

Differentiated MFL Activities – Generic

- The table below lists typical activities used to teach modern foreign languages, with examples of how they might be differentiated for different KS2 year groups, particularly where there is more than one year group in a class.
- Differentiation by ability level, experience of language learning and maturity is as, if not more, important than differentiation by age.
- Many of these activities could use the same core resources (a book, a set of flashcards, etc) so that they can be used across mixed-age classes simultaneously.
- Activities used to teach children of Year 3 are likely to be employed whenever new vocabulary is introduced regardless of the age or experience of the learner. They are equally valid & important for reinforcement so should not be dismissed as inappropriate for older learners.
- This is a personal opinion of ways to differentiate. Class teachers will know which techniques and activities are best suited to the needs of the children in their own school / classes.

Skill	Year 3	Year 4	Year 5	Year 6
Oracy	<p>Listen to, and maybe join in, a song in the target language. (You don't even need to be able to sing – just have fun. Tapes are cheap and tunes can even be downloaded onto mp3 players. Songs from traditional through finger rhyme to pop can be used. Need some ideas? Try www.momes.net/comptines.)</p> <p>-Children listen to a song or rhyme several times and copy actions -Children memorise the song/rhyme through hearing the words and join in the singing. -Pairs/groups rehearse & show each other songs they have learnt. -Create a class Euro Song Contest, research & present songs, dances & then 'vote' for a winner</p>			
	O3.1 perform finger rhymes and sing songs	O4.1 Memorise and present a short spoken text; learn finger rhymes, poems...	O5.4 Prepare a short presentation on a familiar topic LLS Use actions and rhymes to aid memorisation.	IU 6.3 Present information about an aspect of culture; perform songs, plays, dances O6.1 Understand the main points and simple opinions in a spoken story, song or passage
Oracy	<p>Role-play; (Practise communication, no limit to topics & very cross-curricular (see www.qca.org.uk/downloads/8975_geography_mfl_ks2_ed.pdf) and for never-ending ideas for 5 minute role-plays try prompts such as www.talkingdice.co.uk)</p> <p>-Children make simple sock puppets and use them to greet their partners (sometimes this is easier for a child than speaking as him/herself). -Same activity, but ensure children make a written or recorded note of phrases to use for future reference. -Discuss dramatic technique & convention to use (e.g. in an angry/hurried/tired style, using gesture etc.) -Same activity, but pupils refer back to their previous work to extend conversation. -Children plan & film an animation showing an alien meeting another. -Script & video a film showing local area (la poste, etc.) -Perform a play (see 'Etoiles' SOW) -Children script & film a weather forecast</p>			
	O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.2 ...speak clearly and confidently.	O4.1 Memorise and present a short spoken text O4.4 Ask and answer questions on several topics	O5.1 Prepare & practise a simple conversation, reusing familiar vocabulary & structures in new contexts; focus on correct pronunciation & intonation; ask & answer questions; use tone of voice & gesture to help to convey meaning. O5.2 Express simple opinions.	IU6.3 Perform songs, plays, dances. O6.2 Perform to an audience; Present a short piece of narrative either from memory or by reading aloud from text; Develop a sketch, role-play or presentation & perform to the class or an assembly.

