

A cartoon illustration of four children jumping joyfully. On the left, a boy with blonde hair, wearing a blue shirt and a pink tie, is jumping with his arms raised. In the center, a girl with dark skin and curly hair, wearing a white shirt and dark pants, is jumping with her arms outstretched. To her right, a girl with blonde hair, wearing a yellow shirt and a blue skirt, is jumping with her arms raised. On the bottom right, a boy with dark skin and curly hair, wearing a red shirt, is jumping with his arms outstretched. The background is white with some faint motion lines around the children.

KS2 in the driving seat

Belinda King, SLE, Saltford and TPTS
TSAs

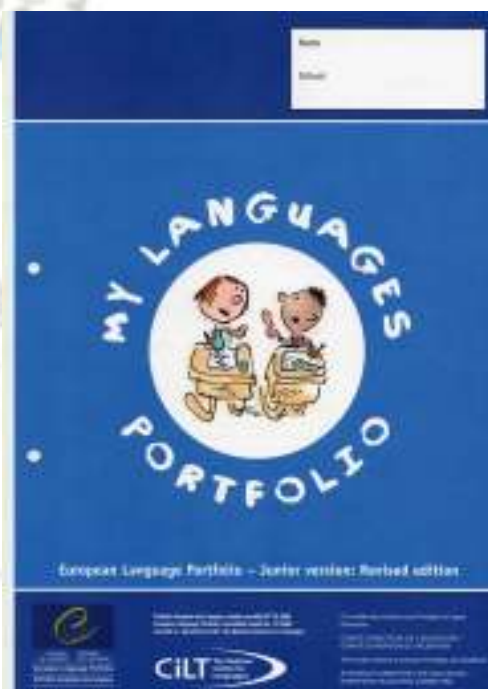
Linda Owen, SW mentor, CFBT language
support programme

A cartoon illustration of four children. In the top left, a boy with blonde hair and a blue shirt is waving. In the center, a girl with brown hair and a yellow shirt is smiling. To her right, a girl with blonde hair and a green shirt is also smiling. In the bottom right, a boy with brown hair and a red shirt is smiling. The background is white with faint, light blue lines suggesting movement or a classroom setting.

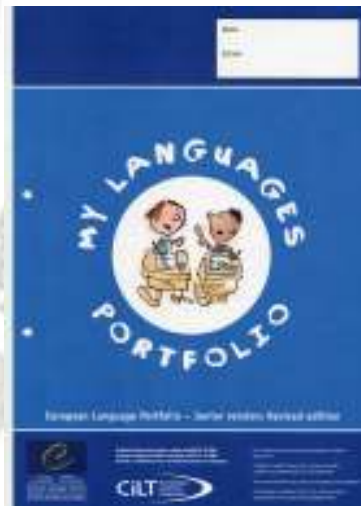
Aims of today

- Find out about some classroom activities which have allowed pupils to explore different learning strategies and provide opportunities for self-assessment
- have a clearer understanding of My Languages Portfolio and look at how an individual portfolio can support children's learning

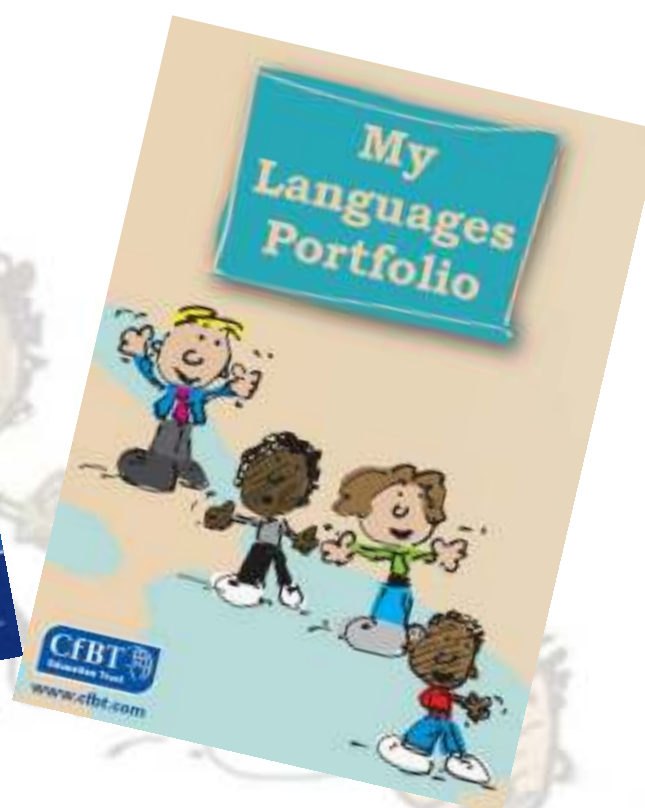
What is the “My Languages Portfolio?”



