

Languages Learning at Key Stage 2; a longitudinal study

Technical appendices

Contents

Appendix 1: 2006/07 Strand 2 data collection instruments and related documents	2
Appendix 1a Interview schedules 2006/07	3
Appendix 1b Questionnaires for children taking part in focus groups and focus group schedule 2006/07 (German example of questionnaires)	10
Appendix 1c Lesson observation schedule 2006/07	14
Appendix 1d Log sheet 2006/07	19
Appendix 2: 2007/08 Strand 2 data collection instruments and related documents	21
Appendix 2a Interview schedules 2007/08	21
Appendix 2b Questionnaires for children taking part in focus groups and focus group schedule 2007/08 (Spanish example of questionnaire)	26
Appendix 2c Lesson observation schedule 2007/08	30
Appendix 2d Log sheet 2007/08	38
Appendix 3: 2008/09 Strand 2 data collection instruments and related documents	41
Appendix 3a Interview and focus group schedules 2008/09	41
Appendix 3b Lesson observation schedule 2008/09	49
Appendix 3c Information for participants (all years)	60
Appendix 3d Log sheet 2008/09	63
Appendix 3e Parental agreement (all years)	65
Appendix 4: Strand 3 data collection instruments (Rationales and procedures: Final version, French 2007/08)	67
Appendix 4a 2007/08 Y3 French Oracy: Rationale and format	68
Appendix 4b 2007/08 Y3 Literacy: Rationale and format	71
Appendix 4c 2007/08 Y4 Oracy: Rationale and format	73
Appendix 4d 2007/08 Y4 French Literacy: Rationale and format	76
Appendix 4e 2007/08 Y5 French Oracy: Format and rationale	78
Appendix 4f 2007/08 Y5 Literacy: Rationale and format	81
Appendix 4g 2007/08 Y6 French Oracy: Format and rationale	83
Appendix 4h 2007/08 Y6 French Literacy: Format and Rationale	86
Appendix 5 Cross curricular impact instruments	90
Appendix 5a Cross curricular impact questionnaire for Year 6 children 2006/07	91
Appendix 5b Literacy coordinator interview schedule 2008/09	96

Appendix 1: 2006/07 Strand 2 data collection instruments and related documents

Appendix 1a Interview schedules 2006/07

Primary Languages (PL) Headteacher Interview Schedule

Before using this schedule: substitute [French] for the appropriate language

Introducing the study and yourself, and assuring confidentiality

Thanks very much for participating in this study. This is a national study language provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University. My name is xxx and I am from yyy. The study overall, which is funded by the DfES over 3 years, is designed to explore the views and practices of key people: headteachers, teachers, teaching assistants, and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over a 3 year period and we hope to explore the influence of Primary Language provision on the curriculum in general, including any influence on pupil learning. Interviewing is one method we are using to understand the way schools are dealing with the provision of languages at KS2.

All the information we collect, through interviews, lesson observations, conversations with pupils, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Real names are not used in analysing or reporting the findings of the study.

We anticipate that this interview will last no more than 40 minutes. If you are willing I would like to audio record it.

Background Information

Name of HT: School:

Name of Interviewer: Date of interview:

Length of time served as HT (a) in this school: (b) in other schools:

A Introduction of Primary Languages in the School and School's Current Practices

1. Could you give a brief overview of the past history /tradition of Primary Languages teaching in this school? (e.g. number of years of provision, range of languages, previous patterns of provision)
2. What is the current model of Languages provision in the school (in 2006-7)?
 - Which year groups/ languages?
 - Objectives? (Language learning/ cultural awareness/ KAL)?
 - Scheme of work?
 - Leadership and staffing?
 - Time allocation?
 - Relationship with the overall curriculum?
 - Continuity and progression a) within the school b) to secondary school?
 - Differentiation?
 - Assessment and recording?
 - Resources?

3. What are your plans for Languages provision in the next school year (2007-8)?
 - Continue the present model?
 - Make changes – if so what and why?
4. What is your awareness of the new KS2 Framework for Primary Languages?
5. How is the new KS2 Framework influencing provision in this school?

B: Benefits and Disadvantages

6. What do you see as the main benefits of Languages?
 - For pupils in the school experiencing Languages?
 - For teachers?
 - For the school community more generally?
7. What do you see as the main problems/ disadvantages of Languages?
 - For pupils in the school experiencing Languages?
 - For teachers?
 - For the school community more generally?

C: Factors Influencing Provision

8. What do you see as the main factors promoting and supporting Languages provision in this school?
 - National and Local Authority policies and planning
 - Regional/local learning networks (If yes, please specify the nature of the networks)
 - School ethos, policies and planning
 - Staff expertise and involvement
 - Availability of funding and resources (including the Standards Fund)
 - Support from secondary sector e.g. language colleges
 - Links to Initial Teacher Education
 - Other e.g. participation in international projects, use of native speaker community
9. What do you see as the main factors constraining Languages provision in this school?

D. Impact on Pupil Learning within PL and Learning Across the Curriculum

10. What has been the impact so far in terms of pupils' Languages learning?
 - Development of Language skills
 - Development of intercultural understanding
 - Development of language awareness/ knowledge about language?
11. How do you target teaching to needs of individual pupils? (SEN/ EAL/ Gifted & Talented)
12. Have you seen any impact so far in terms of pupils' learning in other parts of the curriculum and what potential do you see?
13. Have you seen any impact so far (if any) on pupils' personal development?

E. The Future

14. What do you believe are the main challenges facing the future successful establishment of Languages?

15. What do you believe are the most important steps / developments required for the successful and sustainable establishment of Languages?
16. Any other comments?
Thank the interviewee for her/his time and co-operation and remind her/him that all the information they have given you is confidential.

Primary Languages (PL) Teacher Interview Schedule

Before using this schedule: substitute [French] for the appropriate language

Introducing the study and yourself, and assuring confidentiality

Thanks very much for participating in this study. This is a national study of language provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University. My name is xxx and I am from yyy. The study overall, which is funded by the DfES over 3 years, is designed to explore the views and practices of key people: teachers, headteachers, teaching assistants, and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over a 3 year period and we hope to explore the influence of Primary Language provision on the curriculum in general, including any influence on pupil learning. Interviewing is one method we are using to understand the way schools are dealing with the provision of languages at KS2.

All the information we collect, through interviews, lesson observations, conversations with pupils, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Real names are not used in analysing or reporting the findings of the study.

We anticipate that this interview will last no more than 40 minutes. If you are willing I would like to audio record it.

Background Information

Teacher Name:

School:

Interviewer's Name:

Date of interview:

A Your Experience and School's Current Practices

- 1 What is your personal/ current involvement in school Primary Languages provision?
2. How do you feel about teaching [French]?
 - What is your personal Primary Language expertise?
 - How long have you been teaching [French]?
3. What is your most recent experience of initial training/ CPD for Primary Languages?

B: Benefits and Disadvantages

4. What do you see as the benefits for the children you teach of having [French] on the curriculum?
5. What do you see as the problems/disadvantages for children of having [French] on the curriculum?

C. Curriculum, Pedagogy and Assessment

6. What overall aim do you have in teaching [French] in your class?
7. How is the curriculum for [French] in your class/ classes organised?
 - Scheme of work
 - Time allocation and timetabling
 - Preparation and planning
 - Differentiation/ inclusion
8. Tell me about the format the teaching takes, is it in the form of separate lessons, or integrated with other subjects?
9. What do you find is the best way of teaching [French]?
10. How do you monitor progress?
 - Give example(s)
 - How do you assess pupil progress?
 - Do you inform parents of children's progress in [French]?
11. What resources do you use for teaching [French]?
12. How are you using the new KS2 Framework for PL in your schemes of work?

D: Factors Influencing Provision

13. In your opinion what supports [French] teaching in your class??
14. And what hinders [French] teaching in your class?
15. What would further support your teaching?

E. Impact on pupil learning within Primary Languages and learning across the curriculum

16. What has been the impact so far in terms of pupils' [French] learning?
17. How do you target teaching to the needs of individual pupils?
 - SEN
 - Gifted & Talented
 - EAL
18. Have you seen any impact so far in terms of pupils' learning in other parts of the curriculum?
19. Have you seen any impact so far on pupils' personal development?

Thank the interviewee for her/his time and co-operation and remind her/him that all the information they have given you is confidential.

Primary Languages (PL) Teacher Assistant Interview

Before using this schedule: substitute [French] for the appropriate language

Introducing the study and yourself, and assuring confidentiality

Thanks very much for participating in this study. This is a national study of language provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University. My name is xxx and I am from yyy. The study overall, which is funded by the DfES over 3 years, is designed to explore the views and practices of key people: teaching assistants, teachers, headteachers, and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over a 3 year period and we hope to explore the influence of Primary Language provision on the curriculum in general, including any influence on pupil learning. Interviewing is one method we are using to understand the way schools are dealing with the provision of languages at KS2.

All the information we collect, through interviews, lesson observations, conversations with pupils, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Real names are not used in analysing or reporting the findings of the study.

We anticipate that this interview will last no more than 40 minutes. If you are willing I would like to audio record it.

Background Information

TA Name:

School:

Interviewer's Name:

Date of interview:

A Your Involvement in PMFL

1. How long have you been involved with [French] classes in your role as teaching assistant?
2. What is your personal/ current involvement in school provision? What classes and teachers do you support?
3. Tell me about how you support pupils during [French] lessons? Could you give me some examples?
4. Do you have specific support strategies and/or individual language learning targets for pupils with SEN and EAL, where appropriate? If yes, would you, please, give some examples.
5. Do you have a particular role in supporting Gifted and Talented pupils? If so, what is it?
6. How is your role agreed?
7. What opportunities do you have for planning [French] lessons with the teacher?

B Your background, knowledge and training

8. How would you describe your [French] expertise?
9. What do you know of the KS2 Framework for Languages and the policy of the school re Primary Languages?
 - Development of Oracy and Literacy as defined by the KS2 Framework for Languages
 - Development of Intercultural awareness
 - Development of Knowledge about language
 - Language Learning Strategies
 - Other
10. Tell me about any support or training you have received during the last two years to help you in your support role in [French].
11. What would help you to further develop your support for [French] learning in this school?

C: Your views

12. On the basis of your experience of [French] in this school, what do you see as the benefits for pupils?
13. Do you see any problems/ disadvantages to pupils?
14. Any other comments?

Thank the interviewee for her/his time and co-operation and remind her/him that all the information they have given you is confidential.

Appendix 1b Questionnaires for children taking part in focus groups and focus group schedule 2006/07 (German example of questionnaires)

Research Brief for teachers to read out to pupils before administering the pupil questionnaires.

A team of researchers from the Open University, the University of Southampton and Canterbury Christ Church University are conducting a study to find out, amongst other things, how pupils feel about learning languages.

We will not be using anybody's real name when we talk about or write up what you've put in the questionnaire. We are really interested in what you think about your language learning and hope this information can be used to plan future language lessons.

Thank you for your help.



**National Study of Primary Languages
German questionnaire for Years 3 and 4 2008**

Your Name

Year

Please tick **I am a girl** ☐

I am a boy ☐

Your Ideas About Learning German

Please tick box to show what you think

I enjoy learning German Yes ☐ No ☐ Sometimes ☐

I enjoy learning about Germany Yes ☐ No ☐ Sometimes ☐

I don't really understand any German True ☐ Not True ☐

I am good at German Yes ☐ No ☐ Sometimes ☐

I am looking forward to learning more German Yes ☐ No ☐

Here is a list of subjects you do in school, tell me which is ...

English

Maths

Science

Music

German

Art

History

PE

Geography

ICT

Design and Technology

RE

1. Your favourite

2. Your second favourite



University
of Southampton



Canterbury
Christ Church
University

National Study of Primary Languages German questionnaire for Years 5 and 6 2008

Your name

Year

Please tick ☐ I am a girl

☐ I am a boy

Your Ideas About Learning German

Please tick box to show what you think

I enjoy learning German Yes ☐ No ☐ Sometimes ☐

I enjoy learning about Germany Yes ☐ No ☐ Sometimes ☐

I am good at learning German Yes ☐ No ☐ Sometimes ☐

I don't really understand any German True ☐ Not True ☐

Learning German is helpful to me Yes ☐ No ☐ Not Sure ☐

I am looking forward to learning more German Yes ☐ No ☐ Not Sure ☐

I am looking forward to learning more about Germany/German people Yes ☐ No ☐ Not Sure ☐

I would like to visit Germany Yes ☐ No ☐

Learning German helps me enjoy school more Yes ☐ No ☐ Sometimes ☐

Learning German will help me in secondary school Yes ☐ No ☐

Learning German is different to learning other subjects Yes ☐ No ☐ Sometimes ☐

Here is a list of subjects you do in school, tell me which is ...

English	History
Maths	PE
Science	Geography
Music	ICT
German	Design and Technology
Art	RE

1. Your favourite

2. Your second favourite

Focus Group Questions (French version)

Ensure each pupil in the group has completed a questionnaire. Explain the purpose of the research, confidentiality and their right to withdraw from the research, see notes on accompanying page.

Hand out a question sheet to each group, with the first two questions on. Allow them a minute or two to discuss the questions, call on different people for feedback, repeat for each pair of questions.

1 Tell me about your last French lesson, what did you do?

2 Is learning French different from learning other subjects?

.....

3 How does your teacher help you to learn French? What else helps you to learn it?

4 How do you know you are getting better at French? What helps you to know?

.....

5 What do you enjoy most about the lessons?

6 Is there anything you don't enjoy about learning French?

.....

7 Do you feel the lessons help you to understand more about other people and the way they live? How do you feel about that?