Skill	Year 3	Year 4	Year 5	Year 6
Literacy Oracy & IU	Reading aloud books in the target language with a whole class: (You might choose to dip in & out of books as a complement to your scheme of work such as Catherine Cheater www.tipubs.org.uk , or base an entire scheme of work for a term around a book such as La Chenille qui fait des Trous www.nacell.org.uk/bestpractice/pdfs/French%20scheme%20of%20work%20y1and2.pdf) -Class listen, see pictures and enjoy. -as above but children respond by making a simple gesture when hearing certain words (see Catherine Cheater SOW)			
		-Teacher reads from a Big Book, IWB Book or Power Point version so children can follow text. -Teacher/lead reader pauses at certain points to allow class/group/individuals to pick up reading aloud familiar /high recurring words. -Individuals/groups use a tape/ cd player/MP3 podcast to listen to a story and follow text. -Choose traditional stories; Hansel und Gretel, Der Ratenfänger von Hameln, Cendrillon etc.	-Create a library corner in classroom of foreign language books & authentic materials. -Encourage children to talk to teacher/each other about the books they read in any language. -Teacher/reader to allow class/group/individuals to read aloud phrases/sound out new words.	-Teacher/TA questions class after reading the book, in simple target language. -Continue to read to class & vary genre; graphic novels non-fiction etc. -Read several books over term by same author. -Children categorise library corner & devise systems to recommend books (favourite charts, pro-forma evaluations, reading records).
	O3.1 Join in with storytelling. L3.2 Read aloud a familiar sentence, rhyme or poem.	O4.2 Listen for specific words and phrases; listen with care; use physical response to show recognition and understanding of specific words and phrases. L4.2 Follow a short familiar text, listening and reading at the same time. IU 4.3 Compare traditional stories; compare characteristics of simple stories between cultures.	O5.2 Understand and express like and dislikes. O5.3 Listen attentively and understand more complex phrases and sentences. L5.1 Re-read frequently a variety of short texts. IU 5.1 Reflect on cultural issues using empathy and imagination to understand other people's experiences.	L6.1 read & respond to an extract from a story; give true/false responses to statements about a written passage. L6.2 Identify different text types & read short, authentic texts for enjoyment or information; O6.3 re-tell using familiar language sequence of events from a spoken passage, containing complex sentences; understand & express reasons; understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. IU 6.3 Present information about an aspect of culture
Literacy	Cloze (Gap-fill) exercises on paper or using ICT: (an old paper worksheet favourite but teachers can make their own with text and also sound, picture & video quickly & easily using authoring software such as www.quia.com or find readymade activities at www.ashcombe.surrey.sch.uk/Curriculum/modlang/index.htm) -Children complete simple single missing words from text using prompt list/stickers. -Create own 'passports' and complete ICT created pro-forma.			
			-Children complete missing words from text using context.	-Children design and create database pro-forma for example a detective theme using descriptions of 'suspects'.
	L3.3 Experiment with the writing of simple words	L4.4 Write simple words and phrases using a model and some words from memory	L5.3 choose words, phrases and sentences and write them into a gapped text or as picture captions	KAS Use knowledge of word and text conventions to build sentences and short texts.

Skill	Year 3	Year 4	Year 5	Year 6
Literacy	Matching pictures to text (Develops memory, helps pupils to associate image and text, consolidation work. See Miniflashcardgames for readymade sets of cards www.mgipublishing.com , Games can have time limits set – e.g. 5 mins for Year3 but 2mins for Year5. Use same activities with objects such as plastic food and toys for kinaesthetic learners.) -link pictures and labels using cards, worksheet or software -a pelmanism game using cards or software to match pairs	-play snap or dominoes in pairs, saying the words aloud. -label same pictures as level 1 without the word prompts	-link phrases from a story previously read to class, to appropriate image	-locate & identify new vocab from a storybook or website. -children use bilingual dictionary to find, label new vocab & possibly investigate spelling patterns.
	L3.1 identify and read simple words KAS Notice the spelling of familiar words.	L4.3 read aloud words which they use on a regular basis, e.g. numbers, days, weather L4.1 match phrases and short sentences to pictures or themes L4.4 Write simple words and phrases using a model and some words from memory LLS Sort words into categories.	L5.3 choose words, phrases and sentences and write them into a gapped text or as picture captions	LLS Use a dictionary. KAL Recognise patterns in the foreign language.
Literacy & Oracy	Spelling activities – ICT or paper based; (Adapt all those Jolly Phonics activities and spelling investigations to the target language – French and German in particular lend themselves to this.) -Teach the alphabet (try marching class/groups around singing the target language alphabet to the tune of the US marine chant) -Children should learn to spell own name in target language.	-Alphabetise lists of vocabulary according to first, second or third letters -Play hangman in the target language -French/German phonemes are very regular	in comparison with English, so teach and point out on a regular basis. -Use ICT games on websites or commercially available software to practise. -Insist on spelling the word in the target language whenever asked ‘Miss/Sir what’s the French/German/Spanish for....?’	-Try playing Junior scrabble or lexicon in the target language. -Discuss pupil’s personal techniques used to learn spellings, do they work equally well in English & target lang.? -No reason why year 6 shouldn’t attempt to author their own spelling game using ‘Spellmaster’ software.
	KAL Recognise how sounds are represented in written form. • Notice the spelling of familiar words. O3.1 perform finger rhymes and sing songs	LLS Use a dictionary to look up spellings. O4.3 identify specific sounds e.g. rhymes, letters, phonemes, words	L5.3 use a bilingual dictionary to check the spelling of familiar words LLS Use actions and rhymes to aid memorisation.	LLS Compare and reflect on techniques for memorising language.

