

An Introduction to Assessment

Familiarity breeds.. Confidence!

AfL is linked to concepts of progression:

- Teachers need to have a clear understanding of progression in language learning and be familiar with:
 - KS2 Framework levels
 - The Languages Ladder
- Pupils should also understand how to make progress in their learning



Y3/4: Oracy



- O3.1** Listen & respond to simple rhymes, stories, songs
- O3.2** Recognise & respond to **sound patterns & words**
- O3.3** Perform simple communicative tasks using **single words, phrases & short sentences**
- O3.4** Listen attentively & understand everyday instructions, classroom language & praise

- O4.1** Memorise & present a short spoken text
- O4.2** Listen for specific **words and phrases**
- O4.3** Listen for **sounds, rhyme and rhythm**
- O4.4** **Ask & answer questions** on several topics

Y5/6: Oracy



- O5.1** Prepare and practise a **simple conversation**, re-using familiar vocabulary and structures in new contexts
- O5.2** Understand and express simple **opinions**
- O5.3** Listen attentively and understand **more complex phrases and sentences**
- O5.4** Prepare a **short presentation** on a familiar topic
- O6.1** Understand the main points and simple **opinions** in a spoken **story, song or passage**
- O6.2** Perform to an audience
- O6.3** Understand longer and **more complex phrases or sentences**
- O6.4** Use spoken language confidently to initiate and sustain conversations and to tell stories

Y3/4: Literacy



- L 3.1** Recognise some familiar written **words**
- L 3.2** Make links between some **phonemes, rhymes** and spellings and read aloud familiar **words**
- L3.3** Experiment with the writing of simple **words**

- L4.1** Read and understand a range of familiar written **phrases**
- L4.2** Follow a **short, familiar text**, listening & reading at the same time
- L4.3** Read some familiar **words & phrases** aloud & pronounce accurately
- L4.4** Write simple **words & phrases** using a model & some words from memory

Y5/6: Literacy



L5.1 Re-read frequently a variety of **short texts**

L5.2 Make **simple sentences** and **short texts**

L5.3 Write **words, phrases** and **short sentences**,
using a reference source

L6.1 Read and understand the main points and
some detail from a **short written passage**

L6.2 Identify different text types and read **short**,
authentic texts for enjoyment or information

L6.3 Match sound to **sentences** and **paragraph**

Linguistic progression

Reaction > production

word

sound

phras
e

sentence

short
text

Unfamiliar language

Oracy > Literacy

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Knowledge about Language (KAL)

1. Recognise many languages are spoken in world/school
2. Identify sounds, phonemes, words
3. Imitate pronunciation
4. Hear/compare word classes (e.g. nouns/adjectives)
5. Recognise sounds when written
6. Notice spellings of known words
7. Recognise & use questions & negative forms
8. Recognise words occur in both English and the new language (cognates) but may sound different
9. Recognise & apply gender and simple agreements, singular & plural
10. Apply phonic knowledge of new language to support reading & writing
11. Understand that words will not always have a direct equivalent in the language
12. Recognise patterns in the foreign language



Language Learning Strategies (LLS)

1. Discuss language learning
2. Remember rhyming words
3. Use context to gain meaning
4. Use actions, rhymes, songs & games to aid memory
5. Practise with friends and outside classroom
6. Look at face of speaker and listen attentively
7. Use gestures to show understanding
8. Write new words/compare with English
9. Ask for repetition & clarification
10. Use context & previous knowledge to determine meaning & pronunciation
11. Plan & prepare for a language activity
12. Read and memorise words
13. Use a dictionary to look up spelling
14. Use mental associations to help remember words



Teachers' Guidance

KS2 Framework Objectives	The Languages Ladder	New NC levels ?
Year 3	Breakthrough Grade 1	1
Year 4	Breakthrough Grade 2	2
Year 5	Breakthrough Grade 3	3
Year 6	Preliminary Grade 4	4

Working with Early Start enables children to achieve Y3/4 objectives

HOWEVER Y5/6 teachers CAN raise these expectations to Language Ladder grades 3 / 4 (Framework year 5/6)

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The Languages Ladder Stages 1 and 2

Grade	Listening	Speaking	Reading	Writing	NC levels	
Stage 1 Breakthrough						
1	I can understand a few familiar spoken words and phrases	I can say/repeat a few words and short simple phrases	I can recognise and read out a few familiar words and phrases	I can write or copy simple words and symbols	1 - 3	A
2	I can understand a range of familiar spoken phrases	I can answer simple questions and give basic information	I can understand familiar written phrases	I can write one or two short sentences to a model and fill in the words on a simple form		
3	I can understand the main points from a short spoken passage	I can ask and answer simple questions and talk about my interests	I can understand the main point(s) from a short written text in clear script	I can write a few short sentences with support using expressions which I have already learned		
Stage 2 Preliminary						
4	I can understand the main points and some detail from a short spoken passage	I can take part in a simple conversation and I can express my opinions.	I can understand the main points and some of the detail from a short written text	I can write a short text on a familiar topic, adapting language which I have already learned	4 - 6	A

Progression in language learning

3 'BIG IDEAS' to share with pupils



As we take part in more and more language learning we will develop...

