm thinking of a town with two syllables whose first letter is P. Extend to include vowels and consonants, e.g. I'm thinking of an animal with two syllables, which has two vowels and three consonants**
- Play Fruit Salad game. Children are each given a word to remember, e.g. apple, peach, pear, plum. When the teacher calls out a word, every child with that word must change places. When the teacher calls out Fruit Salad all children change places
- Sort words into categories by criteria such as how many syllables, e.g. place cuddly toys on different mats within the circle: dog, cat, bee; rabbit, parrot, donkey; elephant, crocodile, dinosaur; dromedary; hippopotamus
- Sort objects into categories by the sound of the first or last letter, e.g. dog, dinosaur, dromedary, donkey; elephant, rabbit, cat
- Play the Singular and Plural Game: Listen to spoken language and identify ideas which are singular or plural, e.g. choose whether to stand on the singular mat or the plural mat when you hear Five elephants are dancing or One elephant is sleeping
- Listen out for plurals and give a physical response such as standing up, sitting down or putting up their hand when a plural idea is heard
- Compare the sound of plural ideas in English with those of the language
- Use ICT to develop games and activities.

### O4.4 Ask and answer questions on several topics

- **Develop role-play using puppets or props**
- **Perform role-play in the style of a character e.g. as if you were Cinderella, or by conveying an emotion e.g. happy, sad, shy, embarrassed, angry**
- **Ask and answer questions about pictures, charts and maps**
- **Play team games asking questions of the opposing team**
- Identify verbs in familiar questions and answers. Understand that a verb tells us what is happening in a sentence
- Answer aloud a question which the teacher mouths silently
- Ask how to say something in the language, and practise using pictures and props
- Turn statements into questions, paying close attention to intonation
- Play Chinese Whispers.

## Literacy

### L4.1 Read and understand a range of familiar written phrases

- **Play Picture Domino or Bingo using familiar phrases, e.g. the weather, the date, simple descriptions of people, places or pets. Progress from picture to text and then from text to text**
- **Play the Newspaper Challenge: children have access to language newspapers and magazines in the classroom. They each make a poster by finding a variety of texts, cutting them out and sticking them on to the poster**
- **Read familiar phrases and short sentences, decide what they are about and link them to a particular theme which the class has studied**
- **Use ICT resources to create collage/simple story board/poster**
- Help to create a wall display showing familiar pictures, and make labels.

### L4.2 Follow a short familiar text, listening and reading at the same time and then read parts of the text aloud

- **Working in groups, listen several times to a native speaker model, an audio, CD, a simple familiar song, poem or extract from a story, while following the words**
- **Join in, chanting some of the text as a class**
- **Choose text cards as the teacher calls out words and phrases**
- Play and extend Anagram Jigsaws: familiar words are cut up into individual letter cards, and in small groups children work together to re-build the words
- Play Pass the Anagram Parcel: listening to authentic music or songs, the children pass round the circle a bag containing letter cards which, when all out of the bag can be used to spell a familiar word. Each time the music stops, the child holding the bag takes out one letter card, identifies it by its name and places it in the middle of the circle. The music re-starts and the game continues until all the letters are in the middle of the circle. All children try to guess which word can be spelled with the letters
- Sort word cards into dictionary order by their first and second letters; 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. banana, berry, biscuit, bottle, butter. When ready, extend to include the first two letters of each word being the same, then the first three
- Complete a reading jigsaw by putting text cards in the correct order, reading some of the words aloud. Play Find the Missing Words: Looking at a familiar written poem with all the rhyming words removed and written on word cards, children re-build the poem correctly, then read it aloud. They then jumble up the rhyming words and re-read the nonsense poem aloud. Use ICT to practise and apply these skills.

#### L4.3 Read some familiar words and phrases aloud and pronounce them accurately

- Read aloud words with good pronunciation, e.g. familiar names/places/ numbers out of sequence/days of the week/months of the year. Practise by listening to a native speaker model
- Read aloud words and phrases which they can pronounce accurately, using coloured cards, Interactive Whiteboard, the board or storybooks
- Play Pass the Word Parcel: listening to authentic music or songs, the children pass round the circle a bag containing familiar word cards. Each time the music stops, the child holding the bag takes out one word card and reads it aloud. The other children echo the word and the teacher corrects the pronunciation if necessary. The word card is placed in the middle of the circle and the music re-starts.