Skill	Year 3	Year 4	Year 5	Year 6
Literacy	Jigsaw (text manipulation) using cards, worksheets or ICT (Encourages children to think about the structure of text overall, rather than focusing on single words). Such activities are easy to make with paper and scissors, but for an online selection try sites such as www.atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/) -Children reorder a jumbled word using letters -Supply a series of pictures (or sounds) & ask pupils to put the words into the same order. -A familiar phrase is jumbled which children re-order so that it reads correctly. -Same activity using a short conversation. -Position negatives or adjectives in the correct place. -Same using a longer/unfamiliar text & without punctuation. -Recreate a sentence in the passive voice from one in the active voice.			
	L3.2 Make links between some phonemes, rhymes and spellings KAS Notice the spelling of familiar words.	L4.4 Write simple words and phrases using a model and some words from memory	L5.2 Make simple sentences and short texts • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards.	KAS Use knowledge of word order and sentence construction to support the understanding of the written text.
Oracy & Literacy	Exercises on paper/ ICT while listening to audio/video file (song, dialogue, monologue, weather report, etc.); These could be Cloze (Gap-fill) or Jigsaw (text manipulation) as above. Try Martin Lapworth's www.mdsoft.co.uk/TMDirect.htm for some online examples or make own on paper/card. -Children tick a response box or picture prompt. -Children re-order pictures to match order they appear in a song or spoken story. -Children complete missing words from text/song/dialogue using a prompt list. -Children are given sliced up song lyrics to re-order. -Children complete missing word from song/dialogue without prompt list. -Children are given smaller slices of song/story lyrics to re-order. -Children complete missing phrases and / or make predictions about what will come next. -Children reorder even smaller slices of the text. -Supply a text without punctuation, either to make the activity harder or for children to insert punctuation.			
	O3.2 listen with care	O4.2 Listen for specific words and phrases	O5.3 Listen attentively and understand more complex phrases and sentences	O6.1 Understand the main points and simple opinions in a spoken story, song or passage L6.3 Match sound to sentences & paragraphs; use punctuation to make a sentence make sense; listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.

Skill	Year 3	Year 4	Year 5	Year 6
Literacy	Using a bilingual dictionary; -Explore the dictionary; identify similarities/differences with monolingual dictionaries.	-Compare words that look English already, do they mean the same? Are they pronounced the same? -Reinforce concepts of English grammar when referring to FL equivalent terminology e.g. adjectif	-Discuss 'faux amis' and find examples (e.g. 'car' in French = a coach) -Investigate translation sites www.babelfish.altavista.com identify advantages and limitations.	-Insist on children looking up new words for themselves but always check answers with each other/TA/ teacher and discuss.
	KAL Recognise how sounds are represented in written form. • Notice the spelling of familiar words.	LLS Use a dictionary to look up spellings.	L5.3 Use a bilingual dictionary to check the spelling of familiar words. KAL Understand that words will not always have a direct equivalent in the language.	LLS Use a dictionary.
Literacy	Crosswords and word searches; -Using word prompts to find the answers in simple puzzles	-Give children picture clues only to find the answers. They could work in groups or individually.	-The questions & simple clues are given in the target language.	-Children design crosswords for each other, possibly writing clues in target language.
	L3.1 identify and read simple words L3.3 write simple, familiar words using a model	L4.4. Write simple words and phrases using a model and some words from memory	L5.3 Write words, phrases and short sentences, using a reference; choose words... write them into a gapped text or as picture captions; use a bilingual dictionary to check the spelling of familiar words.	L 6.2 Identify different text types and read short, authentic texts for enjoyment or information L 6.4 Write sentences on a range of topics using a model
Literacy		Matching text to text -link English to the target language using cards, worksheet or software. (Personally I would only do this if I wanted children to compare the spellings/origins of the words in English with the target language) -Sort words into categories such as fruits, vegetables...	-match two elements of the target language e.g. subject to verb phrases, -match target language synonyms or antonyms.	-manipulating verb endings using Software /websites/an IWB (try setting the class into competing teams)
		L4.1 Read and understand a range of familiar written phrases LLS Sort words into categories.	L5.3 choose words, phrases and sentences and write them into a gapped text or as picture captions	KAL Notice and match agreements.

