



ALL Change! Again?

A new National Curriculum PoS: What does it mean for MFL?

All sessions: **7.00 – 9.00 pm**
King Edward VII School
Sheffield, Glossop Road,
The Michael Lewis Building



Department
for Education

The current national curriculum programme of study for modern foreign languages at key stage 3 has been disapplied with effect from 1 September 2013 and is no longer statutory. This means that schools are free to develop their own curricula for modern foreign languages that best meet the needs of their pupils, in preparation for the introduction of the new national curriculum from September 2014.

Modern foreign languages remains a compulsory national curriculum subject at key stage 3. A new statutory programme of study will be introduced from September 2014. Foreign languages will also become a compulsory subject at key stage 2.

The Department for Education on its website

2014 will see big changes in language teaching:

- MFL statutory in primary schools
- a new programme of study comes into effect at KS3
- GCSE is being revised (with first teaching in Y10 from September 2016)

All of the above will have an impact on how we approach the teaching of languages at KS3. The freedom for schools “to develop their own curricula for modern foreign languages that best meet the needs of their pupils” offers new opportunities as well as bringing with it enormous challenges.

The new light touch programme of study at Key Stages 2 and 3 has the potential to free teachers to develop exciting, inventive new curricula for their pupils which could in turn encourage more pupils to study languages at GCSE level and beyond.

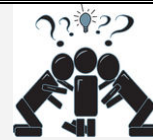
On the other hand, teachers will need to be supported in this move to greater autonomy and a more demanding curriculum. How do we ensure that there is progression and coherence between key stages? How do we address the new emphasis on grammar and literature, whilst developing and maintaining our students’ motivation and enthusiasm for communicating in the target language? And in all this, how do we as teachers manage our work load and maintain a healthy work/life balance?

This series of inter-related events will address all these issues, whilst at the same time presenting participants with practical and motivating ideas for their classroom practice which can be used and implemented immediately the following day.





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Session 1

Thursday 14th November 2013

Rigour... but not the O-Level Way !

The new National Curriculum for KS3 MFL

Martine Pillette

Independent Consultant, Trainer, Author and Examiner

This session will help participants prepare to teach the new national curriculum by unpicking the new programme of study in the context of M. Gove's thinking and Ofsted findings. She will compare it with the current PoS and discuss implications for the classroom:

- Greater focus on core knowledge, including grammar and literature
- Greater freedom over what is taught
- Assessment without levels

Martine will also provide practical strategies for the teaching of languages at KS3/4 which are both effective and easily applied without adding to a busy teacher's workload:

- Planning
- Assessment
- How to meet the needs of all pupils

There will be plenty of practical exemplification regarding dictation, translation and "great literature".

Martine Pillette is an independent consultant, trainer, author and examiner in the field of modern languages at KS2-5. She is one of the most sought-after trainers of MFL teachers in the country, a frequent contributor at ALL courses, nationally as well as at ALL Yorkshire. She has been involved in many national and regional initiatives through organisations such as CILT, ALL, the National Strategies, local authorities and school networks. She is one of the lead authors of the KS3 Framework for languages (2009) and an inspirational speaker and trainer.

Session 2

Monday 25th November 2013

KS3 – All Things to All Pupils

Languages' contribution to the Whole School, Whole Pupil, Whole Learning Agenda at KS3: How are judgements made?

Hilary Jones

Regional Manager, Network for Languages, North West

This session will explore how Key Stage 3 is the crucial period in a young person's development as a language learner. It is the time when the language centres of the brain are growing, and it's when language teachers make their mark. Hilary will look at practical strategies such as the teaching of translation skills and understanding the difference between active translation and language acquisition. She will share painless and sustainable ways of improving teaching and learning for pupils based on an understanding of where their linguistic development is holding them back or making life more challenging.

Hilary Jones is an experienced teacher, manager and school leader who has worked in challenging schools in the North West for over twenty years. She was the regional manager for Links into Languages and is now the regional manager in the North West for the Network for Languages where she organises CPD and support for schools. Hilary's experience as a linguist, language teacher, literacy co-ordinator, deputy headteacher, trainer and consultant and her continuing research into the importance of linguistic development for pupils and their teachers has given her particular insight into the needs of schools. Her current campaign is the need to rethink completely the way that progress is measured, and pupils' work is assessed.



