



Primary Hub Roadshow

October 2020

#ALLPrimary

all-languages.org.uk

Notes

- 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.
- A conversation webinar based on the Roadshows will be delivered on 4 November 20h00 -21h00
- <https://www.eventbrite.co.uk/e/all-november-roadshow-conversation-registration-126892489853>

First things first

- Best wishes to all in ALL Primary Hubs in the very trying circumstances we find ourselves in.
- Please take best care of yourselves and your dear one , as well as carrying out your professional duties in as far as you can.
- You are probably missing the company of your Language family but we are all thinking about each other!
- **Please consider sending this Roadshow on to your local contacts** so that they realise we are still thinking of them.

Have you met ... the new ALL HMO Team

- *HMO = Honorary Membership Officer*
- Suzi Bewell has become the new HMO
- Judith Rifesser has become Deputy HMO
- Steven Fawkes has moved into a role as ALL Trustee with special interest in Members and local groups
- We are all volunteers, working together to support ALL Members.

Contents

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 - Have you thought about Transition?
 - Have you read ... from other Hubs?
 - Have you heard about ... Primary Languages events online?

Did you go ... to ACAPULCO?

-
- ALL Primary Language Conference Online
was a blast !
 - Reviews and Chat from the event are in Recent Events here:
 - <https://www.all-languages.org.uk/primary-2/>
 - Some examples from Presentations follow
 - Look out for news of an event in 2021

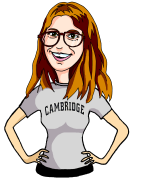


Have you thought about ... Pillars of Progression?

- The following screens are selected from the ACAPULCO Conference where the Pillars were explored:
 - Grammar - Rachel Hawkes
 - Phonics – Sue Cave
 - Vocabulary – Clare Seccombe
 - Culture – Suzi Bewell
 - Songs, Stories and Rhymes – Nathalie Paris

Teaching grammar @KS2

The full presentation:
<https://ncelp.org/news/> (19 Oct)



- Building links with primary English... ***is important; one obvious way is to use shared grammatical terminology***
- Knowledge about language and language analysis... ***can be taught at KS2, reducing the proficiency variation between pupils***
- Essential Grammar knowledge @KS2 ... ***needs careful planning; thoughtful sequencing of features promotes analysis and reduces the chance of over-reliance on memory***
- Teaching grammar ... ***may optimally involve explicit explanation, followed by plentiful input and output practice.***

For a more detailed session on KS2 Grammar, by Rowena Kasprowicz, see:
<https://ncelp.org/ncelp-teacher-cpd/>

Building links with primary English

The MFL Pedagogy Review recommends making use of **standard grammatical terminology**.

KS1 and KS2 English curricula also teach terminology explicitly, and this knowledge is then tested in the SPaG (Spelling, Punctuation and Grammar) test at the end of KS2.

NCELP has produced [lists of recommended grammatical terminology](#) for French, German and Spanish, based on the KS1 and KS2 English curricula and aligned with core grammatical concepts introduced in the NCELP SOW.

Using the same terminology enables teachers to build on KS2 English understanding.

Engaging in language analysis

- ... can facilitate a deeper understanding of language by encouraging learners to “spot patterns in language and to identify variables”
- ... can include any and all languages, i.e. first language, home language(s), foreign language(s)
- ... can develop learners’ understanding of both language and culture (how languages are used in similar and different ways to convey meaning)
- ... is in line with the move towards more explicit and direct teaching of language
- ... can lead to greater interest and enjoyment in language study
- ... can prepare learners for further language learning later in life (*Eric Hawkins’ “language apprenticeship”*)



(CLiE Manifesto <https://clie.org.uk/laser/#manifesto>)

Teaching grammar

- Provide a short explanation, using grammatical terminology (shared with KS2 English, wherever possible)
- Give examples in English and the new language
- Compare English (or other 1st or known languages) and the new language
- **Practise the grammar in input (i.e. listening and reading)**
- **Practise the grammar in output (i.e. speaking and writing)**

Have you seen



- On the theme of Language Awareness / Exploration
- Downloadable resource from European Centre for Modern Languages : The secret agent's handbook of language challenges
- <https://www.ecml.at/Resources/TreasureChestofResources/Teachers/tabid/4404/language/en-GB/Default.aspx>