8 Do you think learning French helps you with any of your other school subjects? Tell me how?

Thank the pupils and invite them to select a small gift (language appropriate stickers?) available from a table.

Appendix 1c Lesson observation schedule 2006/07

Lesson Observation Schedule

Guidance to the Researcher

The observation schedule is designed to capture information on:

1. Background/setting
2. Classroom layout
3. PL resources used in the lesson
4. The lesson focus
5. Classroom tasks and interaction
6. Lesson structure
7. Additional information

For each area you are asked to record as much detail as you can. Be as precise as possible.

It is recommended that you use the schedule to guide your observation throughout the lesson. It is expected that you will document relevant information under each heading after you have observed the lesson.

While actually observing you should document events as they unfold in the lesson, bearing in mind the details on the schedule. Please ensure that you **tick** relevant elements of the Framework listed in section 5 under Lesson Focus. Look out for each one listed although in any one lesson it is unlikely that all would feature. Please be open to aspects that may not be in this list and note them.

Once the lesson is over please go back to the heading sections and complete each one carefully. Please can you complete each schedule electronically and email your completed copy to your local/institutional administrator. Please also forward your handwritten field notes to the relevant administrator.

Remind the Teacher whose lesson you are observing of the following:

Thanks very much for participating in this study, and in particular for agreeing to let me observe a lesson (or substitute the appropriate language) in your classroom. This is a national study of Primary Languages provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University. My name is xxx and I am from yyy. The study overall, which is funded by the DfES over 3 years, is designed to explore the views and practices of teachers, teaching assistants, headteachers and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over the next 3 year period and we hope to explore the influence of PL provision on the curriculum in general, including any influence on pupil learning. Lesson observation is one method we are using to understand the way schools are dealing with this new provision at KS2.

All the information we collect, through lesson observations and interviews, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Results will be aggregated and individuals will

not be identifiable. Real names are not used in analysing or reporting the findings of the study. Thank you again for your co-operation.

PL Lesson Observation Schedule

1. Background/setting: (as much as possible to be collected from the teacher before the lesson observation)

School:

Observer:

Language:

Date and time:

Teacher:

Other Adults Present (TAs etc):

Year Group:

No. Children in the class:

No. girls:

No. boys:

No. of pupils with EAL:

Which other languages are spoken by pupils in this class?

Lesson plans: (pending the teacher's permission, please take a photocopy and summarize here)

2. Classroom layout: Please sketch/comment here or on back of this sheet. Include details of any PL materials in classroom and give brief account of any PL materials around the school.

3. PL resources in use in this lesson: add list here (Note if any bilingual pupils were used as a resource)

4. Lesson Focus (systematic data)

a) Topic (*we still need this but it is very hard to predict as a closed list!*) Add any comments in box:

- The classroom ☐
- Personal topics (self and family) ☐
- Describing people ☐
- Animals ☐
- Weather ☐
- Other school subject ☐
- Fiction/ fantasy ☐
- Other ☐

b) Elements of the Framework: tick as many as are appropriate. Add any comments to explain.

- Oracy ☐
- Literacy ☐
- Intercultural Understanding (IU) ☐
- Knowledge About Language ☐
- Language Learning Skills (LLS) ☐

c) Specific activities/skills: tick as many as are appropriate. Add brief comments to explain.

Specific oracy skills/activities being developed in the target language:

- Story telling ☐
- Learning and/ or reciting rhyme/poem ☐
- Role play ☐
- Playing a game ☐
- Talking to a partner ☐
- Giving and responding to greetings ☐
- Giving and responding to instructions ☐
- Asking and answering questions e.g. about a poster/picture ☐
- Expressing likes and dislikes ☐
- Expressing individual classroom needs ☐
- Expressing personal meanings and personal information ☐
- Other (please note) ☐

Specific literacy skills/activities being developed in the target language:

- Reading at word level ☐
- Reading at sentence level ☐
- Reading at text level ☐
- Reading aloud ☐
- Silent reading ☐
- Copywriting/ gapfill at word level ☐
- Copywriting/ gapfill at sentence level ☐
- Copywriting/ gapfill at text level ☐
- Creating own written meanings/
conveying personal information ☐
- Other (please note) ☐

Text genre (re literacy):

- Fiction / story / verse ☐
- Non-fiction/ informative texts ☐
- Interactive text: Emails, letters, notices ☐
- ‘Small’ texts: words, labels, phrases ☐
- Other ☐

Specific KAL/activities:

- Talking about language forms
(e.g. word classes, sentence structure) ☐
- Noticing and matching agreements ☐
- Talking about language conventions/ appropriacy ☐
- Comparing English and target language ☐
- Pupils with EAL involved as resource ☐
- Other (please note) ☐

Specific IU/activities:

- Talking about an aspect of culture ☐
- Comparing/ referring to cultural differences ☐
- Pupils with EAL involved as resource ☐
- Other (please note) ☐

Specific LLS/activities:

- Teacher or pupil modelling how to do the
task in question ☐
- References to how to learn ☐
- Other (please note) ☐

d) Class organisation (state approx number of minutes):

- Whole class ☐ mins
- Group work ☐ mins
- Pair work ☐ mins
- Individual work ☐ mins
- Other (please note) ☐ mins

5. Qualitative description of classroom tasks and interaction: comment on all that are relevant and please note, where appropriate, what language was used in each case ie whether English or the target language.

- a) Describe how the teacher explained what they had to do. Did the pupils appear to understand what they had to do, the task(s) set.
- b) Describe what the pupils were doing in the lesson
- c) Describe opportunities for pupils to interact directly with the teacher (e.g. express personal needs, ask/answer questions, repeat/imitate sounds/words/phrases, join in with teacher in story, rhymes, poems, songs; show/talk about their writing of words/phrases/sentences; listen to the teacher read a text in FL; read/reread some text in FL)
- d) Describe opportunities for pupils to interact with each other and please note if they used the target language.
- e) Briefly describe pupil participation in the lesson – did *all* pupils appear to participate in the lesson?
- f) Did the pupils seem motivated and engaged with the task for most of the lesson time?
- g) Briefly describe the nature of teacher responses to/feedback on pupil contributions in the course of the lesson (encouragement/praise, guidance, explanation on what to do, reference to assessment scheme)
- h) Say whether teacher used the target language for classroom management and communication. For example was the target language used to support classroom routines e.g. taking the register, organising groups in the lesson.
- i) Briefly describe/comment on the use of the target language by individual pupils for independent communication/performance e.g. retell main ideas of a story, perform a poem, role play/sketch, communicate personal information or opinions
- j) describe/comment on any opportunities pupils had to engage in self-assessment or peer-assessment. Was the target language used for this?

7. Lesson Structure: please comment briefly on each item

- a) did the teacher refer to learning objectives in the lesson? in a way that pupils understood?
- b) pace of lesson, sequencing of content
- c) progression within the lesson: were there links with prior learning and plans for next lesson
- d) evidence of learning: what were the main TL learning gains achieved by pupils during the lesson?

8. Additional Information: e.g. end-of-lesson teacher or pupil comments

Remember to thank the teacher at the end of the lesson and remind her/him that the information provided is entirely confidential.

Appendix 1d Log sheet 2006/07

Primary Languages Project: QA Log Sheet for Strand 2

In the case of each school please complete this sheet electronically and attach to your corpus of data and transcription before you submit it for its quality assurance check.

Your Name _____ Your Institution _____

School Code _____ Name of Headteacher _____

Is Headteacher willing to be involved in Enhanced Case Study Phase? Yes No

Languages taught Y3 _____ Languages taught Y4 _____

Languages taught Y5 _____ Languages taught Y6 _____

Languages taught KS1 _____

Brief Summary PL Provision: refer to teaching approach e.g. specialist teaching, class teacher, PL co-ordinator etc.

Headteacher Interview Date of Interview _____
ID _____

Teacher Interview Date of Interview(s) _____
ID _____
No. of Teacher Interviews Conducted _____

Teacher Assistant Interview Date of Interview _____
ID _____
Focus Group or 1 to 1 Interview? _____
No. of TAs interviewed _____

Lesson Observation Date of Observation(s) _____
ID _____
No of Lessons Observed _____
Year group Observed _____

Pupil Focus Group Y3+Y4 Dates and No of Focus Groups. _____
ID _____
No. of pupils in each focus group _____

Pupil Focus Group Y5+Y6 Dates and No of Focus Groups. _____

ID _____

No. of pupils in each focus group _____

Pupil Questionnaires Y3+Y4 No. collected _____

Pupil Questionnaires Y5+Y6 No. collected _____

School/Class Documentation: Note here if lesson plans, school policy documents, or copies of any other documents were collected and submitted. Please send to Helen Jones, Level 2, Stuart Hall Building, FELS, the Open University, MK7 6AA, Milton Keynes.

Appendix 2: 2007/08 Strand 2 data collection instruments and related documents

Appendix 2a 2007/08 Interview schedules

**Primary Languages Learning at Key Stage 2
Headteacher Interviews 2008**

If the headteacher was interviewed in Year 1 (2007) begin with question 2.

A Introduction of Primary Languages in the School and School's Current Practices

1. Could you give a brief overview of the past history / tradition of Primary Languages teaching in this school? (e.g. number of years of provision, range of languages, previous patterns of provision)
2. Have there been any changes since last year to the model of Languages provision in the school?
3. What are your plans for Languages provision in the next school year (2008-2009)?
- 4/5 Do you feel your awareness of the KS2 Framework for Primary Languages has changed since last year?

B Benefits and Challenges

- 6/7 Last year we asked you what you thought were the main benefits and challenges of teaching PL? Have your views changed since last year? Could you give me an example of something that has occurred over the last 12 months to show the main benefits and/or challenges?

C Factors Influencing Provision

8. Since last year have there been any changes in the factors promoting and supporting Languages provision in this school? (Internal and external factors)
9. Since last year have there been any changes in the main factors constraining Languages provision in this school?

D Impact on Pupil Learning within PL and Learning Across the Curriculum

10. Have you seen any changes in the impact of PL on children's languages learning? (Development of language skills, intercultural understanding, knowledge about language)
11. Has the way you target teaching to the needs of individual children changed over the last year? (Children with additional needs, those learning EAL, gifted or talented children)
12. Have you seen any impact in terms of cross – curricular learning over the last year?
13. Have you seen any impact on children's personal or social development over the last year?

E. The Future

14. Are there any new challenges for establishing Primary Languages (in your school) over the next few years?
15. What do you think are the most important steps for sustaining Primary Languages in your school? Have you implemented any successful initiatives or strategies to improve sustainability over the last year?
16. Any other comments?

Primary Languages Learning at Key Stage 2
Primary Languages Co-ordinator Interviews 2008

A Your Experience and School's Current Practices

- 1 (a) Has your involvement in Primary Languages provision changed since last year?
- 1 (b) Have there been any specific changes or developments in PL in the school since last year? (e.g. changes in the model of provision, teaching methods/approaches, training for staff, purchase of resources),
- 1 (c) How long has your school been teaching languages?
- In light of your experiences of PL teaching over the last 12 months what advice would you give another school as they start teaching PL?
- OR If primary languages are well established.
- Has anything moved the school on with PL teaching over the last 12 months and what advice would you give to another school?
- 1 (d) Can you explain the organisational model you're using this year? Has this changed in any way since last year? (languages taught, year groups,)
- 1 (e) Can you explain the staffing model you use? Does this vary across KS2 and if so what is the rationale for any differences?
- 1 (f) How is the curriculum for primary languages in each class organised?
- How much time is allocated to primary languages teaching?
 - Is there consistency of entitlement of languages across all year groups or do some years have more curriculum time than others?
 - Are there separate lessons, or are primary languages integrated with other subjects?
 - How do you plan for progression in children's learning?
- 1 (g) Are there any plans to make changes to the organisation of languages teaching?
- 1 (h) How would you describe the teaching methods / approach?
- What are the key aims and objectives?
 - Do you use a scheme of work? Where does this come from?
 - How do teachers prepare and plan?
 - How do you differentiate the curriculum and ensure inclusion of all children?
 - How do you ensure coverage of the Framework strands and objectives?
 - Is the approach different to that used in other curriculum areas?
- 1 (i) How is the teaching of primary languages supported financially?
- 1 (j) What is the school strategy for assessing children's learning and for monitoring achievement?
- 1 (k) How do you plan for / ensure progression to secondary school?
- 1 (l) What would support you in the development of languages provision across the school?

Primary Languages Learning at Key Stage 2

Primary Languages Teacher Interviews 2008

Please note that Question 1 will be covered in the interview with the Primary Languages Co-ordinator. The questions below take into account that we will be interviewing some people who we interviewed last year and some people who we didn't.

A Your Experience and School's Current Practices

2. Have your feelings about teaching primary languages changed since last year? OR What are your feelings about teaching primary languages?
3. Have you had any training/CPD in the last 12 months for Primary Languages?

B Benefits and Challenges

4. Have you seen any new benefits for the children you teach in learning languages? Can you give me an example of something that has happened over the last year, which illustrates these benefits?
5. Have you seen any new problems or challenges for children in learning languages over the last year?

C Curriculum, Pedagogy and Assessment

6. Have your overall aims in teaching primary languages changed in the last year? OR, What are your overall aims in teaching primary languages?
7. How is the curriculum for primary languages organised in your class?
 - Do you use a scheme of work?
 - How do you plan and prepare?
 - How does primary languages link with the rest of the curriculum?
 - Is primary languages part of a cross – curricular topic or theme?
 - Is another subject ever taught / partly taught in another language?
8. Tell me about the format the teaching takes, is it in the form of separate lessons, or integrated with other subjects?

Question 9 relates specifically to the lesson we will have observed you teaching.