1. Increased **CONFIDENCE** in: listening and speaking, reading and writing, using language and language learning strategies independently!
2. Increased **UNDERSTANDING** of: spoken and written language meanings, grammar, KAL, culture, links between languages etc.
3. Increased **COMPLEXITY** e.g. saying, reading and writing a little more (such as asking questions); developing pronunciation accuracy etc.

A portfolio approach

also see the Junior Language Portfolio: www.cilt.org.uk

choice...pride...capacity...reflection

For the teacher a portfolio :

- is an essentially formative, pupil centred approach to assessment
- is a suitably structured collection of pupils' work with footprints of learning and evidence of feedback (not just colouring a balloon!)
- is evidence from which they can give a 'light' grade by end of year and support any report statements ...see Languages Ladder outline

For pupils a portfolio :

- presents a dynamic story of their learning based on:
 - class assessment activities
 - their own choices
 - comments and explanations leading to self assessment
- is a record that allows them to see their progress and know how to improve

What could be in a pupil portfolio/scrapbook/ dossier?

- 1. Worksheets**
- 2. My language biography / 'I can do' statements**
- 3. Pupil made books**
- 4. Classroom displays (keep photo evidence)**
- 5. Role plays...make video clips or sound files**
- 6. Assemblies: keep video evidence if possible**
- 7. Photos of work (annotated by pupil)**
- 8. PowerPoints or photostory with sound-files where possible favourite things (souvenirs)**
- 9. Evidence of IU activities / research**

Don't forget...success criteria...

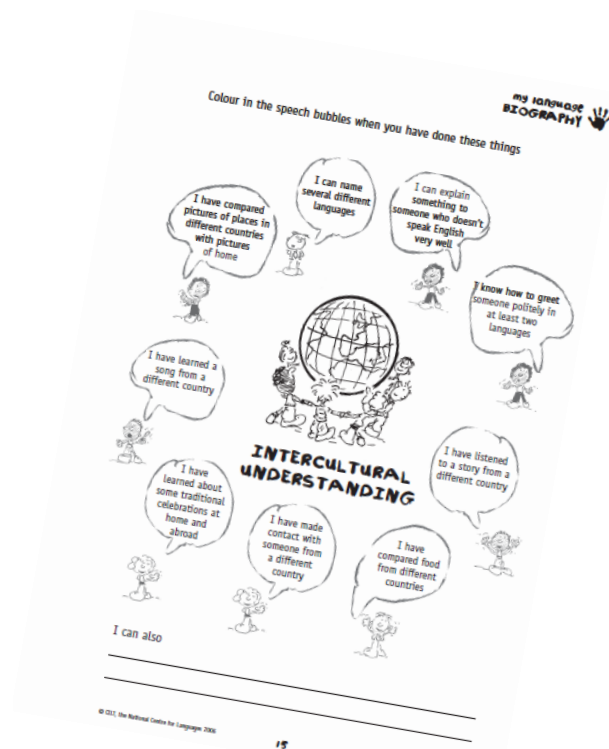
- Have achievable but challenging success criteria and discuss these with pupils (who can also create their own if they understand where to go next)

'Over the next few weeks we're going to practise our conversations in Spanish... We will make our own mini theatre, by producing puppets, and scenery, and the script. We will record the first night performance on Digiblu cameras!

*You can keep your finished puppets and Digiblu recording in your language portfolio'(perhaps on the VLE?)*_*



Assessing IU?



I have made contact with someone from another country

I have listened to a story from another country

I have talked to my class about the tomatina festival in Spain

Y3/4: Intercultural Understanding

IU3.1: Learn about the different languages spoken at the school

IU3.2: Locate country/ies where language is spoken

IU3.3: Identify social conventions at home/in other cultures (eg greetings/names)

IU3.4: Make contact (direct/indirect) with country/countries where the language is spoken

IU4.1 Learn about festivals & celebrations in different cultures

IU4.2 Know about some aspects of everyday life & compare them to their own

IU4.3 Compare traditional stories

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



Y5/6: Intercultural Understanding (IU)



IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

IU5.2 Recognise similarities and differences between places

IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

IU6.1 Compare attitudes towards aspects of everyday life

IU6.2 Recognise and understand some of the differences between people

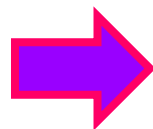
IU6.3 Present information about an aspect of culture

Progression in Intercultural Understanding

Year 3
Learning about –
Identify
Locate



Year 4
Learning about –
also knowing how
and comparing



Year 6
Same skills but also
empathy / attitudes
Affective + cognitive



Year 5
Comparing –
similarities/differences
Switching
perspective