

## Recall and Revision

### Context

The British Council language assistant helps children remember what they have learned to say so far in German.

### Exploration

This revision lesson reminds children of previous work in Oracy, simple phrases and single words. The class teacher is present to support the assistant and to learn with the children. The teacher might observe children's responses and carry out some informal assessment of their strengths and weaknesses. Such a lesson can also be useful in helping children to recall their own progress. They can then record what they know, e.g. in the [Junior European Language Portfolio](#). The Framework contains many activities to help teachers in assessing progress. Suggested activities are provided for each of the core strands of Oracy, Literacy and Intercultural Understanding.

[Year 3 Teaching Activities](#)

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[Year 4 Teaching Activities](#)

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[Year 5 Teaching Activities](#)

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[Year 6 Teaching Activities](#)

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Sometimes a language assistant may need encouragement to use their own language for simple classroom instructions. Work with the assistant to devise a set of simple instructions in the target language which you can both use.

### Links to the KS2 Framework

Children:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences

O3.2 O3.3

[Oracy 3.2](#)

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[Oracy 3.3](#)

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- make direct or indirect contact with the country/countries where the language is spoken

IU3.4

[Intercultural Understanding 3.4](#)

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- imitate pronunciation of sounds
- recognise question forms
- use question forms
- identify specific sounds, phonemes and words

KAL

[Knowledge about Language](#)

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- discuss language learning
- look at the face of the teacher and listen attentively

LLS

[Planning, analysing and evaluating ways of learning](#)

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[Communicating, Understanding and Being Understood](#)

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## Next Steps

Children might go on to work in pairs to combine language they already know to create longer sentences.

- prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- listen attentively and understand more complex phrases and sentences

O5.1 O5.3

[Oracy 5.1](#)

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[Oracy 5.3](#)

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They might be encouraged to devise simple sketches in groups or pairs and perform these to an audience.

- prepare a short presentation on a familiar topic

O5.4

[Oracy 5.4](#)

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Children might also go on to read and write some familiar language perhaps in an exchange of emails to a partner school.

- make simple sentences and short texts
- write words, phrases and short sentences, using a reference

L5.2 L5.3

[Literacy 5.2](#)

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[Literacy 5.3](#)

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## Development

- Invite the Headteacher or parents to see a revision lesson in which children demonstrate everything they have learned so far.
- Inform the next teacher: at the end of the year, invite the teacher who will be taking the children next year to see what they have done, especially useful on transition from primary to secondary school.
- Video a lesson for assessment purposes or to pass on to another teacher or school. Consider ways in which the video could best be used, share these ideas with colleagues and prepare some guidelines for inclusion with the videos.
- Work with the assistant to devise a set of simple instructions in the target language which you can both use.