- 9 (a) What do you find is the best way of teaching a language?
- 9 (b) Have you changed the way you teach French/German/Spanish/other language in the last year?
- 9 (c) How typical was the lesson observed?
 - Was the amount of French/German/Spanish/other language spoken typical?
 - How do you use French/German/Spanish/other language in your teaching?
- 9 (d) What were you aiming to achieve in the lesson?
 - Which Framework area(s) were you covering (oracy / literacy / IU / KAL / LLS)?

Primary Languages Learning at Key Stage 2
Primary Languages Teaching Assistant Interviews 2008

A Your Involvement in primary languages

1. How long have you been involved with primary languages classes in your role as teaching assistant / foreign languages assistant?
2. What is your personal/ current involvement in school provision? What classes and teachers do you support? What are your responsibilities?
3. Tell me about how you support pupils during primary languages lessons? Could you give me some examples?
4. Do you have specific support strategies and/or individual language learning targets for pupils with SEN and EAL, where appropriate? If yes, would you, please, give some examples.
5. Do you have a particular role in supporting Gifted and Talented pupils? If so, what is it?
6. How is your role agreed?
7. What opportunities do you have for planning primary languages lessons with the teacher?

B Your background, knowledge and training

8. How would you describe your primary languages expertise?
9. What do you know of the Key Stage 2 Framework for Languages and the policy of the school with respect to Primary Languages?
 - Development of Oracy and Literacy
 - Development of Intercultural Understanding
 - Development of Knowledge about Language
 - Language Learning Strategies
 - Other
10. Tell me about any support or training you have received during the last two years to help you in your support role in primary languages.
11. What would help you to further develop your support for primary languages learning in this school?

C Your views

12. On the basis of your experience of primary languages in this school, what do you see as the benefits for pupils?
13. Do you see any problems/ challenges for pupils?
14. Any other comments?

Appendix 2b Questionnaires for children taking part in focus groups and focus group schedule 2007/08 (Spanish example of questionnaire)

Research Brief for teachers or researcher to read out to children before administering the pupil questionnaires.

A team of researchers from the Open University, the University of Southampton and Canterbury Christ Church University are conducting a study to find out, amongst other things, how pupils feel about learning languages.

We will not be using anybody's real name when we talk about or write up what you've put in the questionnaire. We are really interested in what you think about your language learning and hope this information can be used to plan future language lessons.

Thank you for your help.



**National Study of Primary Languages
Spanish questionnaire for Years 3 and 4 2008**

Your Name

Year

Please tick **I am a girl** ☐

I am a boy ☐

Your Ideas About Learning Spanish

Please tick box to show what you think

I enjoy learning Spanish Yes ☐ No ☐ Sometimes ☐

I enjoy learning about Spain Yes ☐ No ☐ Sometimes ☐

I don't really understand any Spanish True ☐ Not True ☐

I am good at Spanish Yes ☐ No ☐ Sometimes ☐

I am looking forward to learning more Spanish Yes ☐ No ☐

Here is a list of subjects you do in school, tell me which is ...

English

Maths

Science

Music

Spanish

Art

History

PE

Geography

ICT

Design and Technology

RE

1. Your favourite

2. Your second favourite



National Study of Primary Languages
Spanish questionnaire for Years 5 and 6 2008

Your name

Year

Please tick **I am a girl** ☐

I am a boy ☐

Your Ideas About Learning Spanish

Please tick box to show what you think

I enjoy learning Spanish Yes ☐ No ☐ Sometimes ☐

I enjoy learning about Spain Yes ☐ No ☐ Sometimes ☐

I am good at learning Spanish Yes ☐ No ☐ Sometimes ☐

I don't really understand any Spanish True ☐ Not True ☐

Learning Spanish is helpful to me Yes ☐ No ☐ Not Sure ☐

I am looking forward to learning more Spanish Yes ☐ No ☐ Not Sure ☐

I am looking forward to learning more about Spain/Spanish people Yes ☐ No ☐ Not Sure ☐

I would like to visit Spain Yes ☐ No ☐

Learning Spanish helps me enjoy school more Yes ☐ No ☐ Sometimes ☐

Learning Spanish will help me in secondary school Yes ☐ No ☐

Learning Spanish is different to learning other subjects Yes ☐ No ☐ Sometimes ☐

Here is a list of subjects you do in school, tell me which is ...

English	History
Maths	PE
Science	Geography
Music	ICT
Spanish	Design and Technology
Art	RE

1. Your favourite

2. Your second favourite

Primary Languages (PL) Focus Group Interview Schedule 2008

Before using the schedule: insert the appropriate language.

1. Tell me about your last < language > lesson, what did you do?

2. What helps you to learn < language >?

.....

3. What do you enjoy most about the lessons?

4. Is there anything you don't enjoy about learning < language >?

.....

5. Have there been any changes in the way you learn < language > this year?

6. Is learning < language > different from learning other subjects?

.....

7. Do you think you're getting better at < language >? How do you know?

8. How do you feel about the idea of continuing language learning next year?

.....

9. Is there anything you learn in < language > that you find helps you with learning other subjects?

10. Do you feel the lessons help you to understand more about other people and the way they live?

.....

11. Do you have any other comments?

Appendix 2c Lesson observation schedule 2007/08

Primary Languages (PL) Lesson Observation Schedule 2008

Part 1 Information. You will need to complete this section and submit it electronically in addition to the lesson observation template.

1. Background/setting: (all information required - to be collected from the teacher before the lesson observation or during interview)

School	
Year Group	
Language	
Lesson plans used	
Copy of lesson plan made available	
Number of children in the class	
Number of girls	
Number of boys	
Teacher	
Other adults present (TAs/FLAs etc)	
Number of pupils with EAL	
Other languages spoken by pupils in this class	
Observer	
Date and time:	
Was this teacher observed in Year 1 2007?	
Was this class observed in Year 1 2007?	

2. Classroom layout: Please tick all relevant boxes. Include details of any PL materials in classroom and give brief account of any PL materials around the school.

Rows ☐ Horseshoe ☐ Groups ☐ Other ☐ _____

Children's own classroom ☐ PL classroom ☐ Other ☐ _____

PL materials on display in classroom ☐ Children's work in PL on display ☐

PL materials on display in school ☐ Labels in PL around the school ☐

Details

3. PL resources in use in this lesson – please tick all used. (Note if any bilingual pupils were used as a resource)

IWB ☐ Whiteboard ☐ OHP ☐ CDs ☐ DVDs ☐ TV ☐

Story books in target language ☐ Dual language storybooks ☐

Non-fiction texts in target language ☐ Dual language non-fiction texts ☐

Worksheets with picture matching tasks (word level) ☐

Worksheets with picture matching tasks (sentence level) ☐

Writing frames ☐ Individual computers/laptops ☐ Internet ☐

Flash cards ☐ Puppets ☐ Artefacts ☐ Toys ☐

Other / details

4. Lesson Focus (systematic data)

a) Topic / Theme (*we need this but it is very hard to predict as a closed list*). Add any comments to explain main lesson focus and whether topic/theme was review /revision of previous learning or new learning.

Topic / Theme	Observed	Time	Comments
The classroom			

Self			
Family			
Describing people			
Animals			
Weather			
School subjects			
Fiction / fantasy			
Other			

Languages across the curriculum	Observed	Comments
Daily routines		
Linked to other curriculum subject(s)		
Embedding with other curriculum subject(s)		
CLIL – Content and Language integrated Learning		

b) Elements of the Framework - Tick as many as are appropriate. Add any comments to explain.

Strands	Observed	Time	Comments
Oracy			
Literacy			
Intercultural Understanding (IU)			
Knowledge About Language (KAL)			
Language Learning Skills (LLS)			

--	--	--	--

c) Specific activities/skills: tick as many as are appropriate. Add brief comments to explain.

Specific oracy skills/activities being developed in the target language	Observed	Comment
Story telling		
Learning and/ or reciting rhyme/poem		
Songs and singing		
Role play		
Playing a game		
Talking to a partner		
Giving and responding to greetings		
Giving and responding to instructions		
Asking and answering questions e.g. about a poster / picture / book?		
Expressing likes and dislikes		
Expressing individual classroom needs		
Expressing personal meanings and personal information		
Other		

Specific literacy skills/activities being developed in the target language	Observed	Comments
Reading at word level		
Reading at sentence level		
Reading at text level		
Reading aloud		
Silent reading		
Copywriting / gapfill at word level		

Copywriting / gapfill at sentence level		
Copywriting / gapfill at text level		
Creating own written meanings		
Other		

Text genre (re literacy)	Observed	Comments
Fiction / story / verse		
Non-fiction / information texts		
Interactive texts: Emails, letters, notices		
‘Small’ texts: words, labels, phrases		
Other		

Knowledge about language activities	Observed	Comments
Talking about language forms (e.g. word classes, sentence structure, pronunciation)		
Noticing and matching agreements		
Talking about language conventions / appropriate usage		
Comparing English and target language		
Bilingual/multilingual children (or those learning EAL) involved as resource		
Other		

Intercultural Understanding activities	Observed	Comments
Talking about an aspect of culture		
Comparing / referring to cultural		

differences		
Bilingual/multilingual children (or those learning EAL) involved as resource		
Other		

Language Learning Skills activities	Observed	Comments
Teacher or pupil modelling how to do the task in question		
References to how to learn		
Use of dictionaries		
Other e.g. (please note) <ul style="list-style-type: none"> • use of cognates • inferring meaning from context • guessing • planning /self evaluating 		

d) Class organisation (state approx number of minutes)

Format	Time in minutes	Comments
Whole class		
Group work		
Pair work		
Individual work		
Other (please specify)		

Part 2 Description of lesson observed

The following list provides pointers for what to focus upon in your field notes which constitute the qualitative description of the lesson observed. You will use this description to complete the observation template.

Your notes should include the following:

Timing

(Mark your observation with 5 minute intervals; take note of time when activities change)

The structure of the lesson.

(Whole class, group or pair work, plenary, sequencing of activities, pace etc.)

How the lesson began

(Greetings, register, etc and whether or not the target language was used)

Communicating the lesson objectives.

What were the objectives? How did the teacher(s) / TA(s) / FLA(s) explain what children had to do? Was the target language used to communicate objectives and instructions, and to what extent? Did they share objectives for the lesson? Did they explain each time an activity changed? How were instructions given?

What teaching methods were used?

(Demonstration, repetition, imitation, practical activities, visual support, visualisation, story telling, modelling, co-construction, interaction etc)

What did the children have to do?

Were the activities familiar or new? Did the children remain sitting down or move around? What resources did they use?

Children's participation.

Did the children understand what to do? Provide examples. Did they ask questions? Did they use the target language in doing so? Provide examples.

What opportunities were there for children to interact with the teacher, and for how long?

Was the target language used and to what extent? (To express personal needs, to ask questions, to answer questions, to repeat / imitate sounds / words / phrases, to join in story telling, rhymes, poems, songs, to show/talk about their writing of words / phrases / sentences, to listen to the teacher read a text in the target language, to read / reread some text in the target language, to initiate dialogue)

What opportunities were there for children to work with one another, in pairs, in groups, and for how long?

Did they use the target language? Provide examples of what the children were doing. Were the activities tightly structured? Were children able to work independently? Provide examples.

Did all the children join in activities and if not why not?

Did the children seem motivated and engaged with the tasks for most of the lesson time? How do you know this? Were all children included? Was any special provision made for those who needed additional support? What form did this take? Was any special provision made for 'gifted and

talented' children and / or children with advanced knowledge of the target language, eg. bilingual children? What form did this take?

Describe/comment on the use of the target language by individual pupils for independent communication/performance

(e.g. retell main ideas of a story, perform a poem, role play, communicate personal information or opinions)

Did the teacher use the target language for classroom management and communication?

(To support classroom routines e.g. taking the register, organising groups in the lesson)

How did the teachers / TAs / FLAs provide feedback to pupils?

(Encouragement, praise, guidance, explanation on what to do, reference to previous learning, reference to assessment scheme.) Was the target language used for this?

Describe/comment on any opportunities pupils had to engage in self-assessment or peer-assessment.

Was the target language used for this?

Did the teacher monitor and assess progress within the lesson?

How was this done?

Evidence of learning.

Were the main learning objectives achieved by children during the lesson? How do you know? How did the children know?

Progression.

What evidence was there of learning over time? Were links made to prior and future learning?

Additional Information

e.g. end-of-lesson teacher / TA / FLA or children's comments

Remember to thank staff at the end of the lesson and remind her/him/them that the information provided is entirely confidential.

Appendix 2d Log sheet 2007/08

Primary Languages Project: Strand 2 QA Log Sheets 2008

In the case of each school please complete this sheet electronically and attach to your corpus of data and transcription before you submit it for its quality assurance check.

Fieldworker's name:	Fieldworker's Institution:
School Code:	Headteacher Code:

	Language(s) taught							
	Language	Teacher	Language	Teacher	Language	Teacher	Language	Teacher
Year 3								
Year 4								
Year 5								
Year 6								

- Please use Fr - French, Sp – Spanish, Ge - German etc (two letter code)
- Which category of staff does the majority (75% or more) of PL teaching in each Key Stage 2 class? Please use definitions provided on p.25 to select from the following:
CT – regular class teacher; PLC - Primary Languages Coordinator; HT – Headteacher; IHS – In-house specialist; FLA - foreign language assistant; TA – teaching assistant; PPS – part-time primary-trained specialist; PSS – part-time secondary-trained specialist; FSS – full-time secondary specialist; SU – Specialist; O – other and explain
- Indicate with * which class observed

Brief summary of PL Provision (approx. 150-200 words): refer to staffing model (see p.25); to amount and frequency of provision; how long children have been learning PL; schemes of work used; KS1 provision, any language clubs etc.; any other useful info.

