**FOR ATTENTION OF:**

**……………………………. PRIMARY SCHOOL – FOREIGN LANGUAGE TEACHING**

**2015/16**

Here is some information about the language learning experience of the following children transferring to your secondary school.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 5. | 9. | 13. |
| 2. | 6. | 10. | 14. |
| 3. | 7. | 11. | 15 |
| 4. | 8. | 12. | 16. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR** | **LANGUAGE** | **TAUGHT BY** | **LENGTH** | **FREQUENCY** |
| 3 |  | Class teacher  Specialist internal teacher  Specialist external teacher  Other - | 30 minutes  45 minutes  60 minutes  Other - | Intermittently  Weekly  Bi-weekly  Other - |
| 4 |  | Class teacher  Specialist internal teacher  Specialist external teacher  Other - | 30 minutes  45 minutes  60 minutes  Other - | Intermittently  Weekly  Bi-weekly  Other - |
| 5 |  | Class teacher  Specialist internal teacher  Specialist external teacher  Other - | 30 minutes  45 minutes  60 minutes  Other - | Intermittently  Weekly  Bi-weekly  Other - |
| 6 |  | Class teacher  Specialist internal teacher  Specialist external teacher  Other - | 30 minutes  45 minutes  60 minutes  Other - | Intermittently  Weekly  Bi-weekly  Other - |

**Language knowledge and skills**

Based on KS2 Programme of Study

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NONE** | **A LITTLE** | **A LOT** |
| Speaking in sentences using basic language structures |  |  |  |
| Asking questions and giving answers |  |  |  |
| Knowledge of the letter and sound connections |  |  |  |
| Reading and understanding simple writing |  |  |  |
| Describing people, places and things in writing |  |  |  |
| Writing own sentences by adapting familiar ones |  |  |  |
| Using a bi-lingual dictionary for comprehension and writing |  |  |  |
| Exposure to songs, stories and rhymes |  |  |  |
| Cultural understanding |  |  |  |
| Knowledge of the grammar of the language \* |  |  |  |

\*Gender of nouns; plural nouns; high frequency verbs (avoir / être); - er verbs present tense; agreement of adjectives; position of adjectives; pronouns; definite and indefinite article (highlight)

The following children have additional exceptional skills or experience

e.g. flair for language learning/speaker of other languages/native speaker/lived in the country

|  |  |
| --- | --- |
| **NAME** | **COMMENT** |
|  |  |
|  |  |
|  |  |

The following children would benefit from additional support

|  |  |
| --- | --- |
| **NAME** | **COMMENT** |
|  |  |
|  |  |
|  |  |

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