

Lines of Progression in Early Second Language Learning



spanish



irish



german



french



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Lines of Progression in Early Second Language Learning

It can be helpful to picture the language learning process as a continuum. As children spend time experiencing a second language, they progress:

- from **simple** to **complex**;
- from **familiar** to **unfamiliar**; and
- from participating with **teacher support** towards **independently** using the target language (TL).

For practical purposes, this document sets out the experiences and outcomes for early second language learning in three stages. All children beginning second language learning should progress through these three stages.

In the following tables, the Lines of Progression from Stage 1 to Stage 3 are separated into four core strands of learning and teaching:

- **Oracy**;
- **Literacy**;
- **Intercultural Understanding**; and
- **Knowledge about Language**.

These four broad areas are presented separately to assist with planning and monitoring. Each core strand is of value as an important tool for learning, and together they provide a basis for children's future development as language learners.

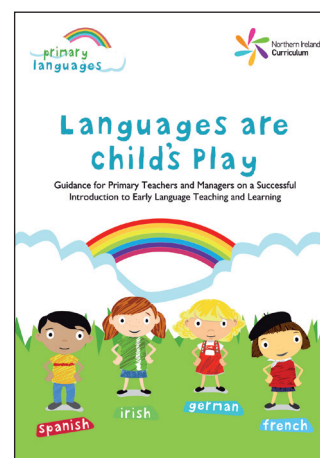
However, the strands do not exist independently, and many of the statements in the tables overlap. Oracy, literacy, intercultural understanding and knowledge about language are closely related and should be considered in a holistic way in the classroom.

It is also important to note that progress through the stages of language learning is rarely linear, and it is not the same for all languages or for all children. Children may be working at different stages in different strands. Schools should develop their own approach to the core strands, taking their literacy programme into account while ensuring that the balance of time is focused **primarily on oracy**.

Second language learning should always:

- be positive, stimulating and motivating;
- ensure children experience success through practical, enjoyable and meaningful contexts;
- be linked carefully to first language learning; and
- be embedded in the wider curriculum.

For further information, see the CCEA document 'Languages Are Child's Play: Guidance for Primary Teachers and Managers on a Successful Introduction to Early Language Teaching and Learning'.



core strand: oracy

Progression: From simple to complex
From familiar to unfamiliar

Listening and Talking	BY THE END OF STAGE 1, children should be able to:	BY THE END OF STAGE 2, children should be able to:	BY THE END OF STAGE 3, children should be able to:
Listen attentively and for enjoyment	<ul style="list-style-type: none"> listen attentively to a range of basic stimuli, e.g. simple, familiar stories, songs and rhymes, and show enjoyment; demonstrate understanding by joining in and/or responding imaginatively to stimuli which are brief and contain repetition, e.g. dancing and moving; 	<ul style="list-style-type: none"> listen attentively to a wider range of stories, rhymes and songs with enjoyment; show understanding by joining in and/or responding appropriately to stimuli which are longer and contain only some repetition; 	<ul style="list-style-type: none"> engage enthusiastically with more complex stories, rhymes and songs containing some unfamiliar language; show understanding by joining in and/or making a personal response to stimuli which are longer and of a less repetitive nature;
Listen and respond (to stimuli both live and recorded, including adults' and children's voices and, where possible, native speakers)	<ul style="list-style-type: none"> listen to others and respond appropriately; demonstrate an awareness of when to listen and when to respond; show understanding of simple words and phrases; carry out a simple instruction; respond verbally using simple words and phrases; ask and answer simple questions appropriately, demonstrating some social conventions; 	<ul style="list-style-type: none"> listen to others and respond appropriately; demonstrate an awareness of when to listen and when to respond; show understanding of longer phrases and short sentences in a variety of ways; carry out two- and three-part instructions; respond verbally using phrases and short sentences; ask and respond to a wider range of questions appropriately, understanding social conventions (working with adults and peers); 	<ul style="list-style-type: none"> listen to others and respond appropriately; demonstrate an awareness of when to listen and when to respond; show understanding of phrases and longer, more complex sentences in a variety of ways; carry out a greater range of more detailed instructions given by the teacher or peer; respond verbally using phrases and longer or more complex sentences; respond appropriately to a wide range of question forms, using social conventions appropriately (working with adults and peers);