[illegible]

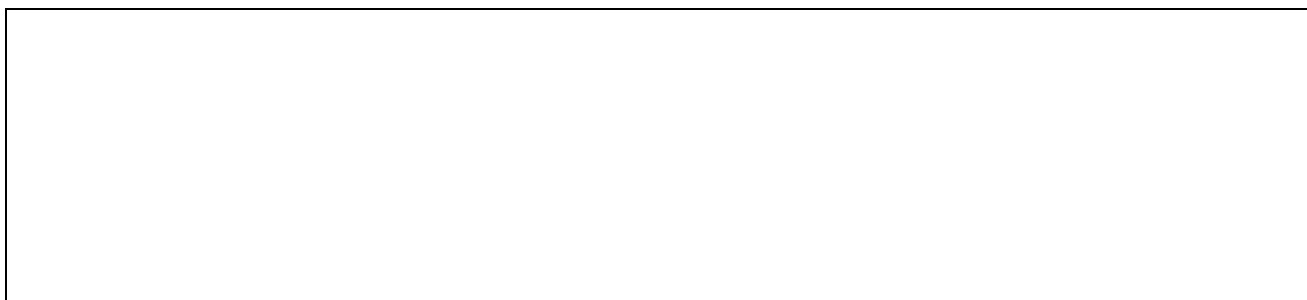
Please note whether you have interviewed PL Coordinator and any summary information about her/him:

--

Coding Information:

	Date:	New OR same person OR same class OR same group as 2007?	Code:
Headteacher Interview			
Teacher Interview			
PL coordinator interview (if different)			
Teaching/Foreign Language Assistant Interview Note if FG or 1-1 interview			
Lesson Observation 1			
Lesson Observation 2			
Year 3 Pupil Focus Group		N/A	
Year 4 Pupil Focus Group			
Year 5 Pupil Focus Group			
Year 6 Pupil Focus Group			
	No. collected:		
Year 3 Pupil Questionnaires		N/A	N/A
Year 4 Pupil Questionnaires			N/A
Year 5 Pupil Questionnaires			N/A
Year 6 Pupil Questionnaires			N/A

School Documentation Collected (e.g. school policy; lesson/term planning; examples of lesson materials etc.) Please mark school number on all copies and submit to Sue Sing at OU.

A large, empty rectangular box with a thin black border, intended for submitting school documentation as described in the text above.

Appendix 3: 2008/09 Strand 2 data collection instruments and related documents

Appendix 3a Interview and focus group schedules 2008/09

Languages Learning at Key Stage 2 Headteacher Interview Schedule 2009

Background and Experience

1. How long have languages been taught in this school?
2. Please tell me about your languages background/expertise.
3. Have your feelings about languages provision in this school changed since last year?

Staffing Arrangements and CPD

4. Have there been any staffing changes over the last twelve months that have impacted on the provision of languages in your school?
 - Changes in level of involvement by current staff?
 - Recruitment of staff with languages expertise? (when; how many?)
 - Recruitment of NQTs? (when; how many?; their languages expertise?; involvement in teaching languages?)
5. Can you tell me your expectations of a Languages Coordinator / subject leader's role?
Are languages monitored and managed in the same way as Foundation subjects?
6. During the last twelve months, has there been any training/CPD around languages?

Curriculum, Planning and Assessment

7. Do you plan to make any changes in the organisation of the primary curriculum and the place of languages in the curriculum?
8. At school level, are languages identified in curriculum planning documents?
9. Since last year, has the school made any changes to the way you are assessing children's languages learning?
 - If not, are there any plans to make changes in the future?
 - Is children's progress reported to parents?
10. How satisfied are you with the overall progression in languages learning that children are achieving during their time at the school?

Transition

11. Have you made any changes this year in terms of how you're planning for children's transfer to secondary school, with reference to languages?
12. How would you describe your links with the secondary schools that your Year 6 children transfer to, with reference to languages?
 - Has this changed since last year? If so, what has brought this about?
13. Have you any concerns about children's progression with languages learning when they move to secondary school?
 - If so, what do you feel would help?

Languages Learning at Key Stage 2

Languages Co-ordinator Interview Schedule 2009

Staffing Arrangements and CPD

1. Can you tell me about your languages background / expertise / any languages training in Initial Teacher Education (ITE) course?
2. What is the school's organisational model for languages this year?
3. Can you tell me about the staffing model for languages this year and the reasons for any differences across Key Stage 2?
4. In total, how many staff in your school currently teach languages at Key Stage 2?
5. Has there been any staff training (in-house or external) around languages over the last twelve months?
6. Have you seen any change in staff confidence around languages over the last twelve months?
7. (Where LC is AST): Can you tell me about your role as an AST in the local authority, and about your involvement with languages in this school?

Planning, Progression and Assessment

8. Over the last twelve months, have you made any changes to the way that languages are planned for at class level?
9. Are you using the same scheme of work as last year?
10. Are you using the target language outside of language lessons?
 - Do you know if other class teachers use it in this way too?
11. Are languages linked or integrated with any of the curriculum subjects? If so, please tell me about this.
12. Since last year, have you changed how you're planning for children's progression in languages learning?
13. Have there been any developments with differentiating the curriculum to ensure that all children are included in languages lessons?
14. How satisfactory to you is the progression in languages learning being achieved by children from year to year in Key Stage 2?
15. Is the school using a strategy to assess children's learning?
16. Do you have any concerns around Year 6 children's progression with languages when they move to secondary school?
 - If so, what do you feel would help?

Languages Learning at Key Stage 2

Languages Teacher Interview Schedule 2009

Background and Experience

1. Please tell me about your languages background/ expertise/ Initial Teacher Education (ITE) training.
2. Have your feelings about teaching languages changed since last year? OR, what are your feelings about teaching languages?

The Lesson

3. Have we just seen a typical lesson with Year 3/ 4/ 5/ 6? If not, were there particular reasons for this?
 - Was the amount of French/German/Spanish/other language spoken by you/ the children, typical?
 - How would you describe your use of French/German/Spanish/other language in your teaching?
4. Can you tell me about your aims for the lesson you've just taught?
 - Which Framework element(s) were you developing? (Oracy/ Literacy/ Intercultural Understanding/ Knowledge about Language/ Language Learning Strategies)
5. Can you talk to me about how you teach the literacy strand?
6. Can you talk to me about your aims for the intercultural understanding strand, and tell me how you teach it?

Teaching and Learning

7. How do you plan your languages lessons?
8. Do you link languages to any other part of the curriculum? How and which subjects are linked?
9. Are languages part of a cross-curricular topic or theme – if so, please tell me about how you do this.
10. Do you ever teach/partly teach any subject in another language?
11. Do you use the target language outside of languages lessons?
12. How do you monitor children's progress in learning languages?
 - What do you think children have learnt this year?
 - How do you share information on progress/ achievement with teachers of lower/ higher year groups?

Your Experience

13. Would you say that you feel comfortable teaching languages or do you have any concerns?
 - What do you feel would help?

Languages Learning at Key Stage 2

Foreign Language Assistant Interview Schedule 2009

Background and Training

1. Please tell me about your background (where you are from; which language(s) you speak etc.)
2. Do you have any teaching experience? If so, please tell me about this.
 - Trained teacher?
 - Any teaching experience in home country or other schools?
 - Are you a specialist in a particular subject/age range?
 - How does your teaching experience here compare with your past experiences?

Involvement in Languages Teaching

3. How long have you been involved with languages teaching in your role as a foreign languages assistant?
4. What is your personal/ current involvement in this school's languages provision?
 - Which classes and teachers do you support?
 - Have you been/ are you the main languages teacher for any class?
 - What are your responsibilities?
 - How was your role agreed?
5. Tell me about how you support children during languages lessons? Can you give me some examples?
6. What do you see as the main benefits children get from your presence in the school? What are the benefits for you/ for the teachers in the school?
7. Do you have any opportunities to plan languages lessons with the teacher? If yes, how and when?
8. Any other comments?

Languages Learning at Key Stage 2: a longitudinal study

Literacy Coordinator Interview 2009

Background information

1. How long have you been the Literacy Coordinator at this school? Which year group(s) do you teach?
2. Can you tell me about your own language background/expertise?
3. Tell me about the scheme of work for literacy in your school.
4. Do you teach languages in your school? If so, which year group(s) do you teach and for how long have you been teaching languages? (this school; previous schools)

Relationship between languages and literacy

5. Do you and the Languages Coordinator work together? If so, please tell me more about this.
6. What do you know about the Key Stage 2 Framework for Languages and the proposal to make languages an entitlement within the primary curriculum from 2011?
7. Do you see any potential links with literacy/English? Do you have any plans for developing (any/further) links between literacy and languages? If so can you tell me about them?
8. Can you tell me briefly about the school's development targets for literacy? Do you think languages could have any impact on these?

Links between languages learning and teaching and literacy learning and teaching

9. Do you see any similarities and/or differences between how languages are taught and how literacy is taught? Can you provide information and examples?
10. Do you know of any examples (in your own or another teacher's teaching) where knowledge taught in language lessons is used to help in teaching some aspect of English (e.g. word analysis/comparison or grammar/sentence structures and/or intercultural understanding)
11. Do you think that learning languages has helped children in any way with their literacy learning? Can you give me any examples?
12. Do you see any links between what children learn in their languages lessons and what they learn in their literacy lessons? Can you give me any examples?
Have you had any comments from other teachers about this?
13. Do you see any links between the way children learn in their languages lessons and the way they learn in their literacy lessons? Can you give me any examples?
Again, have you had any comments from other teachers about this?

Transferable knowledge and skills

14. Since children began learning languages, have you seen any changes in children's:
 - o awareness and knowledge about language
 - o (English) language learning strategies/skills

- general skills, e.g. confidence in speaking aloud, contributing in class, trying out their language skills, etc. Have you received any comments (positive or negative) from other teachers/advisors/inspectors about this?
(Please provide examples)
15. To what extent do you think these changes are attributable to children learning languages or to other factors (e.g. literacy initiatives, whole school intercultural initiatives, community initiatives etc.)?
16. Do you think that teaching languages helps (or hinders) children's overall learning?
Can you provide information and examples?

Languages Learning at Key Stage 2 Focus Group Schedule 2009

1. Tell me about your last < language > lesson, what did you do?

2. What helps you to learn < language >?

3. Do you enjoy the way you learn < language >?

.....

4. How long have you been learning < language >?

5. Over that time, has learning < language > got easier or harder?

6. In the future, would you like to see your language lessons change in any way – what you are learning and how you are learning it?

.....

7. Do you think you're getting better at < language >? How do you know?

8. How do you feel about the idea of:

- continuing to learn < language > next year?
- learning a new language next year?

.....

9. Do you feel learning languages helps you to understand more about other people, the way they live and other countries?

10. Do you feel it is useful to learn another language?

Appendix 3b Lesson observation schedule 2008/09

Languages Learning at Key Stage 2 Observation Schedule (2008/09) - Part 1

Part 1 Information: Complete this schedule electronically so that you can send it to your project manager for QA. You will need to refer to the Key Stage 2 Framework for Languages document to complete some sections.

1. Background/setting: (all information required - to be collected from the teacher before the lesson observation or during interview)

School	
Year Group	
Language	
Lesson plans used	
Copy of lesson plan made available	
Number of children in the class	
Number of girls	
Number of boys	
Teacher	
Other adults present (TAs/FLAs etc)	
Number of pupils with EAL	
Other languages spoken by pupils in this class	
Observer	
Date and time:	
Was this teacher observed in Year 2 2008?	
Was this class observed in Year 2 2008?	

2. Classroom layout: Please tick all relevant boxes. Include details of any languages materials in classroom and give brief account of any languages materials around the school.

Rows ☐ Horseshoe ☐ Groups ☐ Other ☐ _____

Children's own classroom ☐ Langs classroom ☐ Other ☐

Langs materials on display in classroom ☐ Children's work in Langs on display ☐

Langs materials on display in school ☐ Labels in Langs around the school ☐

Details

3. Languages resources in use in this lesson – please tick all used. (Note if any bilingual pupils were used as a resource)

IWB ☐ Whiteboard ☐ OHP ☐ CDs ☐ DVDs ☐ TV ☐

Story books in target language ☐ Dual language storybooks ☐

Non-fiction texts in target language ☐ Dual language non-fiction texts ☐

Worksheets with picture matching tasks (word level) ☐

Worksheets with picture matching tasks (sentence level) ☐

Writing frames ☐ Individual computers/laptops ☐ Internet ☐

Flash cards ☐ Puppets ☐ Artefacts ☐ Toys ☐

Other / details

4. Lesson Focus (systematic data)

a) Topic / Theme (*we need this but it is very hard to predict as a closed list*). Add any comments to explain main lesson focus and whether topic/theme was review /revision of previous learning or new learning.

Topic / Theme	Observed	Time	Comments
The classroom			

Self			
Family			
Describing people			
Animals			
Weather			
School subjects			
Fiction / fantasy			
Other			

Languages across the curriculum	Observed	Comments
Daily routines		
Linked to other curriculum subject(s)		
Embedding with other curriculum subject(s)		
CLIL – Content and Language integrated Learning		

b) Elements of the Framework - tick as many as are appropriate. Add any comments to explain.

Strands	Observed	Time	Comments
Oracy			
Literacy			
Intercultural Understanding (IU)			
Knowledge About Language (KAL)			
Language Learning Skills (LLS)			

c) Specific activities/skills: tick as many as are appropriate. Add brief comments to explain.

