

Languages and Literacy

MFL Centre - Stage !!

All sessions: **7.00 – 9.00 pm**

King Edward VII School

Sheffield, Glossop Road,
The Michael Lewis Building

Learning a language has a huge influence on confidence and literacy. There is no area of the curriculum better placed to support literacy than modern languages, which teaches how language works and makes the learner more aware of the mechanics and imaginative use of the mother tongue.

Maureen Gilchrist, TES, 29 April, 2011



Literacy has always been at the core of what schools do, but recent government policy has injected an extra sense of urgency and prompted action in many schools:

- During **Ofsted** inspections all teachers will be expected to “demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject”.
- In **public exams** mark schemes will “take greater account of the importance of spelling, punctuation and grammar for examinations in all subjects”.

Teachers of MFL have a lot of experience in teaching literacy and could offer a lot to the Whole School Literacy Policy which many secondary schools are now developing. In turn, a cohesive and comprehensive Whole School Strategy on Literacy will raise achievement in MFL and raise the profile of languages across the curriculum.

This series of events will look at various aspects of Literacy in MFL, as well as the place of MFL within a Whole School Literacy Strategy. It aims to raise the profile of languages in the school and raise achievement in languages

Participants in this series will gain ...

- ▶ ... an understanding of the new Ofsted framework and how it relates to the inspection of Literacy, within MFL as well as across the curriculum
- ▶ ... ideas for raising the profile of the Languages Department in the School by demonstrating its contribution to a Whole School Literacy Strategy
- ▶ ... an understanding of approaches to Literacy in primary schools, to make use of prior learning and support progression
- ▶ ... language learning and reading strategies to help learners access meaning from authentic texts
- ▶ ... a range of techniques to develop reading and writing skills in MFL, including strategies for improving spelling in the foreign language
- ▶ ... ideas for motivating and engaging activities to link Speaking and Listening with the development of Reading and Writing skills



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Session 1

Wednesday 14th November

Nobody Does it Better !

The wider remit of language teachers

Hilary Jones

Regional Manager, Network for Languages, North West

Session outline:

- Introduction: Myths about Literacy and Language Learning
- Phoneme Grapheme Correspondences – how another language looks different
- Crossing the bridge – keeping cognates in their place and moving between languages
- Building skills – choosing methodologies and making them work for you – being future-proofed for change and new challenges
- What we do for other subjects: Maths, English, Geography, History, Science, and many more!

Hilary Jones is the NW Regional Manager for the Network for Languages. A language teacher for thirty years, she moved into senior leadership in the late 90s, assistant head and deputy head in two schools in challenging settings in the Greater Manchester area. Returning to the languages landscape in 2009, she was horrified to find the state it was in, and with her fellow regional managers tried to do something about it until the government pulled the funding. Now, she works as a freelance consultant, running her own company – Teaching and Learning North West – offering support to schools on a wide range of issues. She leads training and puts together training packages for the Network for Languages and keeps their flag flying in the North West. She has been an examiner, moderator, published author of teaching resources, and works as an Associate Tutor on a variety of courses for both MMU and the University of Manchester. Her current preoccupations are the systems/people balance in schools; the influence of neuroscience on teaching and learning and the way that good curriculum design can improve all aspects of school life for pupils and teachers.

Session 2

Monday, 19th November 2012

Literacy, MFL and OFSTED

Martine Pillette

Independent Consultant and Author

The new Ofsted framework for school inspection (2012) puts a great deal of emphasis on literacy across the curriculum. MFL departments are ideally placed for nurturing more literate learners, yet for some years Ofsted have reported uneven outcomes. So, what truly improves learners' literacy skills in the MFL classroom? Come and explore the new Ofsted definition of literacy, findings no MFL teacher can afford to ignore and what MFL departments with a successful literacy focus do. This 'literacy journey' will address fundamental features of MFL teaching and learning such as how to break down barriers between grammar and communication and implications for assessment.

Martine Pillette is an independent consultant and author. As well as working closely with individual MFL departments, she is regularly involved in national and regional initiatives through organisations such as ALL and Network for Languages. She has written articles for publications such as ALL's *Francophonie* journal and is a regular contributor to ALL's annual Language World conference. She is well known for her clear thinking and for her realistic and engaging classroom ideas.



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Session 3

Thursday 29th November

Micro Skills Development in Language Learning

Juliet Park

Director MFL, Yewlands School, Sheffield
Author and Trainer

Reading, writing, speaking and listening are all important language skills for ensuring effective communication in a foreign language. This session will take a closer look at examples of techniques such as speed reading, correction coding, language analysis for developing the micro-skills in each of these areas and boost literacy skills amongst your MFL learners. The session will also look at 'blended' learning and how remote support online via activities and tutorial provision can further enhance performance in the controlled assessments.

