



ALL Together Now!

ALL on the road!

for Branches and Networks

Spring 2016

In this roadshow

- Language World Conference
- Language Futures
- ALL Connect example activities
- ALL Connect wikis
- In the news

Language World Conference

**Curriculum Innovation @ Language World
2016**

11-12 March 2016, Dunchurch Park, Rugby

Language World Conference

KS3 sessions include ...

- Literature inspires
- Assessment without levels
- Curriculum innovation
- Speaking out to the new GCSE speaking
- Developing pupil independence
- Language Trends survey
- Language Futures
- Target Languages Show and Tell
- Sketchnoting

Language World Conference

KS3 sessions include ...

- Authentic texts
- Strategies for spontaneous speaking
- What's new in the world of technology in MFL?
- Literature at KS2 &3 – what, where, how and why?
- Language learning with and through cinematic texts

Language World Conference

- And more!
 - Life after controlled assessment
 - CLIL
 - Creativity
- + Social events , exhibition, strand for KS2 and so on

Language Futures

- The Language Futures approach helps to support curriculum innovation and, therefore, **at this year's Language World conference there will be a [Major Talk](#) as well as a [workshop session](#) dedicated to the Language Futures approach.**
- Language World has a large and varied [exhibition](#) showcasing the latest in language learning resources and support. There will be a Language Futures stand offering advice to schools interested in adopting the approach and there will also be opportunities to have a **dedicated one-to-one session** with a member of the Language Futures team to discuss the approach. The Language World exhibition can be visited for **free**.
- For further information on Language Futures at Language World, please contact the Language Futures project manager [Clodagh Cooney](#)

ALL Connect

The training resources are available **to all online** and **free of charge**.

KS3 themes:

Literature, Grammar, Extended Writing,
Spontaneous Speaking, Translation

Branches and Networks are encouraged to use, or highlight these resources to, their local members.

<https://allconnectblog.wordpress.com/>

ALL Connect

Resources for KS2, KS3 and Transition are
already available

<https://allconnectblog.wordpress.com/>

ALL Connect – next steps

- **ALL is developing wikis alongside all of these themes**
- <http://ALL-literature.wikidot.com> was the trailblazer, now also
- <http://all-speaking.wikidot.com/>
- <http://all-grammar.wikidot.com/>
- <http://all-writingtranslation.wikidot.com/>
- <http://all-progressiontransition.wikidot.com/>
- **Please explore!**
- **Please join!**
- **Please contribute!**

ALL Connect KS3 modules



- All of the modules are available freely online
- The following screens were selected by Rachel Hawkes, a former President of ALL for her Bright Ideas session at the Language Show in 2015



Just a taste...



KS3 Literature

Read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture

- Performing
- Extending
- Transposing
- Adapting
- Personalising
- Interpreting / translating key bits
- Recycling
- Reviewing



Dans Paris - Paul Eluard

from 'Les p'tites récitations de notre enfance'
(First Editions)



Dans Paris il y a une
rue;

Dans cette rue il y a une
maison;

Dans cette maison il y a
un escalier;

Dans cet escalier il y a
une chambre;

Dans cette chambre il y
a une table;

Sur cette table il y a un
tapis;

Sur ce tapis il y a une
cage;

Dans cette cage il y a
un nid;

Dans ce nid il y a un
œuf,

Dans cet œuf il y a un
oiseau.

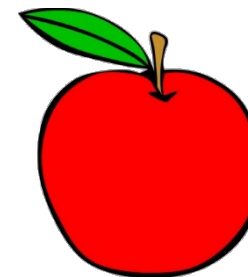
.....



Just a taste...



KS3 Spontaneous speaking



Think about language you know:

- Questions
- Statements
- Negative statements
- Opinions

- You have 60 seconds
- In the target language...
- Take it in turns
- Say as many sentences about an apple, or apples as you can – from any of the categories - to your neighbour
- E.g. I like .. , How much is ..?



Just a taste...