Specific oracy skills/activities being developed in the target language	Observed	Examples
Year 3		
Listen and respond to simple rhymes, stories and songs		
Recognise and respond to sound patterns and words		
Perform simple communicative tasks using single words, phrases and short sentences		
Listen attentively and understand instructions, everyday classroom language and praise words		
Year 4		
Memorise and present a short spoken text		
Listen for specific words and phrases		
Listen for sounds, rhymes and rhythm		
Ask and answer questions on several topics		
Year 5		
Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts		
Understand and express simple opinions		
Listen attentively and understand more complex phrases and sentences		
Prepare a short presentation on a familiar topic		
Year 6		
Understand the main points and simple opinions in a spoken story, song or passage		
Perform to an audience		
Understand longer and more complex phrases or sentences		
Use spoken language confidently to initiate and sustain conversations and to tell stories		

Specific literacy skills/activities being developed in the target language	Observed	Examples
Year 3		
Recognise some familiar words in written form		
Make links between some phonemes, rhymes and spellings, and read aloud familiar words		
Experiment with the writing of simple words		
Year 4		
Read and understand a range of familiar written phrases		
Follow a short familiar text, listening and reading at the same time		
Read some familiar words and phrases aloud and pronounce them accurately		
Write simple words and phrases using a model and some words from memory		
Year 5		
Re-read frequently a variety of short texts		
Make simple sentences and short texts		
Write words, phrases and short sentences, using a reference		
Year 6		
Read and understand the main points and some detail from a short written passage		
Identify different text types and read short, authentic texts for enjoyment or information		
Match sound to sentences and paragraphs		
Write sentences on a range of topics using a model		

Knowledge about language activities	Observed	Examples
Year 3		

Identify specific sounds, phonemes and words		
Recognise commonly used rhyming sounds		
Imitate pronunciation of sounds		
Hear main word classes		
Recognise questions forms and negatives		
Recognise how sounds are represented in written form		
Notice the spelling of familiar words		
Recognise that languages describe familiar things differently		
Recognise that many languages are spoken in the UK and across the world		
Recognise conventions of politeness		
Year 4		
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		
Year 5		
Recognise patterns in simple sentences		
Manipulate language by changing an element in a sentence		
Apply knowledge of rules when building sentences		
Develop accuracy in pronunciation and intonation		
Understand and use negatives		
Appreciate that different languages use different writing conventions		
Recognise the typical conventions of word order in the foreign language		
Understand that words will not always have a direct equivalent in the language		

Notice different text types and deal with authentic texts		
Year 6		
Recognise patterns in the foreign language		
Notice and match agreements		
Use knowledge of words, text and structure to build simple spoken and written passages		
Use knowledge of word order and sentence construction to support the understanding of the written text		
Use knowledge of word and text conventions to build sentences and short texts		
Devise questions for authentic use		

Intercultural Understanding activities	Observed	Examples
Year 3		
Learn about the different languages spoken by children in the school		
Locate country/ countries where the language is spoken		
Identify social conventions at home and in other cultures		
Year 4		
Learn about festivals and celebrations in different cultures		
Know about some aspects of everyday life and compare them to their own		
Compare traditional stories		
To learn about ways of travelling to the country/countries		
Year 5		
Look at further aspects of their everyday lives from the perspective of someone from another country		
Recognise similarities and differences between places		
Compare symbols, objects or products which represent their own culture with		

those of another country		
Year 6		
Compare attitudes towards aspects of everyday life		
Recognise and understand some of the differences between people		
Present information about an aspect of culture		

Language Learning Skills activities	Observed	Examples
Year 3		
Discuss language learning and share ideas and experiences		
Use actions and rhymes and play games to aid memorisation		
Remember rhyming words		
Use the context of what they see/read to determine some of the meaning		
Practise new language with a friend and outside the classroom		
Look at the face of the person speaking and listen attentively		
Use gestures to show what they understand		
Recognise words which the teacher mouths silently		
Write new words		
Compare the language with English		
Year 4		
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 5		
Plan and prepare – analyse what needs to be done to carry out a task		
Integrate new languages into previously learnt language		
Apply grammatical knowledge to make sentences		
Use actions and rhymes to aid memorisation		
Ask for repetition and clarification. Use context and previous knowledge to help understanding		
Practise new language with a friend and outside the classroom		
Look and listen for visual and aural clues		
Use a dictionary or a word list		
Pronounce/ read aloud unknown words		
Year 6		
Discuss language learning and reflect and share ideas and experiences		
Plan and prepare – analyse what needs to be done in order to carry out a task		
Use language known in one context or topic in another context or topic		
Ask for repetition and clarification		
Use context and previous knowledge to help understanding and reading skills		
Practise new language with a friend and outside the classroom		
Listen for clues to meaning, e.g. tone of voice, key words		
Make predictions based on existing knowledge		
Apply a range of linguistic knowledge to create simple, written production		
Evaluate work		

Compare and reflect on techniques for memorising language		
Use a dictionary		

d) Class organisation (state approx number of minutes)

Format	Time in minutes	Comments
Whole class		
Group work		
Pair work		
Individual work		
Other (please specify		

Part 2 Description of lesson observed

The following list provides pointers for what to focus upon in your field notes which constitute the qualitative description of the lesson observed. You will use this description to complete the observation template Part 2.

Your notes should include the following:

Timing

(Mark your observation with 5 minute intervals; take note of time when activities change)

The structure of the lesson.

(Whole class, group or pair work, plenary, sequencing of activities, pace etc.)

How the lesson began

(Greetings, register, etc and whether or not the target language was used)

Communicating the lesson objectives.

What were the objectives? How did the teacher(s) / TA(s) / FLA(s) explain what children had to do? Was the target language used to communicate objectives and instructions, and to what extent? Did they share objectives for the lesson? Did they explain each time an activity changed? How were instructions given?

What teaching methods were used?

(Demonstration, repetition, imitation, practical activities, visual support, visualisation, story telling, modelling, co-construction, interaction etc)

What did the children have to do?

Were the activities familiar or new? Did the children remain sitting down or move around? What resources did they use?

Children's participation.

Did the children understand what to do? Provide examples. Did they ask questions? Did they use the target language in doing so? Provide examples.

What opportunities were there for children to interact with the teacher, and for how long?

Was the target language used and to what extent? (To express personal needs, to ask questions, to answer questions, to repeat / imitate sounds / words / phrases, to join in story telling, rhymes, poems, songs, to show/talk about their writing of words / phrases / sentences, to listen to the teacher read a text in the target language, to read / reread some text in the target language, to initiate dialogue)

What opportunities were there for children to work with one another, in pairs, in groups, and for how long?

Did they use the target language? Provide examples of what the children were doing. Were the activities tightly structured? Were children able to work independently? Provide examples.

Did all the children join in activities and if not why not?

Did the children seem motivated and engaged with the tasks for most of the lesson time? How do you know this? Were all children included? Was any special provision made for those who needed additional support? What form did this take? Was any special provision made for ‘gifted and talented’ children and / or children with advanced knowledge of the target language, eg. bilingual children? What form did this take?

Describe/comment on the use of the target language by individual pupils for independent communication/performance

(e.g. retell main ideas of a story, perform a poem, role play, communicate personal information or opinions)

Did the teacher use the target language for classroom management and communication?

(To support classroom routines e.g. taking the register, organising groups in the lesson)

How did the teachers / TAs / FLAs provide feedback to pupils?

(Encouragement, praise, guidance, explanation on what to do, reference to previous learning, reference to assessment scheme.) Was the target language used for this?

Describe/comment on any opportunities pupils had to engage in self-assessment or peer-assessment.

Was the target language used for this?

Did the teacher monitor and assess progress within the lesson?

How was this done?

Evidence of learning.

Were the main learning objectives achieved by children during the lesson? How do you know? How did the children know?

Progression.

What evidence was there of learning over time? Were links made to prior and future learning?

Additional Information

e.g. end-of-lesson teacher / TA / FLA or children’s comments

Remember to thank staff at the end of the lesson and remind her/him/them that the information provided is entirely confidential.

Appendix 3c Information for participants (all years)

Information and confidentiality sheet for interviews

Introducing the study and yourself, and assuring confidentiality

Thank you very much for participating in this study. This is a national study of language provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University.

My name is Sue and I am from The Open University. The study overall, which is funded by the DCSF over 3 years, is designed to explore the views and practices of key people: headteachers, teachers, teaching assistants, and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over a 3 year period and we hope to explore the influence of Languages provision on the curriculum in general, including any influence on pupil learning. Interviewing is one method we are using to understand the way schools are dealing with the provision of languages at Key Stage 2.

All the information we collect, through interviews, lesson observations, and conversations with pupils, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Real names are not used in analysing or reporting the findings of the study.

We anticipate that this interview will last no more than xxx minutes. If you are willing I would like to audio record it.

Explaining the purpose of the focus group to children:

Thank you for agreeing to talk to me about your experience of learning <language> in this school. My name is xxx and I am part of a team of people from different universities doing a study of pupils' and teachers' ideas about learning and teaching <language> in the primary school.

I'm going to ask you to tell me your ideas and I will record them on this tape recorder. You already told me that I can do this and I hope that's still okay. Your ideas will be part of a big research project and I want to make sure I don't miss any. We will not be using anybody's real name when we talk about or write up the ideas we get – all the people we talk to will be private. If you change your mind about doing this you can say you want to stop and that's fine.

Information and confidentiality sheet for observations

Introducing the study and yourself, and assuring confidentiality

Thank you very much for participating in this study, and in particular for agreeing to let me observe a < substitute the appropriate language > lesson in your classroom. This is a national study of Primary Languages provision and it is being conducted by three universities – the Open University, University of Southampton and Canterbury Christ Church University. My name is <insert your name> and I am from the < delete as applies - The Open University / University of Southampton / Canterbury Christ Church University>. The study overall, which is funded by the DCSF over 3 years, is designed to explore the views and practices of teachers, teaching assistants, headteachers and pupils in relation to this new dimension of the curriculum. We aim to track changes and developments in views and practices over the next 3 year period and we hope to explore the influence of Languages provision on the curriculum in general, including any influence on pupil learning. Lesson observation is one method we are using to understand the way schools are dealing with this new provision at Key Stage 2.

All the information we collect, through lesson observations and interviews, is confidential. This means that all participants are rendered anonymous and neither they nor their schools will be identified or identifiable in any reports of the study. Results will be aggregated and individuals will not be identifiable. Real names are not used in analysing or reporting the findings of the study. Thank you again for your co-operation.

Appendix 3d Log sheet 2008/09

Languages Learning at Key Stage 2 Strand 2 QA Log Sheets 2009

To complete this log sheet please use the guidance information provided on p.33-34 of the Researchers' handbook.

In the case of each school please complete this sheet electronically and attach to your corpus of data and transcription before you submit it to your project manager for its quality assurance check.

Fieldworker's name:	Fieldworker's Institution:
School Code:	Headteacher Code:

	Language(s) taught							
	Language	Teacher	Language	Teacher	Language	Teacher	Language	Teacher
Year 3								
Year 4								
Year 5								
Year 6								

- Indicate with * which class observed
- Please use Fr - French, Sp – Spanish, Ge - German etc. (two letter code)
- Which category of staff does the majority (75% or more) of languages teaching in each Key Stage 2 class? Please use definitions provided on p.33 to select from the following:
 CT – regular Class Teacher; HT – Headteacher; FLA - Foreign Language Assistant; TA – Teaching Assistant; HTLA – Higher Level Teaching Assistant; PPS – part-time primary-trained specialist; PSS – part-time secondary-trained specialist; SU – Specialist (unknown); O – other and explain

Summary of languages provision for this school year:

Staffing model	
No. of FLAs	
No. of NQTs	
No. of newly recruited staff (not NQT) with languages expertise	
No. of <i>Key Stage 2</i> class teachers currently teaching languages (provide details)	

Appendix 3e Parental agreement (all years)

Date

Dear Parent/Guardian

Primary Languages' study

The xxxxxxxxxx School is participating in a Department for Children, Schools and Families commissioned national study of primary language provision at Key Stage 2.

The study will involve a researcher from either The Open University, University of Southampton, or Canterbury Christ Church University talking to staff at the school, observing lessons and conducting interviews with groups of 3 or 4 students.

All data collected will be treated in confidence and the school, teachers and individual students will not be identified in any reporting.

If you do not want your child to participate in this research would you please contact me before xxxxxxxxxxxx 2009.

If you require further information about the programme or the research, please telephone or write to the school initially.

Yours faithfully



Primary Languages Research Project

<insert headteacher's name>

<insert full school address>

I confirm that the parents of children participating in the Primary Languages Research Project have been or will be informed of their child's participation and have been or will be given the opportunity to withdraw their child.

Parents have been informed in the following way:

Letter sent/will be sent to parents about the project ☐

Parents have given general permission which covers this kind of activity ☐

Other – please specify

Signed

Headteacher

Date

Appendix 4: Strand 3 data collection instruments (Rationales and procedures: Final version, French 2008)

Appendix 4a 2007/08 Y3 French Oracy: Rationale and format

This test is designed to allow children to demonstrate their ability with respect to the oracy objectives of the KS2 Framework for Year 3:

1. Recall and use vocabulary
2. Ask and answer questions
3. Perform a rhyme or song.

Test content and format

The test is in 3 parts and will be administered with a group of up to 6 children. Each section is designed to allow for flexible response from the group and demonstrate what they can say in French. The entire test will be audio-recorded.