Juliet Park is Director MFL at Yewlands school, Lead Practitioner for the SSAT, national trainer, author and NVQ specialist. She has experience of teaching in primary, secondary, FE, Adult Ed and to businesses. In addition to being a former Lead Practitioner for the SSAT, Juliet also was a Regional Adviser for the New Curriculum in the Yorkshire and Humber region, specialising in vocational languages. She is an author of business language materials for secondary schools as well as a new scheme of work for year 7s. She is also an SSAT trained adviser for the controlled assessments in the new GCSE in MFL..

Session 4

Wednesday 5th December 2012

Righting Writing

James Stubbs

Independent Language Teaching Consultant

"Too much speaking still relied on writing, thus hindering the development of spontaneous talk" OFSTED, 2011

If we are making strides in spontaneous talk with our classes, how do we still develop pupils' writing skills without getting things out of proportion? How much do the writing activities we set our classes *really* move them on as linguists? And how important is it for every lesson to have some writing in it?

In this session, we will try to get writing into its proper perspective. In *Righting Writing* James will show a range of strategies for helping pupils to make the link between progress in their spontaneous talk and how they can use this in their writing. He will show techniques for improving spelling and dealing with homophones and how we can introduce writing activities which develop complexity and creativity.

James Stubbs is an independent consultant and teacher trainer. He taught Spanish & French for 15 years in 3 UK comprehensive schools and as Subject Leader of a large department in two of them. He currently teaches in Madrid. He frequently delivers INSET and training for MFL departments in the UK on grammar teaching, mixed-ability classes, target language use and integrating learning styles in MFL teaching. His work on classroom interaction was described in the CiLT publication, *Something to Say*, a set text for the Open University MFL PGCE.



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Session 5

Wednesday 12th December

Texts, Tasks and Thinking

The Opportunities presented by a CLIL Approach

Philip Hood

University of Nottingham

The session will consider the important need for cognitive challenge in the reading material we present to our students and demonstrate how the CLIL approach can engage learners at both primary and secondary levels. The speaker will also examine how reading is no longer confined to the printed word but is increasingly shifting to the screen and web-based environments. Multimodality, i.e. using combinations of visual and heard media is for many of our students the normal way of accessing text, and helping learners use context to access the meaning of authentic texts has never been more important. Making this manageable while still developing thinking skills is part of how we can turn the role of reading and writing from consolidating or testing modes into learning modes.

Philip Hood now manages the primary teacher training programme at the University of Nottingham but has also worked as a secondary language teacher in the earlier part of his career before working with secondary student-teachers, also at Nottingham. His doctoral study concerned reading behaviour in a Y9 French class. He is co-author of *Modern Languages in the Primary School* (Sage) and *Content and Language Integration* (CUP).

Session 6

Thursday, 10th January 2013

Transition

Learning from the Key Stage 2 Experience

Catherine Cheater

Primary Languages Teaching Consultant

The government has announced its intention to make languages statutory within the Key Stage 2 curriculum from September 2014. Secretary of State for Education Michael Gove has stated that he wants “to add breadth to the primary curriculum by requiring all schools to teach a foreign language at Key Stage 2, from Year 3 to Year 6”. Gove has emphasised that teaching should focus on progress in one language rather than many, and that a balance of speaking and writing skills was needed. Pupils should be able to “speak in sentences, with appropriate pronunciation...express simple ideas with clarity...write phrases and short sentences from memory and develop an understanding of basic grammar”.

In using the Key Stage 2 Framework for Languages as the basis for training, planning and delivery, our primary schools have already made a good start in working towards this goal.

This session will explore contexts in which connections can be made between English and other languages in children's language and literacy development with children aged 7 to 11, and encourage us to face head-on the challenges of transition into Key Stage 3.

Catherine Cheater is co-author of two CILT Young Pathfinders, including *The Literacy Link* (with Anne Farren) and she has written and published schemes of work for French in Key Stage 2. Formerly Senior Language Teaching Advisor (Primary) at CILT, she has also been a local authority consultant for primary languages and has taught in both primary and secondary schools. She currently teaches French at Ashlands Primary School in Ilkley. Catherine's main area of interest is the integration of languages within the primary curriculum and in particular the links with literacy and music, and in her spare time she organises and conducts choirs for children, teenagers and adults.