



Primary Hubs Roadshow

February 2018

all-languages.org.uk

Have you had refreshment?

-
- We are very grateful to the Primary Hub coordinator for putting on this event, and to the host institution for their hospitality.
 - Please make a contribution to the cost of refreshments 😊

Contents

- Have you heard about ... Language World 2018?
- Have you read ... news from ALL?
- Have you seen ... ALL resources?
- Have you heard about ... ¡Mi Madrid! ?
- Have you heard about ... Radio Labo ?
- Have you talked about ... Progression and Assessment?
- Have you heard about ... The Grammar Gaming Project?
- Have you joined ... ALL?

Language World 2018: Primary highlights

- Launch of THE LANGUAGE MAGICIAN
- See <https://www.thelanguagemagician.net/>
- Watch out for THE LANGUAGE MAGICIAN local training events in the coming months

Language World 2018: Primary highlights

- Thriving as a language teacher!
- Celebrating languages beyond the classroom context
- Using technology for collaboration
- Primary Show & Tells
- Planning for progression and transition: KS2/3
- The amazing things you can do with just a handful of books

Language World 2018: Primary highlights

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- Putting pen to paper
 - Beyond the classroom
 - Flying the languages partnership flag
 - Leading primary languages
 - Language detectives
 - Teach like Mary Poppins
 - Embedding language teaching

Have you read ... news from ALL?

- Data protection legislation changes are forthcoming in May 2018
- ALL staff and Trustees are seeking solutions to any issues affecting local groups and members as information emerges
- If there are any queries please check with ALL office (contact details in Notes)

Have you seen ... ALL resources?

- Cultural events appear on the ALL Events calendar and in primary/secondary resources pages on the website.
- ALL Pinterest page is here:
- <https://www.pinterest.co.uk/alllanguages/boards/>

Have you heard about ...

iMi Madrid! ?

-
- <http://www.bbc.co.uk/programmes/p05qz94m>
 - A ten-part language series to support KS2 Spanish
 - With Teacher's Notes
 - <http://www.bbc.co.uk/programmes/articles/4FDrPw6jzlxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid>

Have you heard about ... Radio Labo ?

<http://www.bbc.co.uk/programmes/p04ts87g>

Clare Seccombe writes : It's tricky to find suitable and good-quality listening materials for Key Stage 2 French.

Radio Labo (BBC School Radio) is a series of 10 fifteen-minute programmes, intended for upper Key Stage 2, but the earlier programmes would be just as useful for Years 3 and 4.

The programmes cover vocabulary, grammar and phonics, and each programme has a song. The language is presented but also practised via games.

There are some very comprehensive teacher's notes to go with each programme, and I think it would be wise to study these before listening with the children in order to gain the maximum benefit .

Have you talked about ... Progression and Assessment?

- ALL Primary Steering Group's resource on Assessment principles (Assessment for ALL) *on the website* has now been supplemented by
- **Languages Progression and Assessment**
- which follows the same principles
- The following screens give an introduction
- How do the suggestions apply in your context?

Progression and Assessment

- New document available here: <https://www.all-languages.org.uk/wp-content/uploads/2017/11/Languages-Progression-and-Assessment.pdf>
- An outcome of the DfE funded Ensemble project was the creation of a framework for progression, and guidance on assessment throughout the key stages
- Some work now done by ALL Primary Steering Group to make document as accessible as possible in Primary

Main aims of the guidance:

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- to support teachers in *planning* activities which build on previous learning
 - to identify assessment *opportunities*
 - to outline end of year *expectations* so that teachers can report progress to others including parents
 - The following screen illustrates Year 3 overview

Year 3 Languages Progression Overview

Skills and knowledge	Example contexts and language	Arriving in Year 4 able to...
<p>Listening Listen and respond to familiar spoken words and phrases</p> <p>Speaking Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Reading Recognise and understand some familiar written words and phrases</p> <p>Show awareness of sound-spelling links</p>	<p>Listening</p> <ul style="list-style-type: none"> Use a <u>gesture</u>, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions eg <i>Hands up, listen carefully, show me, close your eyes, do an action.</i> <p>Speaking</p> <ul style="list-style-type: none"> Use simple greetings eg <i>saying hello and goodbye, saying how you are and asking others how they are.</i> Ask and answer simple questions about self e.g. <i>name and age, birthday</i> Express simple likes and dislikes e.g. <i>food and drink.</i> <p>Reading</p> <ul style="list-style-type: none"> Read and understand familiar nouns eg <i>parts of the body, animals</i>, and simple adjectives eg <i>size, colour</i> and a few high frequency verbs eg <i>I like, I play.</i> Read <u>aloud familiar</u> words and phrases from stories, songs and rhymes with reasonable accuracy. 	<p>Listening</p> <ul style="list-style-type: none"> Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i> Follow simple classroom instructions. <p>Speaking</p> <ul style="list-style-type: none"> Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce <u>very</u> familiar language with good pronunciation and intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and <u>begin</u> to express dislikes. <p>Reading</p> <ul style="list-style-type: none"> Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give <u>their</u> meaning in English. Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. Read aloud and understand a simple conversation with a partner that uses familiar language.

Skills and knowledge – Year 3

Grammar

Understand some basic grammar appropriate to the language being studied:

- gender – masculine, feminine – nouns (singular)
- word order of adjectives
- how to form the negative

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Example contexts and language

Grammar

- Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
- Use picture cards to build phrases to show position of a few adjectives of colour e.g. *a red dog, a yellow cat*.
- Begin to understand how the negative is formed in the new language e.g. make a human sentence for *I don't like chocolate*.