Part 1: interactive role play

Children will join in an interactive role play led by the investigator, using a rag doll as their speech partner. (Dolls used are “Persona” dolls, which may be a boy or a girl, and arrives in a big bag with his/her personal schoolbag.) This role play will explore flexibly children’s ability to join in greetings, and to understand, answer and ask questions about name, age, family, pets etc, with support from a friendly speech partner. Ability to recognise and name the doll’s possessions (pencils, pet animal etc) will also be explored. (Objective 2)

Part 2: talk about a picture

The children will be shown 3 pictures in turn depicting familiar everyday scenes in rich detail:

- Boy writing at desk in classroom (photo, non-UK)
- Girl with puppet (photo, UK)
- Boy’s bedroom + pets + toys (drawing)

The group will be prompted to say whatever they can about each picture (e.g. to name people, objects, colours, parts of body, clothes, and/or animals, and to count objects). This activity explores children’s active word knowledge (Objective 1)

Part 3: rhyme and song

Children will be asked to recite/ sing as a group any recently learned songs or rhymes. (Objective 3). They will also be asked to count in TL as far as they can, and/or to say days of the week.

Pupil response

Part 1: children will ‘discover’ the doll, be encouraged to greet the doll character collectively, and to respond individually to questions from the doll character about names, ages, family and pets. They will also be encouraged to ask him/her similar questions in turn if they can. The contents of the doll’s school bag will be explored. Where necessary the investigator will model appropriate utterances and the children will be encouraged to repeat them. The investigator will ensure that each child has a chance to answer 2-3 questions, and that the group as a whole has a chance to ask a similar number.

Part 2: The aim of the activity is to elicit as wide a range of vocabulary as possible. Children will be first of all encouraged individually to name some items/ people in the picture, with modelling from the investigator if necessary. They will then be asked as a group to name colours of familiar / prominent items (e.g. clothes, chairs), and to count in chorus the number of people/ chairs / tables/ toys/ animals etc.

Part 3: The children will be asked as a group to recall and perform any previously learned songs and rhymes (up to 3!). They will also be asked to count as far as they can and to say any known 'lists' e.g. days of the week.

Instructions for investigator

General: Children should all be issued with name stickers and you should address them by name when calling on individuals to contribute to the different activities.

All three activities should be audio-recorded.

Speak English as much as necessary to put children at ease before each activity and to ensure that the task is understood. During the task, speak French as much as possible. Encourage children's efforts at French communication, do not evaluate or correct them.

Part 1: interactive role play

Character doll (may be girl or boy) is in zipped up bag with props. In French, speculate about what/ who is in the bag. Ask a child to open it, see if instruction is understood. ("ouvre le sac!")

Take out Zazie/Bosco and immediately assume character. Greet the children collectively and individually by name, and encourage them to greet the character in turn. Model greeting as necessary.

As Zazie/ Bosco, say your own name ("je m'appelle ..."), and ask the children their names in turn. Make 'mistakes' ("oh, tu t'appelles Mario?" etc) get them to insist what their name is. Model as necessary.

As Zazie/ Bosco, say your own age and ask ages individually.

As Zazie/ Bosco, say what pets you have (get toy rabbit out of bag) and ask children individually if they have a dog/ cat. Explore other contents of doll's schoolbag, see if children can name pencil/ book/ eraser.

As Zazie/ Bosco say goodbye, elicit goodbyes from children, put character back in bag, ask a child to close the bag ("Ferme le sac").

Part 2: talk about a picture

Show children up to 3 different pictures in turn. State the situation ("c'est la salle de classe", "c'est la chambre de Bosco" or similar) Ask children to volunteer to name items in the picture in turn (chaise, table, garçon, stylo, chat, chien etc). Once a child has tried, model the name of the item and get the group to repeat. Ask 2-3 additional questions, pointing to items not volunteered ("qu'est-ce que c'est?" "c'est la porte?" etc).

Say "ok, les couleurs?" and point to 4-5 different coloured items. Elicit group responses, modelling if necessary.

Say "vous savez compter? Il y a combien de chaises?" and start pointing and counting with the children. Fade out and let them continue. Then ask "Il y a combien de tables/ enfants / etc",

choosing a couple of other prominent series in the picture. Again encourage group counting. [If time get one or two individuals to count alone.]

To finish, ask one or two more general questions about the picture scene, e.g. “il fait chaud? Il fait froid?”

Part 3: rhyme and song

Ask the children what rhymes or songs they know, and ask them to sing/ recite these as a group (up to 3 different ones). To conclude ask children to count in [French] as far as they can – when they falter count a few more with them to finish on a good note.

Thank and praise the children for their participation.

Overall target time: 20 minutes

Appendix 4b 2007/08 Y3 Literacy: Rationale and format

This test reflects the following selected literacy objectives of the KS2 Framework:

1. Recognise some familiar words in written form
2. Read aloud familiar words and pronounce accurately familiar letter strings
3. Write simple, familiar words using a model
4. Develop TL phonemic awareness.

Test content and format

The test is in 2 parts and will be administered with a group of up to 6 children. The entire test will be audio-recorded.

Part 1: Reading (objectives 1 and 2)

The children will be presented collectively with groups of flashcards showing TL words or short phrases in written form, plus corresponding pictures on flashcards.

Words selected are nouns and verbs taken from common classroom and home situations. Articles and pronouns will also be included (to enrich sampling of pronunciation: objective 2).

Part 2: Writing (objectives 3 and 4)

Children will be given an individual worksheet re-presenting the words and pictures already encountered in Part 1. The words/ expressions are 'gapped' for the children to complete in writing.

Pupil response

Part 1: Reading

Pupils will first of all be asked to match up picture and word flashcards (five at a time, presented in a random array). They will then be asked to read the words aloud, first as a group, then individually, both with and without picture support. Where they have difficulties the investigator will model the correct pronunciation and ask them to repeat.

Part 2: Writing

Pupils will complete as many as they can of the gapped words and phrases on individual worksheets, using material familiar from Part 1, and while hearing the investigator reading these expressions aloud.

.

Instructions for investigator

Switch on audio-recorder, tell children you are now going to do some work with pictures and words. Throughout the test, encourage children's French productions, do not correct mispronunciations or misspellings.

Part 1: Reading

Select 5 word flashcards and corresponding pictures, present these randomly and ask the children to match them up.

Once words and pictures are matched, get the group to read the words aloud, with and without the pictures. Then ask individuals to do the same thing; if they get stuck, model individual items for them.

Repeat the activity with two further groups of 5 word/ picture card pairs. Each child should have the opportunity to read 2-3 words/ expressions individually.

Part 2: Writing

Distribute pencils and worksheets, and ask children to write their first name (only) on the sheet. Read each expression aloud in turn, and ask the children to complete the word. Encourage children to write down their own version of the word, avoid giving 'correct' spellings!

Collect in worksheets, thank and praise the children.

Overall target time: 15 minutes

Appendix 4c 2007/08 Y4 Oracy: Rationale and format

This test is designed to allow children to demonstrate their ability with respect to the following oracy objectives of the KS2 Framework for Year 4:

1. listen for words and phrases
2. Ask and answer questions (simple role play)

Test content and format

The test is in 2 parts and will be administered with a group of up to 6 children. Each section is designed to allow for flexible response from the group and demonstrate what they can say in French. The entire test will be audio-recorded.

Part 1: interactive q/a and role play

As a group warmup, children will answer the investigator's questions on 2-3 everyday topics (personal details, the weather, pets, hobbies). The children will then practise asking and answering similar questions in pairs, using role play cards as support. Finally the children will perform the role play they have practised for the whole group. (Objective 2)

Part 2: listen for detail

The children will be offered a selection of up to 3 pictures in turn, showing familiar everyday scenes in rich detail (the classroom, family at home, child's bedroom etc). As a warm up the investigator will prompt the children as a group to name items in the picture, to name colours, and to count objects (as for Year 3 Oracy Test). The investigator will then ask individual children to point out specific features of the picture (un garçon/ les garçons; une chaise rouge/ deux chaises jaunes; un garçon et une fille etc). This activity explores children's ability to listen for detail, using morphological cues such as singular/ plural and gender (objective 1).

Choice of pictures

Boy's bedroom with toys (non-naturalistic drawing);
Children sitting and standing in kayaks (photo);
African dance class in school hall (photo);
Child's birthday party (photo).

Pupil response

Part 1: children will first of all respond to the investigator's questions on everyday topics (personal details, weather, hobbies, animals). In pairs, children will ask and answer similar questions, supported by role play cards A and B. Finally in plenary, children will perform the role plays a second time. The investigator will model utterances as necessary, and will ensure that each child has a chance to ask and answer 2-3 questions.

Part 2: As a warm up the children will be first of all encouraged collectively to name items/ people in each stimulus picture in turn, with modelling from the interlocutor if necessary. They will then be

asked individually to demonstrate understanding of detail by responding to the investigator's requests to point out particular features in the picture. (The investigator will ring changes on masc/ feminine, singular/ plural, colours and numbers.)

Instructions for investigator

General: Children should all be issued with name badges and you should address them by name when calling on individuals to contribute to the different activities.

All three activities should be audio-recorded.

Speak English as much as necessary to put children at ease before each activity and to ensure that the task is understood. During the task, speak French as much as practicable. Encourage children's French communication, do not evaluate or correct them.

Part 1: interactive q/a and role play

Ask the children a number of questions on everyday topics: personal/ family, weather, pets, hobbies. Where questions require individual response, go round the group and give every child a chance to answer, modelling responses as necessary. Sample possible investigator questions:

Comment tu t'appelles?

Quel âge as-tu?

Où habites-tu ?

Tu as un frère ?

Tu as une sœur ?

Tu as un animal à la maison ?

Qu'est-ce que tu fais le soir/ le weekend ? [tu joues au football ? tu regardes la télé ? tu lis un livre ? tu fais du skate ? etc]

Quel temps fait-il aujourd'hui ?

Il fait chaud/ froid ?

Give out role play cards A and B and get children to work in pairs, asking and answering each other questions based on the picture information.

Take back cards and get children to repeat the role plays in plenary. Each child should have the opportunity to ask and answer 2-3 questions.

Part 2: Talk about a picture / listen for detail

Show children up to 3 pictures in turn,, and talk about them in French.

As a warm-up, ask the children to say as much as they can about each picture, naming and counting people, objects, and colours (as for Year 3).

Then explain that they must take turns to listen carefully to the investigator, and point out exactly what she is talking about. Children respond individually, and each child gets to respond 2 – 3 times. Ask the children to point out items using utterances such as the following:

(Examples relate to child's bedroom picture)

Montre-moi un train/ des trains/ deux trains

Montre-moi un livre/ deux livres

Montre-moi une table / deux tables

Montre-moi le lit/ le vélo/ la télévision

Montre-moi un chien brun / un chien argent
Montre moi un animal/ des animaux/ un animal vert
Montre-moi un / deux tableaux

To capture the children's non-verbal response, confirm in English what they are showing you:
« okay, you are showing me a green animal/ the TV/ two books » etc.

Praise and thank the children.

Target time: 20 minutes.

Appendix 4d 2007/08 Y4 French Literacy: Rationale and format

This test reflects the following selected Y4 literacy objectives of the KS2 Framework:

1. Read and understand written phrases
2. Read words and phrases aloud with accurate pronunciation
3. Write simple words and phrases.

Test content and format

The test is in 2 parts and will be administered with a group of up to 6 children. Some elements will be completed collaboratively by the group other elements will be completed individually. The complete test will be audio-recorded.

Part 1: Reading aloud

Children are presented as a group with a set of short phrases and sentences with a picture illustration (on a poster). As a group they read the phrases and sentences aloud with the investigator modelling as necessary. Then children read phrases and sentences aloud individually. They answer oral comprehension questions in English. (Objectives 1 and 2)

Part 2: write phrases and sentences

Children work individually using task cards and write labels for pictures. They also insert suitable words in a short gapped text. (Objective 3)

Pupil response

Children will demonstrate their literacy skills by reading phrases and sentences aloud collectively and individually (Objective 2), answering questions about the picture by reading and understanding a short text and by writing individual words and completing a short gap-fill text (Objective 3).

Parts 1: Reading

In Part 1 pupils will read a short text aloud, first collectively then individually. The interlocutor will provide models as necessary and ask for repetition. Each child will then read a sentence aloud. They will then read the text without looking at the picture and will answer questions in English.

Part 2: Writing

In Part 2 pupils will label pictures using familiar words and complete a short gap-fill text.

Instructions for investigator (working with up to 6 children)

Switch on audio-recorder.

Part 1: Reading

Put up the classroom picture (poster) and accompanying short text.

Lead the whole group in reading the text aloud, modelling as necessary. Then ask individual children to read individual phrases and sentences aloud.

Remove the picture and re-read the text, then ask each child a comprehension question in English.

Part 2: Writing

Issue individual task cards and ask children to write their name on the card, then to label as many pictures as they can, and to complete as much as they can of the short gapped texts. Tell them to do as much as they can, not to worry if they cannot do everything – do not provide/ dictate responses.

Collect all completed task cards and thank and praise the children.

Target time: 20 minutes.

Appendix 4e 2007/08 Y5 French Oracy: Format and rationale

This test is designed to allow children to demonstrate their ability with respect to the Oracy Objectives of the KS2 Framework for Year 5:

- 5.1 Engage in simple conversation, ask and answer questions
- 5.2 Understand and express simple opinions, likes and dislikes
- 5.3 understand more complex phrases and sentences, extract meaning from speech including unfamiliar language

Test content and format

The test is in 3 parts and will be administered with a group of up to 6 children. Each section is designed to allow for flexible response from the group and demonstrate what they can say in French. The entire test should last no longer than 30 minutes will be audio-recorded.

Activity 1: Interactive conversation and role play (UNCHANGED FROM 2007: focus on Learning Objective 5.1)

Children will take part in a short warm-up conversation with the investigator answering questions and introducing themselves (greetings, names, ages etc). They will then role play an introductory conversation with a partner using role play cards presenting imaginary characters (name, age, family, pets etc). This role play will explore their ability to take part in conversation and to ask and answer questions, using and adapting familiar words and structures to suit the role play characters.