Literacy Oracy & IU	Contact with a partner school; Making a link with a school in another country is simpler and far less hassle than it first seems. Links do not have to be permanent; some peter out naturally while others evolve into long-term community bonds.			
	<ul style="list-style-type: none"> • Your first contact may well come from cross-curricular work in Geography, Citizenship, or Data-handling and be entirely in English. Or there may be someone associated with your school – a parent or TA, who has a link with a foreign country. • Want to collect and compare data about the climate around the world with Year 3 – letting the children ask each other directly what the weather is like is so much more real and exciting than using reference books. • Regular email exchanges are great if you have the facilities and time to set up, but links can be maintained more easily by setting aside a day a term for writing/sending emails and letters. • Which language to use? Both! Children can start with pro-forma passports, adapt models or just write freeform on a chosen topic, such as ‘myself’ or ‘where I live’. This also helps children to focus on their own use of English for a particular target audience. • Instead of individual letters, why not send a class letter? Some schools exchange Christmas cards and regional recipes. Why not send your instruction texts from Literacy to a partner school to try out for you – and ask for some back in their language. • An exchange would be great – but a simple class visit might be cheaper and easier to organise, spending a morning playing team-building games with your partner school. Some school holiday companies can arrange this for you. • To find an international partner school try using the free partner finding service offered by Global Gateway www.globalgateway.org.uk/, which not only links you with schools in other countries but also clusters of school in your area who may be looking for more members and can give you ideas for projects. On the same site you can find out about and register your school for the International School Award which ‘is an accreditation scheme for curriculum-based international work in schools’. • There are grants available for teachers wanting to brush up their language skills in the country of their chosen target language and to help fund international school projects - see www.britishcouncil.org/learning.htm for details and application skills. • Feeling nervous about emailing another school in another country? Then look at the www.epals.com classroom exchange. They have links to countries all over the world and there is a language translation program which can be used to help prepare or understand letters. There’s also a forum for teachers to talk to each other, share ideas and for developing penpal exchange opportunities into lessons. • For a stronger whole school and cross-curricular themes with the emphasis on global citizenship, try out some of the projects and links on the Global Dimension website www.globaldimension.org.uk/Default.aspx, maybe starting off by first discussing in an assembly some of the issues raised in the book If the World Were a Village by David J. Smith and Shelagh Armstrong. 			
L3.1 Read and understand simple messages. IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken; have contact with a native speaker; view a video or media resource about the country; send an e-mail, letter or postcard to a partner school.	L4.4 Complete a semi-completed e-mail message to someone in a partner school. IU 4.1 learn how children of different cultures celebrate special days IU 4.2 Know about some aspects of everyday life and compare them to their own; compare pastimes of children of different cultures & countries; exchange information with a partner school, e.g. sports, hobbies.	L5.1 Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. IU 5.1 Consider aspects of everyday life of children in their own and different countries.	L6.1 read and respond to... e.g. an e-mail message or song L6.2...read for enjoyment an e-mail message...or simple text from the Internet; read & understand the gist of a familiar news story or simple magazine article.	