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Arriving in Year 4 able to:

Grammar

- Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
- Notice differences in word order
- Begin to understand how to form the negative.

Year 3 assessment opportunities

Listening:

- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 – 20 and finally 1 – 20. Children show understanding by holding the correct number in the air.
- Play Simon Says as a whole class activity using instructions such as: *sit down, stand up, put your hand up*.
- Ask children to give an action or hold up a picture when they hear a specific word in a familiar song, rhyme or simple story.

Speaking

- Play some music and ask children to walk around the room. When the music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out e.g. the name, age and birthday of their partner and perform their conversation to the whole class. Look for correct pronunciation. Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. *Do you like milk?* The partner replies *I like milk/I don't like milk*.

Reading:

- Working with a group of up to 10 children, give each child a selection of no more than six text cards for e.g. food. Hold up a picture card for an item of food and children show you the correct word.
- Give each child a simple description of e.g. a snowman. Ask children to underline the parts of the body in one colour and clothing in another
- Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem.
- Give pairs of children cut-up strips of paper with familiar written language e.g. *Hello, How are you? What's your name? Goodbye*. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children may like to read their conversation to the class. Look for correct pronunciation.

Writing:

- Children create a simple party invitation using a writing frame.
- Children draw a portrait of themselves. They write a simple description using a model and word bank e.g. *My name is... I am 7 years old. I live in Manchester*. Encourage children to write familiar words e.g. numbers from memory.

Grammar:

- Children make a model of an animal using playdough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun e.g. *Here is a dog. He is red*.
- Using word cards, children build a simple sentence to show some understanding of the negative.

Year 3 Assessment opportunities

Grammar

- Children make a model of an animal using playdough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour e.g. *Here is a dog. He is red.*
- Using word cards, children build a simple sentence to show some understanding of the negative.

Have you heard about ... the Gaming Grammar project?

- This game, in development at University of York utilises *form-meaning mapping*
- Pupils in KS2 or 3 can:
 - progress at their own pace
 - receive individualised feedback
 - access a record of their learning
 - revisit areas of difficulty

Gaming Grammar project

Aim: DESIGN, PRODUCE, EVALUATE a digital game for foreign language grammar learning

The game utilises *form-meaning mapping*
→ Extensive listening and reading practice
designed to focus learners' attention on
problematic grammar features

Pupils can:

- progress at their own pace
- receive individualised feedback
- access a record of their learning
- revisit areas of difficulty

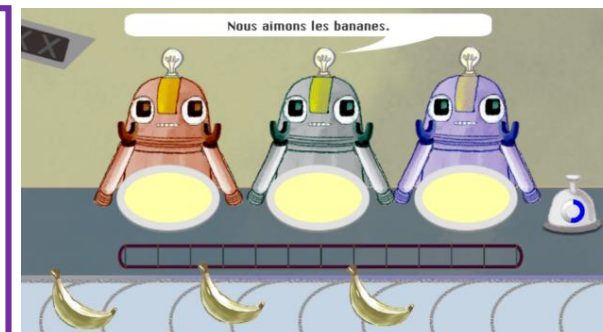
Interested in trialling the game with your class?

Interested to find out more? Get in touch!

Rowena Kasprovicz rowena@digitalcreativity.ac.uk

"I actually get it now!"
"I only got one wrong that time!"
"If it's got -ons it means all of them."
"I learnt when it's j-a-i, it has already happened"

Each mini-game practises
a specific grammar
feature relevant to KS2 /
KS3 National Curriculum



Have you contributed?

-
- Thank you for getting involved in this Primary Hub meeting, arranged by volunteers.
 - Please make a contribution to the cost of refreshments 😊

Reminders

ALL is:

- The major professional association for teachers of ALL languages, at ALL levels, in ALL sectors;
- Run by teachers, for teachers;
- Completely independent - our sole purpose is to support and represent language teachers.

What does ALL do?

-
- Represents the interests of its members;
 - Provides information and support;
 - Contributes to national debates;
 - Produces regular publications, such as Languages Today magazine and journals;
 - Runs training courses tailored to teachers' needs;
 - Runs the annual **Language World** conference.

Why join ALL?

- **To be well informed:** Up to date with news and developments from the world of languages through our magazine, journals and weekly e-newsletter.
- **To be networked:** Part of the national community of language teachers in the UK, providing support and encouragement.
- **To be adaptable:** Discovering and applying new teaching methods, resources and technologies, from other teachers eager to share their practice.
- **To be proactive:** Taking control of your own professional development, and taking advantage of the many training events on offer.
- **To be motivated:** With regular boosts of ideas and inspiration, keeping you at the top of your game, and reminding you why you became a teacher!

What do members get?

-
- Termly issues of Languages Today magazine
 - Copies of ALLNet, our weekly e-newsletter
 - Online access to Language Zones and the Language Learning Journal
 - Discounted or free training courses around the country, tailored to your needs
 - Great special offers from our Corporate Members
 - Big discounts on delegate fees for our annual conference, Language World.

Primary group membership

-
- Heavily discounted
 - Currently just £50 per year for your school membership
 - Join ALL online at:

<https://www.all-languages.org.uk/join/become-a-member/>

Keep in touch with ALL

- E: info@all-languages.org.uk
- Tel: 0116 478 8200
- Fb: www.facebook.com/alllanguages.org.uk
- T: [@ALL4language](https://twitter.com/ALL4language)