



# Primary Hub Roadshow

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February 2019

[all-languages.org.uk](http://all-languages.org.uk)

# Have you had refreshment?

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- 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

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- Have you seen ... What's on at Language World??
- Have you heard about ...French pop video competition ?
- Have you heard about ... podcasts?
- Have you talked about ... songs in the classroom?
- Have you heard about ... the Support Programme of the Goethe-Institut for Primary Schools?
- Have you read about ... ELAPSE?
- Have you talked about ... Progression and Assessment?
- Have you ever seen ... masks?

# Notes

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- This presentation contains Notes below the screens, partly to save being too wordy.
- Please do read them in advance as some of the information is essential to the screen content.

# Language World 2019

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- Some of the **Friday** headlines to look forward to
  - Plenary from OfSTED, including new Languages Lead Michael Wardle *What Ofsted understands by a high quality curriculum and the quality of education judgement and what this means for the inspection of modern foreign languages*
  - Plenary from ALL Patron David Crystal
  - (More in Notes)
  - Programme and booking details from
  - <https://www.kc-jones.co.uk/lw2019>

# Language World 2019

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- Following the delights of the annual Language World dinner
- Some of the **Saturday** headlines to look forward to
- Plenary on Curriculum Design from Rachel Hawkes
- Sessions on grammar, listening, EAL (More in Notes)
- Programme and booking details from
- <https://www.kc-jones.co.uk/lw2019>

# FRENCH POP



## VIDEO COMPETITION

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- **Who:** All students in UK schools + Channel Islands, from 7 to 18 years of age
  - **What:** School French music-video contest
  - **When:** Submit your video by **5th April 2019**

vivre  
les  
cultures

INSTITUT  
FRANÇAIS



af  
Alliance Française  
Royaume-Uni

le  
bureau  
export

routes into  
LANGUAGES

SCILT Scotland's  
National Centre  
for Languages



Northern  
Ireland CiLT  
Centre for Information on Language Teaching and Research

network for  
LANGUAGES  
South West



- DETAILS, ENTRY FORM and PARENT CONSENT FORM are available for teachers to download on <https://uk.ifprofs.org/evenement/french-pop-video-competition-uk> (free registration)
- **Maximise your chances of winning by using our great app to listen to new Francophone music artists while learning French!**
- “Et en plus je chante en français”:  
<https://app.divercities.eu/capsules/1797>
- Contact: [benoit.le-devedec@institut-francais.org.uk](mailto:benoit.le-devedec@institut-francais.org.uk)

# Have you heard about ...

## Podcasts

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- from Primary Languages Network
- <https://primarylanguages.network/jlnblog/2019/2/5/pln-podcast-3-therese-comfort-why-we-are-doing-this>
- From Nathalie Paris  
<https://nattalingo.co.uk/category/podcasts/>
- The latest is on coping with an awkward situation in the classroom

# Have you talked about ... Songs in the classroom

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- The ALL Literature wiki <http://ALL-Literature.wikidot.com> has a feature on its homepage about Songs teachers are enjoying using just now.
  - On the next screen are suggestions for Primary French from Rosalind Venables of the South Birmingham Hub – thanks ! These will be added to the wiki
  - Please add your own suggestions there too – especially for other languages

- I include a song or two in every primary French lesson, and really believe in the power of singing to bring enjoyment, raise pupils' confidence, improve their reading but also give them speaking practice of course. We always do accompanying gestures.
- Here's a list of songs which the children love most and which can be found on Youtube
- *Rosalind Venables*

Zim Zam Zoum!

<https://www.youtube.com/watch?v=bjnHeb7jeI0L>

La salle de classe. Français Français. Carole Nicoll. The Language Factory

<https://www.youtube.com/watch?v=oHtvcofmadc>

Les jours. Lundi, mardi. C'est quel jour.

<https://www.youtube.com/watch?v=YmvQoaZyDe8>

Bonjour, fille, Bonjour garçon. Carole Nicholl

<https://www.youtube.com/watch?v=3sehr79lTaM>

Les couleurs. Alain le Lait.

<https://www.youtube.com/watch?v=-4kNeFGBAcw>

Dorothee : Ma Valise.

[https://www.youtube.com/watch?v=Q8m5fjtM7Ww&list=RDQ8m5fjtM7Ww&start\\_radio=1](https://www.youtube.com/watch?v=Q8m5fjtM7Ww&list=RDQ8m5fjtM7Ww&start_radio=1)

Quelle est la date de ton anniversaire (from Un kilo de chansons)

[https://www.youtube.com/watch?v=jcwcGwaS\\_2w](https://www.youtube.com/watch?v=jcwcGwaS_2w)

Et tchic et tchac. Les pouces en avant

[https://www.youtube.com/watch?v=9p\\_SGsGWmYs](https://www.youtube.com/watch?v=9p_SGsGWmYs)

In Spanish

En mi estuche: (Carole Nicoll)

[https://www.youtube.com/watch?v=shZ09\\_s33Ck&list=PL0kZAqVhK5bHTdHMzP-BJGbCXZKHGCaI3](https://www.youtube.com/watch?v=shZ09_s33Ck&list=PL0kZAqVhK5bHTdHMzP-BJGbCXZKHGCaI3)

Quand le père Noel vient me visiter :

<https://www.youtube.com/watch?v=Ynt7aO8CuGw>

Un éléphant qui se balançait.