<p>Listen and remember</p>	<ul style="list-style-type: none"> • participate with others in performing a range of simple rhymes, poems and songs; • carry out a simple instruction (given by the teacher or a peer); • join in storytelling; • assume the role of a story character using simple key words, phrases and actions from the story as directed by the teacher; • recognise the oral language and use it outside the familiar context of the classroom; • recall words and phrases during rhymes and games using prompts such as picture cue sequencing, pelmanism and real objects; 	<ul style="list-style-type: none"> • perform independently or with others a wider range of rhymes, poems and songs; • carry out two- and three-part instructions; • retell familiar stories using props or pictures; • assume the role of a story character using phrases, short sentences and actions from the story as agreed with the teacher; • recognise the oral language and use it in a range of contexts; • recall simple words and phrases in rhymes, stories and games with increasing accuracy; 	<ul style="list-style-type: none"> • choose what and how to perform in the TL; • carry out more detailed instructions in a range of contexts; • retell familiar stories with props and pictures; • assume the role of a story character, independently choosing and using phrases, sentences and actions from stories; • recognise and use key vocabulary and join phrases confidently; • begin to develop spontaneous recall of words, phrases and more complex sentences, e.g. in role play, drama and conversations;
<p>Develop an awareness of sounds</p>	<ul style="list-style-type: none"> • recognise when someone is speaking in a language other than English; • identify and make links between words that sound similar in English and the TL; • use their previous knowledge of rhyme to identify rhyming words in the TL; • recognise individual sounds in words; 	<ul style="list-style-type: none"> • reproduce the core sounds of the TL; • demonstrate an understanding of how intonation may differentiate statements and question forms, e.g. when asking someone their name; • begin to recognise and use sound patterns; • begin to make links between the written word and how words sound; 	<ul style="list-style-type: none"> • pronounce the sounds of the TL with confidence; • demonstrate an awareness of intonation; • use their understanding of intonation and pronunciation; • recognise that syllables help the pronunciation of words;

<p>Talking (to convey information, to interact with others and to express feelings and opinions)</p>	<ul style="list-style-type: none"> • enjoy engaging with the TL; • imitate and repeat words and phrases in the TL using puppets, a role play area, songs and stories; • ask and answer simple questions appropriately, demonstrating some social conventions. 	<ul style="list-style-type: none"> • enjoy talking in the TL in formal and more structured situations, communicating simple, personal and factual information clearly; • use the TL with growing confidence to communicate with others in familiar contexts; and • ask and respond to a wider range of questions appropriately, understanding social conventions (working with adults and peers). 	<ul style="list-style-type: none"> • choose to talk with others in a variety of formal and informal situations; • initiate and participate confidently in pair, group and class conversations for a variety of purposes, e.g. talking with friends, role playing; • respond appropriately to a wide range of question forms, using social conventions appropriately (working with adults and peers), e.g. greeting appropriately and understanding formal and informal.
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core strand: Literacy

Progression: From simple to complex
From familiar to unfamiliar

	BY THE END OF STAGE 1, children should be able to:	BY THE END OF STAGE 2, children should be able to:	BY THE END OF STAGE 3, children should be able to:
Reading and Writing	<ul style="list-style-type: none"> enjoy listening to stories and rhymes; talk (in their own language) about what has been read in modelled, paired and shared work, and say what they have enjoyed or found out; use prior knowledge to make connections in order to make sense of what is being read; consolidate their understanding that print, pictures and images carry meaning (in the TL); 	<ul style="list-style-type: none"> enjoy listening to stories of increasing length and complexity; begin to make links between the spoken and written word in the TL; read aloud some familiar words and phrases in the TL and demonstrate understanding through talking, role play or drawing; understand some simple information in written form, e.g. environmental print; engage with a range of traditional or computer-generated texts, e.g. interactive books and language websites; 	<ul style="list-style-type: none"> enjoy hearing stories read to them and listen for specific information; begin to access information independently from a range of simple texts; choose and read aloud familiar stories or rhymes with ease and confidence in the TL; read simple unfamiliar texts, in traditional or ICT formats, using background knowledge, pictures and knowledge of sounds, and recognising familiar words in context to help comprehension;