Activity 2: Talk about pictures (UNCHANGED FROM 2007: focus on Learning Objective 5.2)

Children will be offered up to 3 poster size pictures. The group will be prompted to say whatever they can about what is going on in the picture, naming entities and describing activities. They will be asked to express likes/ dislikes about these activities, and about related activities shown on a further prompt card (Card 2b: series of sports, series of leisure activities, series of foods).

SELECTED PICTURES:

- Classroom scene with clowns
- Outdoor scene with children in kayaks
- Outdoor scene with athletics in progress
- School concert.

Activity 3: Extract meaning from speech including unfamiliar language (NEW FOR 2008: focus on Learning Objective 5.3)

Children will be given a selection of photos from Burkina Faso and some word cards with place names and proper names that relate to the characters and content appear in the photos. They will listen to a spoken narrative passage including some unfamiliar language about the photos. As they listen to the first reading of the passage they will begin to put the photos into the correct sequence. The children will listen in particular for key verbs to define the order of the photos within the narrative. The investigator will read the passage again, pausing after each description, allowing time for the children to reorder the photos, if necessary. The investigator will ask questions in English about this process, finding out the reasons for the children's choice of image. The investigator will

explore in particular word knowledge and how the children identified key words, cognates or near cognates to help them sequence the pictures.

This activity will take no longer than 10 minutes

Pupil response

Activity 1: in the warm-up, children will be encouraged to greet the investigator collectively, and to respond individually to questions about names, ages, family, pets, hobbies. Where necessary the investigator will model appropriate utterances and the children will be encouraged to repeat them.

In the main phase the children will work in pairs using gender-appropriate role play cards. They will ask and answer questions in character, exchanging the personal information given on the cards.

Activity 2: Children will be first of all encouraged individually to contribute to a description of each picture, naming people/ objects/ colours (as in Years 3 and 4), identifying details using morphological cues (as in Year 4) and describing activities, with modelling from the interlocutor as needed. They will then be asked their likes and dislikes about the activity shown in the main picture, and other related activities shown in supplementary stimulus pictures (Card 2b: sequences of sports, leisure activities, foods).

Activity 3: Children will listen to a spoken narrative passage including some unfamiliar language about a scenario in Burkina Faso (building a primary school). They will demonstrate comprehension of the passage by sorting photographs and matching these to the story line. They will answer questions in English, explaining their reasons for the proposed picture sequence.

This activity will take no longer than 10 minutes

Instructions for investigator

General: Children should write their name on a sticker and you should address them by name when calling on individuals to contribute to the different activities.

All of the activities should be audio-recorded.

Speak English as much as necessary to put children at ease before each activity and to ensure that the task is understood. During the tasks, speak French as much as possible. Be encouraging but do not evaluate/ correct children's German utterances, focus on communication! And on getting them to say as much as possible.

Activity 1: Interactive conversation and role play

Greet the children collectively and individually, and encourage them to greet you in turn. Model greeting as necessary.

Ask the children their names and ages in turn. Ask children individually where they live, and if they have a brother/ sister/ dog / cat. Model responses if necessary and get children to repeat.

Put the children in pairs and issue gender-appropriate role play cards (A, B for boys; C, D for girls). Tell the children (in English) that they should play the character and ask and answer questions to find out all they can about the other person, and to tell them about ‘themselves’. In plenary, have each pair of children present their role play.

Activity 2: Talk about pictures

Show children up to 3 different pictures in turn. Ask children to say what they see in each picture. Elicit names and descriptions of objects, people and activities including a focus on detail using partitive articles (as in Year 4), noun phrases including adjectives, singular and plural forms. Once a child has tried, model the utterance as necessary and get the group to repeat. Ask 2-3 additional questions, pointing to items not volunteered (“qu’est-ce que c’est?” “qu’est-ce qu’il fait?” “qu’est-ce qu’il porte?” « il y a combien de filles? “il a chaud?” etc). Then ask about children’s individual likes/ dislikes with reference to the picture (“tu aimes /n’aimes pas les animaux/ le sport/ le théâtre/ la musique”) etc. Model responses as necessary, repeat with other picture(s).

Show children poster 2b with picture series (sports series, food series, school subjects series, leisure series), and ask again about likes and dislikes (“tu aimes/ n’aimes pas les frites/ les tomates/ les glaces”) etc.

Activity 3 Extract meaning from speech including unfamiliar language

Place the Burkina Faso photos and the word cards on the table in front of the children in random order. Introduce the setting of the story, saying that it is in Africa and that they will hear a short narrative about the people in the photos and will be asked to put the photos in order using the word cards to help them. Once you begin to read the narrative, read clearly and with enthusiasm, emphasising key words. Note the sequence of pictures produced by the children (pictures are colour coded). Read the narrative for a second time, pausing after each description, and note any adjustments made to the picture sequence. Ask the children why they have chosen particular photos. Focus on children’s use of word knowledge, cognates and near cognates. Explore the strategies that the children used to identify key words and extract meaning from the spoken text.

Praise and thank the children.

Target length: 30 minutes

Appendix 4f 2007/08 Y5 Literacy: Rationale and format

This test reflects the following selected Y5 literacy objectives of the KS2 Framework:

1. Read short texts (fiction and non-fiction)
2. Create simple sentences
3. Write phrases and sentences

Test content and format

The test is in 3 parts and will be administered with a group of up to 6 children. Some elements will be completed collaboratively by the group, other elements will be completed individually. The tests will be audio-recorded.

Part 1: Reading short texts

Children are presented as a group with a short illustrated non-fiction text (on individual cards). As a group they read the text aloud with the investigator modelling as necessary. Then children read sentences aloud individually. Finally the children answer comprehension questions in English.

The children are presented with a second text which they read aloud as a group. They then answer comprehension questions about the text but do not have to read sentences aloud individually.

Part 2: Creating simple sentences

Children are presented with a series of picture stimuli and with a jumbled set of word cards. (Pictures and words are presented on individual cards, which should be arrayed on table. They take turns to create sentences representing the situation in each picture. After all the sentences have been created, the group reads them aloud and children are invited to spot and correct any errors.

Part 3: write phrases and sentences

Children are presented individually with gapped versions of sentences linked to one of the texts used in Part 1. They insert suitable words in the gaps.

Pupil response

Children will demonstrate their literacy skills by reading sentences and texts aloud collectively and individually (Objective 1), by answering comprehension questions (Objective 1), by constructing sentences (Objective 2) and writing part-texts (Objective 3).

Part 1: Reading short texts

Pupils will read two short texts aloud. They will read the first text collectively then individually. The interlocutor will provide models as necessary and ask for repetition. Pupils will then answer comprehension questions on the text. They will read the second text collectively and will then answer questions about the text.

Part 2: Creating simple sentences

As a group, pupils will construct sentences from jumbled sets of cards to match pictures. They will read provisional versions aloud and agree on their preferred version.

Part 3: write phrases and sentences

Children will complete as much as they can of a gap-fill story text working individually.

Instructions for investigator (working with up to 6 children)

Switch on audio-recorder.

Part 1: Reading short texts

Distribute the first reading text to the group.

Ask in English what kind of text it is – story/ email/ advert ...?

Lead the whole group in reading the text aloud, modelling as necessary. Then ask individual children to read individual sentences.

Ask each child a comprehension question in English.

Repeat the process with text 2 but omit reading the sentences aloud individually

Part 2: Creating simple sentences

Display first picture + set of jumbled word cards, either arrayed on table. Ask individual pupils to create one sentence each, by rearranging the word cards.

Lead the whole group in reading the sentences aloud, and ask if any improvements are needed. Get volunteers to undertake corrections. Read the new versions aloud yourself and ask children if they are happy with the eventual version. Accept their final solution, do not correct it. (N.B.. reading aloud is essential, for capture on audiotape).

Part 3: write phrases and sentences

Issue individual task cards with gapped versions of sentences used in Part 1 and get all children to fill in the gaps. Encourage children to complete as much as possible of the story, but do not dictate missing items.

Thank and praise the children, collect individual cards.

Target time: 20 minutes.

Appendix 4g 2007/08 Y6 French Oracy: Format and rationale

This test is designed to allow children to demonstrate their ability with respect to the Oracy Objectives of the KS2 Framework for Year 6:

- 6.1 Understand the main points and simple opinions in a spoken story, song or passage
- 6.3 Understand longer and more complex phrases or sentences
- 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.

Test content and format

The test is in 3 parts and will be administered with a group of up to 6 children. Each section is designed to allow for flexible response from the group and demonstrate what they can say in French. The entire test will be audio-recorded and will last no longer than 30 minutes.

Activity 1 ‘Getting to know you’ (focus on Framework Learning Objective 6.4)

- 1a) Children will take part in a short warm-up conversation with the investigator answering questions and introducing themselves (e.g. greetings, names, ages, where they live).
- 1b) The conversation will then continue with the investigator asking questions about brothers/sisters, pets, likes and dislikes, favourite food, colour, animal, school subject, hobbies around the group. Not all children will be expected to answer every question in every category but all children will have the opportunity to answer at least two of the questions.

This activity should last no longer than 5 minutes

Activity 2 ‘Créez un personnage’ (focus on Framework Learning Objective 6.4)

The children will receive an Oracy conversation card. Using the prompts they will invent a new character by circling choices from the categories illustrated e.g. circling swimming as a favourite hobby and filling in the name, age, family details of their choice. Pupils adopt the personality themselves. They will not reveal their choices to the other members of the group. In pairs they will take it in turns to ask and answer questions of each other.

This task will activate their word knowledge and demonstrate their ability to initiate and sustain a conversation. The role-play will explore their ability to ask questions as well as answer them, using and adapting familiar words and structures.

This activity should last no longer than 10 minutes

Activity 3: Understand and retell a story (focus on Framework Learning Objectives 6.1 and 6.3)

- 3a) Children will be given a selection of photos from Burkina Faso and some word cards with place names and proper names that relate to the characters and content appear in the photos. They will listen to a spoken narrative passage about the photos, including complex sentences where key verbs are among the main cues to meaning. As they listen to the first reading of the passage they will collaborate to put the photos into the correct sequence. The investigator will note the first ‘solution’ and then read the passage again, pausing after each description, allowing time for the children to

reorder the photos, if necessary. The investigator will ask questions in English about this process, finding out the reasons for the children's choice of image. The investigator will explore in particular word knowledge and how the children identified key words, cognates or near cognates to help them sequence the pictures.

This activity will take no longer than 10 minutes

3b) Finally, the group will be invited to retell the story sequence in French using familiar language i.e. in their own words. They will use the word cards to help them with the unfamiliar names. Working as a group they will narrate the story sequence, helping each other to build sentences and say as much as they can about the pictures.

This activity will take no longer than 5 minutes.

The rationale for this task is to provide an opportunity for children to listen to longer and more complex sentences, demonstrate their understanding and explore the extent to which they can respond to spoken text and retell a simple story. Some children will only use individual words or set phrases to describe the photos; others may be able to creatively construct some simple sentences. This task will provide evidence about word knowledge and about children's ability to build sentences and create meaning.

Pupil response

Activity 1: As a group, children greet the investigator and answer questions about themselves, their families, their favourite hobbies and school subjects. Each child has the opportunity to answer 3-4 questions individually.

Activity 2: Each child reviews a stimulus card and creates individually a person from choices offered on the card, including family, age, likes and dislikes. In pairs they ask and answer questions about the personalities they have created.

Activity 3: Children listen to a French oral narrative as a group, and demonstrate comprehension of the narrative by ordering photographs and name cards. They answer questions on their decision making, reporting on their comprehension strategies, use of prediction skills, cognates etc. They then contribute to a group retelling of the story, using the pictures as support.

Instructions for investigator

General: Children should make and wear sticky name labels, and you should address them by name when calling on individuals to contribute to the different activities.

All three activities should be audiorecorded.

Speak English as much as necessary to put children at ease before each activity and to ensure that the task is understood. During the tasks, speak French as much as possible. Be encouraging but do not evaluate/ correct children's French utterances, focus on communication! And on getting them to say as much as possible.

Activity 1: Greet the children in French, introduce yourself, and ask all of them their names, ages and where they live. Continue asking a range of varied questions around the group, about families,

pets, hobbies, school subjects, exploring likes and dislikes. Ensure that each child gets the chance to answer 2-3 questions of this type individually.

Activity 2: Distribute stimulus cards and pencils. Tell the children to create a person by selecting name, age, likes and dislikes etc from the card, and ringing these. They should not show their choices to others! Once children have made their selection, tell them to ask and answer questions of each other in pairs, while role playing the new 'personalities'. Give the pairs a few moments to practise, then get each pair to role play in turn.

Activity 3: Tell the children they are going to hear a story about an African child, and scatter the name cards and photographs randomly in the table centre. Ask if they can spot the name of a country, if not point this out (Burkina Faso). Tell the children they will hear the story twice, and their first task is to order the photographs and name cards to follow the story. Read the story through, and note the children's first attempt at ordering the photos (these are colour coded for reference). Then read the story a second time, pausing after each picture description, so that the children can change the sequence of photos if they choose. Note the final picture sequence (do not 'correct' it!). Then ask the children to explain how they worked out the sequence.

Finally ask the children to re-tell the story in French, in their own words. Point to each picture in turn and encourage the children to say whatever they can about each one. Model pronunciation of names if necessary.