Follow-up activities:

- *When all the cards are out of the bag and in the circle the children sort them into dictionary order*
- *The children sort the words into categories, e.g. nouns, verbs, adjectives*
- Listen for words from a particular word class. The teacher reads aloud a sentence or a short text. The children take a Lego brick every time they hear a particular kind of word, e.g. verb, preposition, noun
- Make collections of words, e.g. with common endings.



#### L4.4 Write simple words and phrases using a model and some words from memory

- **Set up a Graffiti Board. Children try out language imaginatively and creatively. At this level they might use letters in bold colours and shapes and illustrate their attempts using ICT; write labels and captions using a word list**
- **Write labels for work on wall displays and in their books**
- Respond to questions from the teacher by finger writing in the air for others to read, instead of speaking the answers; trace a word on each other's backs
- Write labels for work on wall displays and in their books
- Fill in lists of likes and dislikes
- Complete a dream shopping list for a party or picnic
- Make a personal language dictionary or word bank
- Invent physical gestures to represent punctuation, e.g. draw the shape of a question mark in the air. Play a punctuation physical response game: the teacher calls out some features of punctuation and the children draw each one in the air.

### Intercultural understanding

#### IU4.1 Learn about festivals and celebrations in different cultures

- **Recognising the diversity of this country and that of the community of the school, discuss the different ways in which people in this country celebrate special days and learn about how they are celebrated by children in other cultures, e.g. birthdays, national holidays**
- **Involve a native speaker, pupil, parent, family member or language assistant in sharing their childhood memories of celebrations and in helping children to recognise diversity**
- Listen to authentic songs linked to celebrations and learn a few key phrases
- Draw up a calendar of important festivals, together with the teacher, which they celebrate throughout the year. Learn about similar festivals in other countries and how these festivals are celebrated
- Learn to say simple phrases of celebration, e.g. to welcome the New Year. In culturally diverse and multi-lingual classrooms children to teach New Year phrases to rest of class
- Exchange celebration cards with partner schools or with another child in the class, if this is the custom.

#### IU4.2 Know about some aspects of everyday culture and compare them to their own

- **Learn about the aspects of everyday life of children in another country, e.g. sports, hobbies, entertainment, through contact with a partner school and/or referring to pupils themselves. Invite a native speaker to talk about popular sports, hobbies, entertainment or research by Internet. Compare with everyday life of all children in class**
- Watch video/access internet/webcams to gain access to different cultures not otherwise accessible directly in the classroom
- Compile data in tables, charts, graphs and diagrams of their class's favourite sports or hobbies. Design a simple questionnaire to be completed by their partner school and compare with the results of their own class survey.

#### IU4.3 Compare traditional stories

- **Listen to a traditional children's story, in the language being learned. Using the illustrations and their experience of traditional stories in their own language, they try to work out the plot of the story**
- **In pairs, look at the alphabet/characters of the language being learned. Are there identical letters, additional letters? How do the shapes of letters/characters differ?**
- **Identify the 'orientation' of the writing system, e.g. does it go from left to right or vice versa?, and which way are pages turned in a book?**
- Find which symbols are used for punctuation. Are they the same? Do they help with the meaning of the text?
- Identify common elements of traditional stories, e.g. story themes, settings, repetition of phrases and sentences, endings
- Learn the names of the main characters in a story or song and draw them. Label the pictures for a classroom display.
- Invite native speakers into the classroom, or use the expertise and knowledge of class members to share simple songs and rhymes they learned as a child. Children listen to the sounds and rhythm and identify words that they may already know
- Act out the story to another class or during a school assembly to celebrate the culture/cultures of the language they are learning
- Make a PowerPoint or storybook of a traditional story to send to a partner school.

#### IU4.4 Learn about ways of travelling to the country/countries

- **Revise the location of country/countries where the language is spoken, using the Internet, maps, globes or atlases, and drawing on the experience of class members where appropriate**
- **In groups, select one of these countries and mark the route from 'home' to the destination (or vice versa)**
- Identify ports and airports
- Decide which type of transport to use to travel to their location.