KS3 Grammar

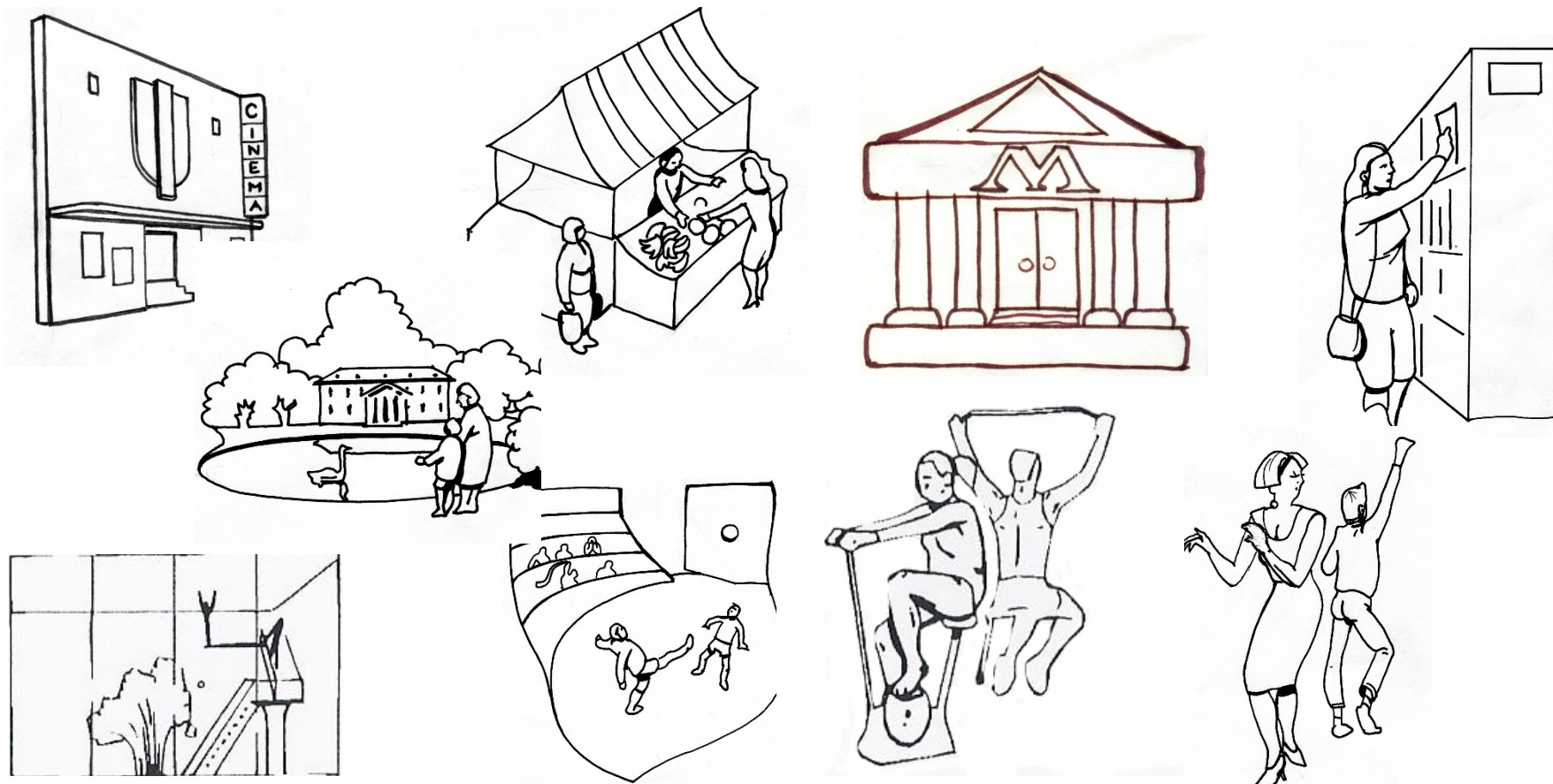
- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.



Applying grammar



Look at the images and use the verb 'to go' to make sentences. Do this as quickly as you can in your preferred second language.





Applying grammar



Now, what if we do it this way?

maison

casa

Haus

bibliothèque

biblioteca

Bibliothek

Je vais

piscine

piscina

Schwimmbad

hôtel

hotel

Gasthaus

Ich gehe

marché

mercado

Markt

parc

parque

Park

Voy

rivière

río

Fluß

gymnase

gimnasio

Fitnesszentrum

plage

playa

Strand

Better, worse or just the same?



Just a taste...

KS3 Translation



Into the Target Language

- Vocabulary test
- Oral dominoes (words or phrases)
- Written dominoes (words or phrases)
- Gap-fill (missing word)
- Translate simple sentences (grammar checkpoint)
- Find the English phrases in the Target Language text
- Parallel texts (reading and creation of)
- Redraft someone else's translation

Into English

- Add titles (in English) to text in Target Language
- Paraphrase or summarise
- General questions on a text “what’s the slogan?”, “where might you see this sign”
- Question and answer in English (initial reaction)
- True / false or multiple choice
- Subtitles for a TV programme or advert



Into English



Year 8

Clothes and fashion

Sense or nonsense

How could
you use this /
adapt this?

Students read opinion phrases about clothes and decided if the sentences made sense.

- 1) Je porte un pull orange, parce que je déteste la couleur.
- 2) J'adore mon jean bleu, car j'ai un style décontracté.
- 3) Je n'aime pas les robes, parce que je préfère les jogging.