Appendix 4h 2007/08 Y6 French Literacy: Format and Rationale

This test reflects the following selected Y6 literacy objectives from the KS2 Framework:

- 6.1 Read and understand the main points and some detail from a short written passage
- 6.2 Identify different text types and read short, authentic texts for enjoyment or information
- 6.4 Write sentences on a range of topics using a model

Test content and format

The test is in 3 parts and will be administered with a group of up to 6 children. The group will complete some elements collaboratively; other elements will be completed individually. The test will last no longer than 30 minutes and will be audio-recorded.

Activity 1: Identifying different text types – group reading task (focus on objective 6.2)

Children are given 3 texts about wolves: (i) an information text, (ii) a poem and (iii) an extract from **Le petit Chaperon Rouge**. The children are asked to identify the common theme which appears in all of the texts i.e. all of the texts are about wolves. In two sub groups of 3 they then discuss the texts in English and try to identify the different text types. The children are then given pictures to match to the different texts, and are asked to explain their reasons. The investigator concludes with some focused questions in English about the strategies and linguistic cues the children have used to identify different text types.

1. How did you decide that this was an information text?
2. What tells you that this is a poem?
3. Can you find some rhyming words?
4. Let us look at the story! What told you that this was a story?
5. What tells you that this is a conversation?
6. Are there any key words which helped you to identify the story?

Prompts for Question 6:

Can you find the words for eyes, ears, mouth?

Are there any other words or phrases that you recognise?

Do any words look like English words?

At the end of the activity **if time allows** children will consider whether they are still happy with their picture-text matches, and explain their reasons for these choices.

Up to 10 minutes

Activity 2: Introductory email from the partner school – group reading task (focus on objective 6.1)

Children are given individual copies of an email letter with photos from an imaginary e pal from a French primary school. The letter contains details about life in school, the town and some comments about the class teacher. Children read the first paragraph of the text aloud collectively, then read the remainder silently individually. Finally the children will read at least one sentence each aloud, around the group.

The investigator asks a series of oral comprehension questions in English, exploring a combination of main points and detail. Each child should have at least one opportunity to answer, with group support to follow up.

1. What kind of text is this? How do you know?
2. What is it about?
3. What does it tell you about the school?
4. What does it tell you about the town?
5. Does Laurent like his teacher? How do you know?
6. There are lots of questions in the letter. Can you tell me what the questions are asking?

Up to 10 minutes

Activity 3: Individual writing task (focus on objective 6.4)

The children are then invited to write an individual reply to the email and are provided with a writing frame to assist them. They will write their reply on the sheet provided. For certain sections they are allowed to circle phrases that they are going to use in their reply. For other sections they should construct phrases independently and write them in the spaces provided.

Up to 10 minutes.

Pupil response

Activity 1: Identifying different text types – group reading task (Focus on objective 6.2)

Children will demonstrate their literacy skill by responding to texts from different genres. They will explore the texts and explain how they identified the different genres, referring to layout, punctuation, grammar and key words.

In two sub groups of 3, they will be given the three texts and will be asked to identify the genre.

They will then receive three pictures and will match the most appropriate picture to each text, explaining the reasons for their choice.

Pupils will then answer a series of questions about the texts, explaining how they recognised particular genres and identifying key words and phrases.

At the end of the activity, if time allows, children will look back to the pictures and will decide whether they have made the correct match. They will give reasons for their choices.

Activity 2: Introductory email letter from the partner school – group reading task (focus on objective 6.1)

Children receive individual copies of the email letter and photos from an imaginary e pal from a French primary school. The letter contains details about life in school, the town and some comments about the class teacher. Children read the first paragraph of the text aloud collectively;

they then read the remainder silently individually. Finally children will read at least one sentence each aloud around the group.

Children will answer a number of questions put by the investigator in English, exploring a combination of main points and detail.

Activity 3: Individual writing task (Focus on objective 6.4)

Children will read through the prompts and complete as much as they can of the writing frame, choosing phrases and constructing sentences, as appropriate. They are allowed to circle phrases in some sections and will fill in gaps or construct sentences in other sections, as appropriate. They will work individually.

Instructions for investigator (working with up to 6 children)

Switch on audio recorder.

Check starting time. Keep a careful eye on the timing of the activities, allowing up to 10 minutes for each task.

Part 1: Identifying texts from different genres

Arrange the children in 2 groups of 3. Place two sets of the texts on the table in front of the children. Invite the children to look at the texts carefully and discuss in their group the kinds of text that are represented.

Once the children have decided what kind of texts they are and have identified the genres, distribute two sets of the pictures and ask the children to match the pictures with the texts.

Ask the children a range of questions, investigating how they have come to particular conclusions about genre. Here are the recommended questions:

1. How did you decide that this was an information text?
2. What tells you that this is a poem?
3. Can you find some rhyming words?
4. Let us look at the story! What told you that this was a story?
5. What tells you that this is a conversation?
6. Are there any key words which helped you to identify the story?

Prompts for Question 6:

Can you find the words for eyes, ears, mouth?

Are there any other words or phrases that you recognise?

Do any words look like English words?

Try not to influence the children's responses and do not make any comments that suggest that they have answered incorrectly. Use comments such as, *'Thank you that is interesting'*. Encourage all of the children to participate by using questions such as *'What do you think? Do you all agree with that? Are there any other ideas?'*

Finally revisit the pictures and ask the children if they are still happy with the matches that they have made between picture and text. Ask them the reasons for their choice.

Activity 2: Introductory email letter from the partner school - group reading task

Distribute individual copies of the email letter to the children. Lead the whole group in reading the first paragraph of the text aloud collectively; then ask the children to read the remainder of the letter silently independently. Finally ask the children to read the text aloud sentence by sentence around the group (at least one sentence each, until the end of the letter if time allows).

(N.B reading aloud is essential, for capture on the audio tape).

Ask the children the following comprehension questions:

1. What kind of text is this? How do you know?
2. What is it about?
3. What does it tell you about the school?
4. What does it tell you about the town?
5. Does Laurent like his teacher? How do you know?
6. There are lots of questions in the letter. Can you tell me what the questions are asking?

Target questions to individuals in the first instance, but allow others to help/ elaborate/ offer alternative responses. Again, accept children's suggestions as neutrally as possible, with minimal evaluation.

Activity 3: Writing a reply to a pen friend – Individual writing task

Issue individual writing frames with prompts for the response to the letter received in Activity 2. Ask the children to read the writing frame carefully and use the prompts given to help them create their reply. They are allowed to circle choices of expression in some sections. In other sections they will either fill in the gaps or construct sentences independently. All replies will be written on the sheets provided. Encourage children to complete as much as possible of the reply but do not supply language for them. Ask them to write what they know. Children must work individually for this activity.

Thank and praise the children, collect individual writing frames.

Target time for completion of the full test: 30 minutes (10 minutes per task).

Appendix 5 Cross curricular impact instruments

Appendix 5a Cross curricular impact questionnaire for Year 6 children 2006/07

My name is _____

Please tick ☐ I am a girl _____ I am a boy _____

I completed this myself _____ I had help in completing this _____

I can speak a language other than English. It is called _____

Section 1 About Me

	Please circle O the number to show how much you agree	1 = Strongly disagree			5 = Strongly agree	
1.	I can learn a lot on my own	1	2	3	4	5
2.	It is important to me to do well in school	1	2	3	4	5
3.	I'm pretty good at speaking in front of the whole class	1	2	3	4	5
4.	I find learning in school exciting	1	2	3	4	5
5.	I like talking to big groups like the whole school	1	2	3	4	5
6.	I try hard to understand things that seem difficult at the start	1	2	3	4	5
7.	I'm afraid people will laugh at me if I don't say things right	1	2	3	4	5
8.	I'm pretty good at speaking in a small group in class	1	2	3	4	5
9.	I find it easy to put myself in other people's shoes and imagine how they feel.	1	2	3	4	5
10.	I learn a lot from listening & talking to other people	1	2	3	4	5
11.	I worry a lot about making mistakes	1	2	3	4	5
12.	I often think out loud, trying out my ideas on other people.	1	2	3	4	5
13.	I am good at listening to other people	1	2	3	4	5
14.	I don't like having to speak in front of the whole class	1	2	3	4	5
15.	I like getting to know people from other countries	1	2	3	4	5
16.	If I don't understand how to do something in class, I will usually ask for help	1	2	3	4	5
17.	I like to have everything worked out in my head before I answer	1	2	3	4	5
18.	I like working with other people	1	2	3	4	5
19.	I like getting to know people who are different from me	1	2	3	4	5
20.	I like getting to know people who speak different languages	1	2	3	4	5

My favourite school subject is _____

Section 2 Words and sentences

- 1 Make this sentence into a question by moving the words around. You can add also a word if you want to.**

The playground is at the end of the street.

- 2 Make this sentence negative.**

This book is very interesting and I like the pictures.

- 3 Use all these words to make a sentence by moving the words around. You will need to put a capital letter at the beginning of your sentence and a full stop at the end.**

stopped / station / off / at / quickly / when / the / got / train / the / she

4a Read the following text and write a word from the list below in the spaces. One word has been done for you.

It was a _____ and windy day when Carl and Sofia set off to visit their grandmother so they walked _____ to keep warm. It _____ her birthday and they were taking her a card and a _____. They were happy because it was half-term so _____ could spend the whole day with her. They both liked listening to her stories of when she was young and looking at her old photographs. When he finished _____ their dad was going to join _____ for dinner and then they were all going to the circus.

Write a word from the list below in the spaces above

old present they quickly cold was them work

4b Now write the kind of word in the second column. The first one has been done for you.

Word	Write the kind of word in this column (verb, adjective, adverb, noun, pronoun)
old	adjective
present	
they	
quickly	
cold	
was	
them	
work	

- 5 **Make as many words as you can using the following word parts. You can use two or three word parts to make one word. You can use the word parts more than once. The first one has been done for you.**

interest	sure	appear
un	en	dis
ly	ing	ed

Write the word in this column
interested

6 Can you find the following words in the word square?

TEXT	WORD	LETTER	READ	WRITE
TALK	LISTEN	INTERNET	STORY	POEM
NEWSPAPER	MAGAZINE	COMIC	ALPHABET	DIAGRAM
PICTURE	INDEX	BOOK		

P	B	C	N	E	W	S	P	A	P	E	R	U	K	N	P
Q	R	A	F	T	X	S	L	H	B	P	L	I	C	N	O
S	A	L	P	H	A	B	E	T	O	L	E	T	T	E	R
U	S	C	G	P	E	V	Z	M	L	D	T	A	O	W	P
L	W	D	T	R	E	A	D	V	L	I	S	T	E	N	I
D	O	C	A	G	N	V	E	P	B	Y	A	T	I	K	M
U	R	C	G	P	R	Y	K	T	E	X	T	C	S	I	B
L	D	S	T	I	E	S	Z	Q	G	Y	F	P	J	N	H
F	E	G	N	C	K	W	B	P	D	T	X	S	A	T	P
D	C	B	P	T	L	R	V	O	N	I	G	T	W	E	E
I	R	O	Q	U	D	I	T	E	H	N	B	O	N	R	J
A	N	O	C	R	S	T	U	M	Z	D	I	R	L	N	W
G	A	K	V	E	G	E	B	U	T	E	A	Y	C	E	X
R	L	F	N	U	A	C	Y	S	M	X	L	B	T	T	O
A	O	Y	R	T	A	L	K	A	V	N	Y	D	K	R	H
M	D	C	O	Z	G	R	H	A	J	L	C	O	M	I	C
P	U	M	A	G	A	Z	I	N	E	T	X	A	F	R	L

Thank you for doing this for us.

Appendix 5b Literacy coordinator interview schedule 2008/09

Languages Learning at Key Stage 2: a longitudinal study Literacy Coordinator Interview 2009

Background information

1. How long have you been the Literacy Coordinator at this school? Which year group(s) do you teach?
2. Can you tell me about your own language background/expertise?
3. Tell me about the scheme of work for literacy in your school.
4. Do you teach languages in your school? If so, which year group(s) do you teach and for how long have you been teaching languages? (this school; previous schools)

Relationship between languages and literacy

5. Do you and the Languages Coordinator work together? If so, please tell me more about this.
6. What do you know about the Key Stage 2 Framework for Languages and the proposal to make languages an entitlement within the primary curriculum from 2011?
7. Do you see any potential links with literacy/English? Do you have any plans for developing (any/further) links between literacy and languages? If so can you tell me about them?
8. Can you tell me briefly about the school's development targets for literacy? Do you think languages could have any impact on these?

Links between languages learning and teaching and literacy learning and teaching

9. Do you see any similarities and/or differences between how languages are taught and how literacy is taught? Can you provide information and examples?
10. Do you know of any examples (in your own or another teacher's teaching) where knowledge taught in language lessons is used to help in teaching some aspect of English (e.g. word analysis/comparison or grammar/sentence structures and/or intercultural understanding)?
11. Do you think that learning languages has helped children in any way with their literacy learning? Can you give me any examples?
12. Do you see any links between what children learn in their languages lessons and what they learn in their literacy lessons? Can you give me any examples?
Have you had any comments from other teachers about this?
13. Do you see any links between the way children learn in their languages lessons and the way they learn in their literacy lessons? Can you give me any examples?
Again, have you had any comments from other teachers about this?

Transferable knowledge and skills

14. Since children began learning languages, have you seen any changes in children's:
 - o awareness and knowledge about language
 - o (English) language learning strategies/skills

- general skills, e.g. confidence in speaking aloud, contributing in class, trying out their language skills, etc. Have you received any comments (positive or negative) from other teachers/advisors/inspectors about this?
(Please provide examples)
15. To what extent do you think these changes are attributable to children learning languages or to other factors (e.g. literacy initiatives, whole school intercultural initiatives, community initiatives etc.)?
16. Do you think that teaching languages helps (or hinders) children's overall learning?
Can you provide information and examples?