	<ul style="list-style-type: none">• participate in modelled and shared writing experiences.	<ul style="list-style-type: none">• participate in shared writing experiences where they may begin to find/ select the appropriate words and phrases.	<ul style="list-style-type: none">• talk about what they want to write using a simple vocabulary;• write simple sentences using their knowledge of words and sounds or finding/selecting the appropriate words.
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core strand: Intercultural Understanding

Progression: From simple to complex
From familiar to unfamiliar

	BY THE END OF STAGE 1, children should be able to:	BY THE END OF STAGE 2, children should be able to:	BY THE END OF STAGE 3, children should be able to:
Language across the Areas of Learning: PDMU, WAU, The Arts and PE	<ul style="list-style-type: none"> • understand some simple information about the countries/areas where the TL is spoken; • begin to appreciate some similarities and differences between the lifestyle of children in Northern Ireland and the lifestyles of children in other countries; • learn and talk about some key aspects of the TL countries/areas; • learn about the TL countries/areas from a given digital source; • participate with others in performing a range of simple rhymes, poems and songs; 	<ul style="list-style-type: none"> • know where the TL is spoken and some facts about these countries/ areas; • ask questions to clarify their understanding of the similarities and differences between their own lifestyle and the lifestyle of children in other countries/areas; • talk about celebrations they have experienced and compare them with celebrations in the TL culture; • access information about the TL countries/ areas from a given digital source, e.g. use a website or CD-ROM, watch TV programmes, or use a digital camera to make a presentation; • perform independently or with others a wider range of rhymes, poems and songs; 	<ul style="list-style-type: none"> • know where the TL is spoken and be keen to seek information about the TL areas and people; • demonstrate their appreciation of the similarities and differences between their own lifestyle and the lifestyle of children in other countries/areas by giving a personal opinion; • ask questions and find out more about customs and celebrations that interest them; • access, select, process and use information from digital sources, e.g. PowerPoint, about the TL countries/areas; • choose what and how to perform in the TL;

	<ul style="list-style-type: none"> • talk and use gesture and body language as well as words to help convey meaning in role play/with props; • look at and talk (in English) about the work of artists from the TL countries/areas, with a particular focus e.g. houses, animals, plants, landscapes; • watch and participate in a simple traditional dance; and • listen to traditional and world music and recognise its origin. 	<ul style="list-style-type: none"> • understand when and how to use facial expression, mime and intonation to improve meaning and effect in role play situations; • talk about how the environment influences an artist's work, e.g. colours, texture and the work of artists and designers from the TL countries/areas (in English); • learn a traditional dance; • listen and respond imaginatively to traditional music. 	<ul style="list-style-type: none"> • use appropriate techniques to improve meaning and effect; • look at and give a personal response/ interpretation to the work of artists, designers and craft workers from the TL countries/areas; and • follow instructions in the TL to participate in a traditional dance or games; and • talk about the styles of music from different cultures.
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core strand: Knowledge about Language

Progression: From simple to complex
From familiar to unfamiliar

	BY THE END OF STAGE 1, children should be able to:	BY THE END OF STAGE 2, children should be able to:	BY THE END OF STAGE 3, children should be able to:
Beginning to Understand How Languages Work	<ul style="list-style-type: none"> • know that different languages are used to communicate; • understand that there are similarities and differences between English and other languages; • demonstrate an awareness of the structure of words, e.g. recognising syllables; • begin to notice certain identifying features about words in the TL, e.g. commands to one person or the whole class; • recognise when someone is speaking in a language other than English. 	<ul style="list-style-type: none"> • understand that there is a diversity of languages spoken in the UK and Ireland; • investigate how words which may look similar might sound different in the TL; • explore features in written language, e.g. shapes of words, spaces between words, direct speech, capital letters and full stops; • identify common features in the TL through shared reading; • recognise vocal cues, such as intonation and question words. 	<ul style="list-style-type: none"> • adapt their speech and communication to make themselves understood and to understand others; • recognise how words and names from other cultures, e.g. pizza, have become assimilated into our own language, and vice versa; • use print features and/or punctuation when reading or dramatising; • explain common features in the TL, e.g. gender and plurals; • use vocal cues when making requests, asking questions and giving commands.