Getting started - Moving on






- Identify all the key phonemes of the language which you are teaching
- Select vocabulary to teach in your scheme of work which includes all the phonemes and as many graphemes as possible
- Map the inclusion of the phonemes over Key Stage 2
- Devise actions and find images to represent the sounds
- Consider how to describe the mechanics of making the sound
- Use the 7 step process to as a teaching process and place emphasis initially on the teaching of the sounds
- Develop the phonics teaching process progressively over the 4 years of Key Stage 2
- Provide support and tools to allow learners to become more independent

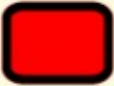

Teaching 5 colour adjectives in French

Step 1 - practise the sounds -        

Step 2 - blend the sounds -    

Step 3 - activities to recognise the sound of the word with its meaning

Step 4 - practise the letter strings for the sounds  r  ou  g before e

Step 5 - predict the spelling and read aloud  

Step 6 - activities to recognise the written word

Step 7 - put words into sentences to say and write

Repeat this process for subsequent new vocabulary, slowly building up knowledge of the sounds and accompanying letter strings.

Escucha y rellena los vocales:

a

1. _n_ v_c_

e

2. _n_ _v_j_

3. _n r_n_c_r_nt_

i

4. _n p_rr_

5. _n p_rr_t_

o

6. _n g_t_

7. _n p_t_

u

8. _n c_b_ll_

Escucha y rellena los vocales:

a

1. una vaca

e

2. una oveja

3. un rinoceronte

i

4. un perro

5. un perrito

o

6. un gato

7. un pato

u

8. un caballo

focussed dictation

l'équitation

l'équitation

l'équitation

slow fade

5: Mi familia y yo

mi familia	my family
mi padre	my father
mi madre	my mother
mi hermano	my brother
mi <u>h</u> ermana	my sister
mi abuelo	my grandfather
mi abuela	my grandmother
mi tío	my uncle
mi tía	my aunt
mi primo	my (male) cousin
mi prima	my (female) cousin
mi amigo	my (male) friend
mi amiga	my (female) friend

mis mascotas	my pets
un perro	a dog
un gato	a cat
un pez	a fish
un pájaro	a bird
un conejo	a rabbit
un ratón	a mouse
un hámster	a hamster
una cobaya	a guinea pig
una tortuga	a tortoise / turtle



making plurals	
ending in a vowel (aeiou)	add s
ending in a consonant	add es
ending in a z	take off z, add ces



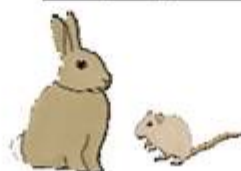
KEY SOUNDS

ll	y
ñ	ny, like onion
h	silent
z	th
j	"furball"



KEY VERB

TENER	to have
tengo	I have
tienes	you have
tiene	he / she / it has
tienen	they have



KEY VERB

LLAMARSE	to be called
se llama	he / she / it is called
se llaman	they are called

Tengo una hermana.

I have a sister / one sister.

Tengo un hermano.

I have a brother / one brother.

Tengo dos hermanos.

I have two brothers.

¿Cómo se llama tu prima?

What is your cousin **called**?

Mi prima se llama Alba.

My cousin is called Alba.

¿Cuántos años tiene tu amigo?

How old is your friend?

Mi amigo tiene once años.

My friend is 11 years old.

¿Tienes un perro?

Do you have a dog?

Mi perro se llama Luna.

My dog is called Luna.

Mis peces se lllaman Río y Pele.

My fish are called Río and Pele.

Mis peces tienen dos años.

My fish are 2 years old.



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knowledge organisers

Suzi Bewell's article in Languages Today May 2020 - digital copy available free

BUILDING CULTURAL CAPITAL IN PRIMARY : CULTURE MAKES A HOUSE A HOME



Suzi Bewell
Teacher at The Minster School,
York, teacher trainer through
Poly Glot Languages and lover of
languages

'cultural capital'. For the most part this was an add-on, where time permitted (and very often, with GCSE classes and a lot of content to cover, it didn't) and when I could source high quality, age-appropriate materials.

Fast forward 15 years, and, as a French teacher, it is rare for a lesson not to make reference to the Francophone world: its people, traditions, food, customs or festivals. I got so excited about it, I even started to write my own story books for children!

With a bit of creative thinking it is entirely possible to add the 'magic ingredient' of culture into every single lesson you teach.

Teaching a **traditional topic** ... like school?