<https://www.youtube.com/watch?v=Q9vE9MdLCNk>

Chocolate.

<https://www.youtube.com/watch?v=Mg8qiq4sjiM>

# Have you heard about ... the Support Programme of the Goethe-Institut for Primary Schools?

## Aim of the programme:

- to support primary schools in **introducing** and **teaching German** over a minimum period of two years with the Goethe-Instituts scheme of work
- Schools will receive **substantial support** and **earmarked funding** for:
  - Training (10 upskilling sessions)
  - Mentoring
  - Teaching material
  - Travel expenses to professional development events

Please get in touch with [dominique.boert@goethe.de](mailto:dominique.boert@goethe.de)  
[all-languages.org.uk](http://all-languages.org.uk)



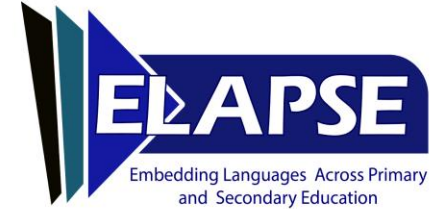
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- Funding to help **trainee teachers** of German attend Language World Conference announced here
  - [https://www.goethe.de/ins/gb/en/m/spr/unt/ver/ver.cfm?event\\_id=21432077&fuseaction=events.detail&](https://www.goethe.de/ins/gb/en/m/spr/unt/ver/ver.cfm?event_id=21432077&fuseaction=events.detail&)

# ELAPSE: ALL's newest Erasmus+ partnership

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- ALL has supported a number of initiatives over the years in the area of CLIL and works with partners in this field.  
(See Notes)
- ELAPSE will be bringing **resources** to teachers in Primary and Secondary
- Online **training** in English at two levels
- An online **good practice** guide





### Resources aim to:

- Boost teachers' confidence
- Support primary/secondary transition
- Provide secondary teachers with Content and Language integrated resources

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### Resources include:

- 20 sets of lessons at upper Primary and lower Secondary level
- A focus on Literacy, Numeracy, STEM, Health & Wellbeing and cross-curricular activities
- A good practice guide

Find out more about **ELAPSE** at



Language World 2019!

Register here for **ELAPSE** updates: [www.lfee.net/erasmus-plus-elapse](http://www.lfee.net/erasmus-plus-elapse)



Strategic Partner



# Have you talked about ... Progression and Assessment?

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# Have you talked about ..... Progression and Assessment ?

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- KS2 Guidance document available on ALL website
- <https://www.all-languages.org.uk/primary-2/guidance/head-teachers-primary/>

# Skills and knowledge Year 3

## Speaking

Communicate with others using simple words, phrases and short sentences

Explore the patterns and sounds of language to help develop accurate pronunciation and intonation

# Example contexts and language Year 3

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## Speaking

Use simple greetings eg *saying hello and goodbye, saying how you are and asking others how they are.*

Ask and answer simple questions about self eg *name and age, birthday*

Express simple likes and dislikes eg *food and drink.*

# Arriving in Year 4 able to

.....

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## Speaking

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 very 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 beginning to express dislikes.

# Assessment Opportunities Year 3

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## Speaking

Play some music and ask children to walk around the room. When 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 eg 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 eg *Do you like milk?* The partner replies *I like milk/I don't like milk.*

# Why I like this document

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- It shows skills and knowledge for each year group.
- It shows what these objectives might look like in age appropriate contexts and gives examples of the language that might be learned.
- It describes what children arriving in each year group should be able to do.
- Gives ideas for assessment opportunities based on everyday classroom activities.



# Why I like this document

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- **The arriving in year group able to... statements are so helpful.**
  - Helps when report writing if children are secure/working at greater depth in most areas then teachers can begin to look at working towards the next year group statements.
  - Helps significantly with mixed year groups.
  - Transition from Year 6 to 7 – useful benchmark document to discuss with High Schools

# KS2 Language Progression and Assessment

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You can find the adapted document on the  
ALL website

<https://www.all-languages.org.uk/primary-2/guidance/head-teachers-primary>



## Languages - French Assessment YEAR 3 2018/2019

**Below ARE Working towards ARE At ARE Above ARE (GD)**



Name	Listen and respond to familiar spoken words, phrases <i>Listening</i>			Communicate with others using simple words, phrases and short sentences  Explore patterns & sounds to develop pronunciation & intonation. <i>Speaking</i>			Recognise and understand some familiar written words and phrases  Show awareness of sound -spelling links <i>Reading</i>			Write some familiar simple words using a model and some from memory <i>Writing</i>			Understand some basic grammar <i>Grammar</i>		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum



## Foundation Subject Data Analysis 2018-19

Subject:

Year Group	AUTUMN				SPRING				SUMMER				Progress Judgement
	Below ARE	At ARE	Above ARE	Overall % ARE	Below ARE	At ARE	Above ARE	Overall % ARE	Below ARE	At ARE	Above ARE	Overall % ARE	
Year 1													
Year 2													
Year 3													
Year 4													
Year 5													
Year 6													



NAME \_\_\_\_\_ Autum Term 2018

SELF ASSESSMENT

UNIT L'Egypte Year 3



In FRENCH I can ....	Independent without support	With some support	Needed support to complete the task.
<p><u>Speaking</u> Communicate with others using simple words. Sentences introducing and describing famous people linked with topic. Who's Who game. Begin to use correct pronunciation.</p>			
<p><u>Listening</u> Listen and respond to familiar spoken words and phrases. Listen to short text about Egyptian items - listen for familiar language</p>			
<p><u>Reading</u> Recognise and understand familiar written words. Recognise familiar words relating to topic.</p>			
<p><u>Writing</u> Write some familiar words using a model or from memory with understanding of some grammar. Writing facts about Tautankhamon.</p>			
<p>My next steps to improve my learning.</p>	What I enjoyed learning in this unit.	What I found challenging	



Here is some information about the language learning experience of the following children transferring to your High school.

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

KS 2	LANGUAGE	TAUGHT BY	LENGTH	FREQUENCY
Years 3,4,5,6	FRENCH	MFL Subject Leader	60 minutes	Weekly

Language Progression Overview  
Based on KS2 Programme of Study

Arriving in Year 7 able to	Emerging	Developing	Secure
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Understand some sounds and letter combinations need to be said and written differently from English</li> <li>Listen to spoken language for details and gist identify key points and some detail.</li> <li>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>Follow a wide range of classroom instructions</li> <li>Be confident and open to understanding very familiar language spoken by someone other than teacher (i.e. new teacher in Y7)</li> </ul>			
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy.</li> <li>Use spoken language confidently to initiate and sustain a simple conversation.</li> <li>Present simple information on a familiar topic to the class</li> <li>Use peer and self-assessment strategies to support language learning</li> <li>Recite a short piece of narrative from memory with increasing confidence accuracy and expression.</li> <li>Use a range of questions and statements spontaneously to seek clarification and help.</li> <li>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</li> </ul>			
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents exist in the foreign language why they are used and what they do.</li> <li>Willing to have a go at tackling pronunciation of new and unfamiliar words using phonic knowledge gained throughout KS2</li> <li>Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex in English.</li> <li>Understand key points in short written texts in unfamiliar contexts</li> <li>Find the meaning of new words by using a bilingual dictionary</li> </ul>			

Writing			
<ul style="list-style-type: none"> <li>Write a short text on a familiar topic using a model and adapting language already learnt to suit own purpose. Writing reflects understanding of gender of nouns, forming plural word order agreement of high frequency adjectives and showing understanding of past and future tense.</li> <li>Use peer and self-assessment strategies to support language learning</li> </ul>			
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</li> <li>Show some understanding of past and future tense in spoken and written work</li> <li>Use high frequency adjectives with reasonable accuracy – word order and endings.</li> <li>Apply understanding of conjugation to two or three familiar verbs in the present tense.</li> </ul>			

The following children have good skills or experience, some with a flair for language learning

NAME	COMMENT

The following children would benefit from additional support

NAME	COMMENT

klake@wimboldsley.cheshire.sch.uk

# 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

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## **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?

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- 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?

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- **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 on the top of your game, and reminding you why you became a teacher!

# What do members get?

- 
- Regular issues of Languages Today magazine;
  - Copies of ALLnet, our weekly e-newsletter;
  - Online access to our members' area, and electronic issues of our journals;
  - Discounted or free training courses around the country, tailored to your needs;
  - Great special offers from our Corporate Members; and
  - Big discounts on delegate fees for our annual conference, Language World.

# Primary membership

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- Heavily discounted
  - Currently just £50 per year
  - [www.all-languages.org.uk/join/join\\_us/](http://www.all-languages.org.uk/join/join_us/)

# How do I join ALL?

- **Online** – at [www.all-languages.org.uk](http://www.all-languages.org.uk);
- **By telephone** – on 01332 227779;
- **By email** – to [info@all-languages.org.uk](mailto:info@all-languages.org.uk);
- **By post** – to:

Association for Language Learning,  
1A Duffield Road  
Little Eaton  
Derby DE21 5DR

# Have you ever seen ... masks?

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- Next Roadshow will contain a feature about a new project around THE LANGUAGE MAGICIAN
  - As part of that we would like to source a template for making masks – the sort on a stick to hold in front of the face rather than those that hurt your ears!
  - Any hints?