Just a taste...

KS3 Extended writing



What types of writing activities are pupils already doing?

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Song to teach classroom objects• Presentation about one comic-book character• Picture stimulus – canteen meals around world• Poem for Valentine’s Day• Brochure advertising your own theme-park• Keep-fit video• Design a room in the chocolate factory	<ul style="list-style-type: none">• Blurb for the back of a book• Film/book/TV programme review• Postcard from an imaginary trip to Paris• Podcast about a favourite hobby• Profile of favourite singer/band• Shelterbox contents and reasons• Favourite recipe	<ul style="list-style-type: none">▪ Photo-story of a disastrous date▪ Guide for teenagers on how to stay healthy▪ Baby booklet▪ Blog about a disastrous or dream holiday▪ Description of a photo of Paris during WWII▪ Recipe or tips for happiness



Quel type de texte?



	Carnet de textes	Cahier	Liste	Poème	Level?
1					
2					
3					
4					



Quel type de texte?

1 LES CRAYONS

Mais à quoi jouent les crayons
pendant les récréations ?

Le rouge dessine une souris,

le vert un soleil,

Le bleu dessine un radis,

le gris une groseille.

Le noir, qui n'a pas d'idée,
fait des gros pâtés.

Voilà les jeux des crayons
pendant les récréations.

Corinne ALBAUT





Quel type de texte?

2

2 stylos bleus

4 crayons de couleur

Trousse

Sac - violet?

Gomme

Compas

Règle

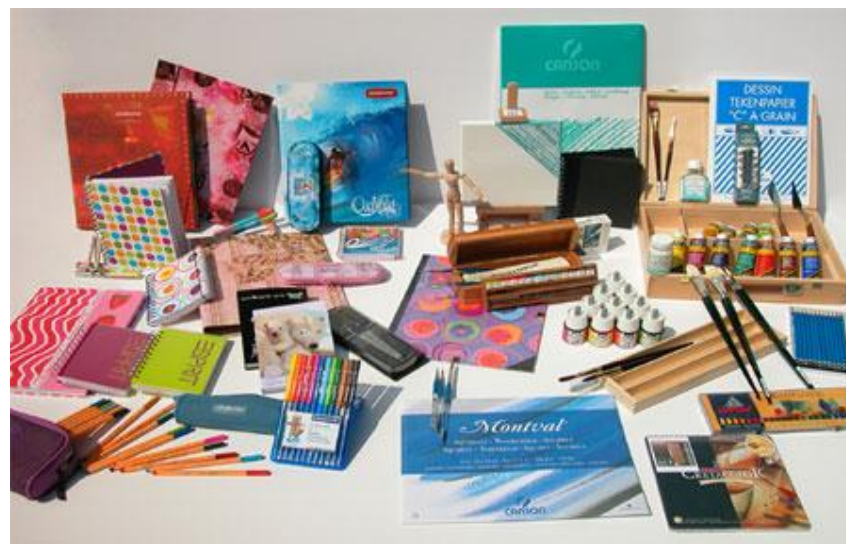




Quel type de texte?

3

Pour la rentrée j'ai acheté deux crayons gris, un T-shirt pour le sport et des feutres. J'ai aussi acheté un cahier.





Quel type de texte?



4

lundi 6 septembre

Français – liste de
vocabulaire. Test de
vocabulaire jeudi 9
septembre.





Write a shopping list for someone starting school.

1 point

Design your own catalogue for school supplies and list items and prices in French.

2 points

Write a text saying what you bought this year.

3 points

Write a diary entry saying what you would like to buy.

4 points

Write a poem about school equipment.

4 points

Write a song to teach year 6 students school equipment.

5 points

Write a text saying what you usually buy and what you have bought this year.

5 points

Write a letter to a pen friend introducing yourself and talking about your feelings on starting school. 6 points

Write a poem about starting school.

6 points

Make up your own task

7 points

In the news

OFQUAL consultation on GCSE/ A-levels in minority languages

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/502357/gcse-as-and-a-level-mfl-consultation-on-conditions-and-guidance.pdf

In the news

Update for exam subjects' approval stages. For languages not much is yet approved!

<https://www.gov.uk/government/publications/accreditation-of-gcses-as-a-levels-for-teaching-from-2016/gcse-as-and-a-level-subjects-accredited-to-be-taught-from-2016>

ALL Jobs Board

An enhanced service for language teachers and their schools, brought to you by your subject association

Do you need to fill a vacancy in language education? Listing your vacancy through [the ALL jobs board service](#) is a cost-effective way of reaching our 4,500 members, as well as their colleagues and informal networks at the local level. As a member, you can receive discounted rates!



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