- Do your learners know what school looks like elsewhere in the world? Are there YouTube clips that give them a visual representation, to compare with their own context? Can you talk about the right to quality education?
- Food? - An opportunity to have your learners look at traditional recipes from other countries. My early years' learners have just completed an exciting unit of work looking at *Le goûter*, learning about ingredients, baking madeleines and, of course, food tasting!
- Clothes? - Consider if **culture + topic** can = **motivation**. I love to show my learners the many costumes of the famous *Monneken Ps* from Belgium - same vocabulary, just a more engaging context which gets learners excited and teaches them about the world around them.
- When I revisit colours with older learners, we look at the flags of target language countries - just a small, but intriguing, tweak. Learners are keen to investigate why certain colours are chosen, and culturally what they represent.
- Learning to tell the time? - Look at the different world time zones and focus in on what time it is in the UK, compared to Spain, or Mexico, or Argentina.



Special times of year such as Ostern, Carnaval, Navidad are perfect opportunities to show learners how festivals are celebrated elsewhere. Find video clips, tap into festival web pages and don't be afraid to go 'off piste' at times: my own French learners love hearing about the quirky *Fête du Citron* in Menton and *La Régate Internationale des Baignoires* in Dinant, Belgium. In Spanish, you could include *la Tomatina*, *Día de la lengua española* or for German, *Asparagusfest* and *Onionfest*, *Schwetzingen* & *Weimar*!

In conclusion, I believe we owe it to our learners to expand their understanding of the world around them, alongside the workings of the language. According to Oxfam, the curriculum can 'leave young people unprepared for the complexities of the modern world'. We, as language teachers, contribute to the development of future citizens - our children deserve high quality cultural input for the multicultural world we live in.

Culture is more than a 'bolt-on' activity. Not all children love language ... but many are switched on to culture, and for me, a language education that has cultural capital as one of its key drivers motivates and excites students ... and teachers. **Go on - make that house a home!**



Summer 2020 • Languages Today 10

www.all-languages.org.uk

www.all-languages.org.uk/home-learning-help/

FOR YOUR FREE COPY!

If we think of learning a language like **building a house** and see **high frequency vocabulary, grammar and phonics** as the foundations on which we build, I would argue that **adding culture** into the mix **turns that house into a home.**



- Suzi talked about Culture being the Pillar which links to the other Pillars
- She talked about children being drawn into the language through the stories of the culture

POLLY GLOT VA AU CANADA

La Fête nationale du Québec
24 juin

Les Québécois aiment beaucoup s'amuser. Ainsi, tout le long de l'année, de nombreuses fêtes sont organisées, notamment en hiver.

La plus célèbre est celle du Carnaval de Québec, au mois de février et qui dure dix jours.

Au programme: danses populaires, courses de chiens et de canots, concours de sculpture sur neige, etc.



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And the importance of rich personal relationships with real people who speak the languages we are teaching

Get pointers on how to choose them wisely, ensuring they fit in our schemes and help demonstrate progress (WHAT to use)

Mix it up: have one go-to resource then add authentic ones, keep an open mind

SONGS

STORIES

POEMS & RHYMES

Where to go for resources (from the easiest to the hardest):

- Use what is in your scheme of work
- Use resources written or shared with a learner of the language in mind, e.g. [Singing French](#); [Berthe/Bertha books](#); [my YouTube channel for French rhymes](#).
- Use authentic ones: if they have a cultural focus, e.g. an Easter story, even better, you are killing at least 2 birds with one stone!
- Create your own, e.g. write your own song ([click here for ideas on how to do that, written for the French Pop Video competition](#)).

HACKS:

- Ask on Twitter (#mfltwitterati) or on Facebook (in [LiPS](#)) (but do a search first!!_
- Ask your language teacher friends for recommendations
- Use YouTube as a search engine (but be careful not to get lost!)

Get pointers on how to choose them wisely, ensuring they fit in our schemes and help demonstrate progress (WHAT to use)

From the FutureLearn RiPL course:

“The research presented this week has led us to conclude three principles:

Principle 1: Young children will benefit from different kinds of teaching and learning activities as they progress through primary education.

Principle 2: Pedagogy for young learners should transition from an emphasis on fun and repetition to more structured, reflective opportunities for learning.

Principle 3: A sense of progression and achievement becomes increasingly important in upper primary classrooms.”

HACK to ensure progression: if your pupils enjoyed something, recycle it! But with different outcomes, e.g. Eurovision, a specific story

What to choose though: ask yourself...