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Session 3
Thursday 5th December 2013

Fun with Grammar and Literacy Skills **Teaching the new KS3 Curriculum Creatively**

Wendy Adeniji
Vice Principal at Kings Science Academy, Bradford

How can Primary and Secondary Modern Language teaching focus on grammar and literacy in a fun and meaningful way, which builds up language use so that children quickly move from word to sentence to text level in both the speaking and writing skills?

The new draft curriculum for MFL focuses on grammar, but this does not mean that language learning must become dull – grammar can be taught through stories, games and songs.

Wendy Adeniji is an experienced teacher and presenter, at both Primary and Secondary level and an author of language learning resources. She is currently a Vice Principal at Kings Science Academy and is training to become an Ofsted inspector.

Session 4
Thursday 16th January 2014

Talk4Writing and Cooperative Learning **The Active Classroom: Speaking, Learning, Writing, Working Together**

Juliet Park
Director of Languages, Yewlands Academy, Sheffield

Students can enhance their linguistic skills and confidence through cooperative learning strategies. The session will demonstrate how the popular Talk4Writing methodology can be applied to learning a foreign language through the meaningful use of oral activities before writing. It will also show how actions and visual support can enhance children's ability to internalise language patterns.

This session will also include activities which relate to the Kagan methodology which some schools have embedded across their curriculum.

Juliet Park is a well known author, speaker, trainer and consultant for Key stages 2, 3, 4 and 5. She is the lead course developer and trainer for AQA and also national specialist in business languages. Juliet is well-known for her creative approaches to teaching and learning, and the many innovative materials she has developed over the years.



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Session 5

Thursday 23rd January 2014

Literacy, Languages and ICT

Exploring creative ways of encouraging children to read and write in the target language with the use of free on-line media

Suzi Bewell

PGCE Leader for MFL at the University of York

The new Programme of Study for Languages at KS3 states that pupils should 'read literary texts in the language [...], to stimulate ideas, develop creative expression and expand understanding of the language and culture.' In this session, Suzi will focus on how MFL teachers can integrate TL stories, songs, poems, letters and short drama sketches into existing schemes of work.

Participants in this session will gain a better understanding of how to inspire their language learners to develop their literacy skills and learn how this new expectation can be made a reality in the KS3 classroom, in part, with the help of free on-line media.

Examples in a variety of languages and useful links to a wealth of free on-line resources will be made available to delegates to take away and share with colleagues back in school.

Suzi Bewell is Curriculum Area Leader for PGCE at the University of York. She has over 10 years experience of teaching French and German. Suzi taught at a Specialist Language College in York where her roles included : primary outreach teacher, teacher coach and languages blog creator and developer. She is proud to say that she received nominations for Teacher of the Year two years running. Suzi has worked with CILT, is an etwinning ambassador for the British Council and regularly contributes MFL related articles to Francophonie Journal, ALL Languages Today, SecEd and TES. Suzi has a reputation for delivering high quality training to both ITTs and established languages teachers.

Session 6

Thursday 6th February 2014

Differentiation Revisited

All aboard and moving on!

Liz Black

PGCE tutor at the University of York, Freelance Author and Consultant

The new Programme of Study for Languages sets very challenging targets for the development of the linguistic competence of our KS3 learners. This workshop will consider the increased focus on grammar, spelling and accuracy and the requirement to use more authentic material and "literary texts" in our teaching. Links with whole school literacy initiatives will be explored. Differentiation has never been more pertinent an issue than now: not only are we faced with classes full of students of different abilities, learning styles and motivation, we now also have considerable differences in prior learning, as language teaching gets embedded in Key Stage 2. A wide variety of differentiation strategies designed specifically for the Languages classroom will be demonstrated, with the aim of engaging all learners at their level and ensuring progress from lesson to lesson, and from one Key Stage to the next.

Liz Black is a PGCE tutor at the University of York and a freelance author and consultant. She has taught languages for over 30 years to students of all ages, primary and secondary and for this reason has a particular interest in ensuring effective linguistic progression. During the past 10 years she worked as a cross-phase Advanced Skills Teacher, supporting and delivering training to many colleagues in many different schools across North Yorkshire. She was a CILT Primary Regional Trainer and secondary Regional Subject Adviser and is now a member of ALL's National Executive Council and an active member of the national Primary Steering Group.