Oracy Literacy & IU	Surveys and cross-curricular work involving charts and tables			
	<p>(Use generic spreadsheet package such as Excel, input data yourself or get the children to as part of ICT/Maths/Science time, see CILT website www.languages-ict.org.uk to download a pdf with lots of spreadsheet activities for PMFL)</p> <p>-Children 'read' bar charts, graphs and pie charts to make simple statements in the target language, differentiated responses might range from one-word numerical answers elicited by the teacher, to statements made by the children such as 'Le plus/moins préférée/cher c'est...'</p> <p>-Children answer questions asked in the target language by older learners/TA/teacher in order to produce a class bar chart on IWB of pets/favourite colours.</p>	<p>-Class use a pro-forma 'sondage' such as those provided by Minflashcards Language Games www.mlgpublishing.com & Early Start Languages www.earlystart.co.uk to ask each other their favourite colour/pet/sport etc. in the target language.</p>	<p>-Pairs design own survey and choose own question to ask other children in target language, such as Do you have any brothers or sisters? Or obtaining likes & dislikes.</p>	<p>-Individuals design & present own surveys, with space for more detailed opinions, present results orally & choose for themselves which ICT programs if any to use.</p> <p>-Children research using internet/newspapers/supermarket flyers to compare house/food prices/simple demographics between countries, & present findings in bar charts, pie charts or graphs.</p>
<p>KAL Recognise question forms and negatives.</p> <p>LLS Use the context of what they see/read to determine some of the meaning.</p> <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.</p>	<p>LLS Practise new language with a friend and outside the classroom.</p> <p>O4.4 Practise asking and answering questions with a partner.</p> <p>L4.4 write labels for work on wall displays and in their books.</p>	<p>L5.2 Make simple sentences and short texts.</p> <p>O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.</p> <p>KAL Manipulate language by changing an element in a sentence.</p> <p>LLS Plan and prepare – analyse what needs to be done to carry out a task.</p>	<p>IU6.2 Recognise and understand some of the differences between people.</p> <p>IU6.3 Present information about an aspect of culture; use ICT to present information.</p> <p>LLS Plan and prepare – analyse what needs to be done in order to carry out a task.</p> <p>LLS Apply a range of linguistic knowledge to create simple, written production.</p>	

Literacy Oracy & IU	Reading / Listening to authentic materials – magazines, newspapers, websites, video..;			
	<ul style="list-style-type: none"> -Listen to football/sport report and log scores on a table. -Listen to a weather report and hold up appropriate flashcards of weather symbols. -Look at a comic strip/children's book. Can we tell what it is about? How? -Watch and enjoy video/song such as Mon Ane - referred to in Catherine Cheater SOW www.tlpubs.org.uk 	<ul style="list-style-type: none"> -Listen to/ read a sport report and identify the sport. -Listen to/read a weather forecast and place appropriate symbols on map in correct places. -Look at a children's magazine in target language. Identify the pages, layouts and conventions. List all the English words you can find. -Use Google Earth and webcams to explore where your chosen target languages are spoken. How could we get there? 	<ul style="list-style-type: none"> -Listen to/ read a sport commentary and explain what happened in English. -Listen to/read a weather forecast and compare with local newspaper. Identify similarities/ differences. Draw and label own. Ask pen-pals what the weather is like. -Look at children's magazine. How much can you read/guess without using a dictionary? Who are the popular pop/film stars? Are they as popular in the UK? -Choose a theme such as 'water' 'education' or 'houses' and explore how it features in the lives of children in the countries where your target language is spoken. How do you know? Where can you find out? 	<ul style="list-style-type: none"> -Listen to/read sport commentary & summarise in simple target language. -Children/groups are given weather forecasts from different places around the world & share the information with each other to complete an overall weather map. -Look at comic such as Asterix or a graphic novel. Report back to class what you think it was about.
<p>L3.1 Identify and read simple words; read and understand simple messages. IU3.3 Identify social conventions at home and in other cultures. IU3.4 View a video or media resource about the country. KAS Recognise conventions of politeness.</p>	<p>IU 4.1 Learn about festivals and celebrations in different cultures L4.1 Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. KAL Recognise that texts in different languages will often have the same conventions of style and layout.</p>	<p>L5.1 Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. IU5.1 Reflect on cultural issues using empathy and imagination to understand other people's experiences. IU5.2 Recognise similarities & differences between places. IU5.3 Compare symbols, objects or products which represent their own culture with those of another country.</p>	<p>L6.1 read and respond to e.g. an extract from a story, an e-mail message or song L6.2 read for enjoyment an e-mail message, short story/simple text from the Internet; read understand the gist of a familiar news story or simple magazine article. O6.3 Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. IU6.2 Discuss similarities & differences between the cultures they have learned about</p>	