Do I like this resource? Do I feel comfortable using it? What skill(s) do I want to develop? Or which other pillar? How does it fit it with what the children are learning and what they already know? How can I incorporate it?

I am going through the process with [the Primary French Project scheme of work](#)
– [click here for Institut Français training if interested in this scheme of work.](#)

Have you heard about ... the new PHOrum?

- PHOrum is Primary Hub Online forum 😊
- Newest brainchild of Sue Cave in ALL Thames Valley Primary Hub
- Termly event free - for ALL members on Zoom
 - Brief update
 - 2 presentations
 - <https://www.all-languages.org.uk/event/phorum/>

ALL members, make your way to the PHOrum

-
- **Book here :** www.tinyurl.com/phorum1120
 - **Wednesday 11th November 2020.**
 - 4.00 for 4.15pm - Meet-and-greet
 - Overview of this Primary Roadshow - Steven Fawkes
 - Raising the profile of MFL in primary schools - Ellie Chettle-Cully
 - Questions via Chat
 - One rainbow resource - a whole spectrum of ideas - Susanne Wilson
 - Questions via Chat
 - End -5.30pm

Have you read about ... ELAPSE?

- ELAPSE = Embedding Language Across Primary and Secondary Education
- Free online resources Launch 7th. November at SALT Conference
- Resources webinar 12th. November
- <https://www.eventbrite.co.uk/e/launching-elapseembedding-languages-across-primary-and-secondary-education-registration-125591530649>

ELAPSE Resources for Primary / Transition

- Introduction to adapting CLIL approaches – teaching lessons from other curriculum areas in your language
- Lesson plans with accompanying resources – in E, F, G, S
- Training resources and soundfiles
- Learning pathways – how to make your own plans
- Expert advice

ELAPSE Resources for Primary / Transition

- The earth, continents – Geography – age 6-10
- Paint with dots, pointillism - Expressive arts - 8-11
- Animals of the rainforest – Science – age 9
- My favourite app – Technologies- 10-14
- Let's make a comic - Expressive arts - 10-13
- Solubles – Science - 10-13
- Floatability / Density – Science - 10-13
- Geometry – Maths - 10-12

Have you seen the latest Languages Today magazine?

-
- Delivered to members termly
 - Primary blog
 - Primary storytelling
 - Primary reviews
 - Transition
 - Drama activities

Have you seen ... the ASCL KS2- KS3 Language Learning Transition Toolkits



- Did you know that it includes a “drag and drop” feature?
- Have you thought about how it can be used?

Don't forget me!



From York Primary Hub

Reflecting on our schemes of work

As I use more technology, as well as teach in a slightly different way, I am becoming increasingly aware of what this means for our current scheme of work and I am reflecting on what works and what could be improved.

Does the IT I am using support progression in Phonics, Grammar and Vocabulary?

What else can technology do to support this further?

What has 'stuck'? What have children forgotten?

How are children coping with less 1:1 support during lessons? Do they need it?

How can we encourage independence with our lower ability and challenge the more able?

Have you heard about ... Primary Languages events online

- ALL PHOrum (for ALL Members) :
- <https://www.all-languages.org.uk/events/>

Have you heard about ... other Languages events online (including Primary)

- <http://www.all-london.org.uk/site/index.php/webinars/>
- Not only Primary in this huge programme!
- Language Show Online 13-15 November
- <https://languageshowlive.co.uk/talks/>

Save the dates:

- ALL London January event 16 January 2021
- ALL Language World Online 12 and 13 March 2021



These Roadshows

- Are archived as pdfs on the ALL website and available to all
- Are usually published at school half-term holiday times
- Are created by members of ALL Primary Steering Group and other volunteers
- Welcome suggestions of interesting content from ALL Local groups (finished screens even better :))

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 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

-
- Heavily discounted
 - Currently just £50 per year
 - www.all-languages.org.uk/join/join_us/

How do I join ALL?

-
- **Online** – at www.all-languages.org.uk;
 - **By telephone** – on 01332 227779;
 - **By email** – to info@all-languages.org.uk;
 - **By post** – to:

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

Useful links

- Just discovered <https://thefablecottage.com>. Fantastic MFL short videos telling classic fairy tales, subtitles in English or TL, videos in English/French/Spanish/Italian or German!
- Steve Smith
<https://www.frenchteacher.net/links/primary-schools/>
- Linguascope
- <https://blog.linguascope.com/free-online-training-opportunities-for-language-teachers/>