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http://www.primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx



My Languages Portfolio

Enter





class, which pages to edit and when to leave out completely. My Languages Portfolio has been created in an interactive format with the intention that each teacher can adapt the activity pages for their classes. In the 'How to use' section on the CD-ROM you will find more technical details of how to edit pages to suit you.

Chapter 3 suggests eight lesson ideas, with a focus on how to introduce and use each section of the Portfolio. For example, Lesson idea 4 looks at the 'How I learn languages' (2.1 – 2.4) pages and encourages children to think about their language learning experience and which strategies they find particularly useful.

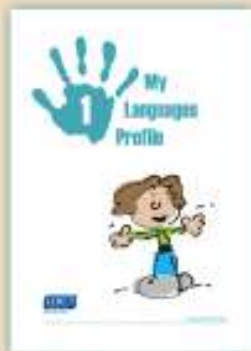
Finally, Chapter 4 looks at using the Portfolio in a range of contexts: with colleagues other than primary teachers, speakers of other languages, mixed age and KS1 classes, children with special educational needs, families and guardians, and in middle and secondary schools. Reference documents (e.g. the Languages Ladder, the Common European Framework of Reference for Languages) and useful web links are provided in the Appendices.

You can open the Teacher's Guide as a PDF by clicking on the thumbnail to the right. You also have the option of saving it to your computer or network for reference and printing. You may like to make copies of the Teacher's Guide for all colleagues in your school who are working with the Portfolio.

KS2 Framework Notes



Main Menu





Skills

Skills:
Year 3

Skills:
Year 4

Skills:
Year 5

Skills:
Year 6





2.7 Listening



2.11 Speaking



2.15 Reading

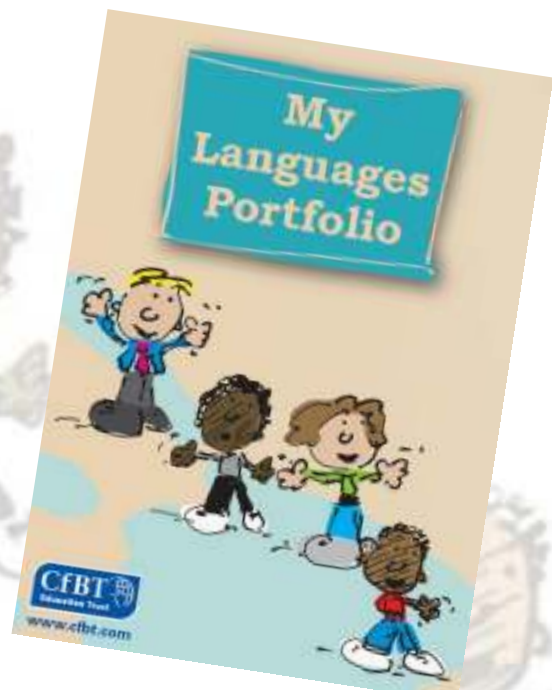
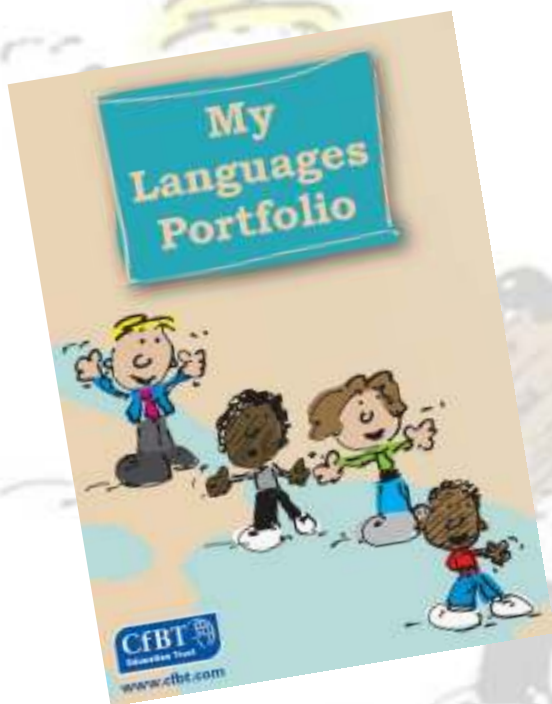


2.19 Writing



2.23 Intercultural understanding





A funny thing happened on my way to Gdansk...



European Day of Languages

"I listen to
American music"

"I love Chinese
food"

"My Mum got
married in
Thailand"

"I am a European
citizen"



"Minoas in my class
speaks Greek"

"The Brazilian flag is
my favourite"

"I've been on
holiday to France"

"My Dad speaks
Japanese"

European Day of Languages whole school celebration of diversity



Corridor display at Studley Green Primary School, Trowbridge

Y2 – 'Scène de Plage'



- Who will you work with?
- Which picture will you work from?
- What information are you going to record?
- How are you going to record it?



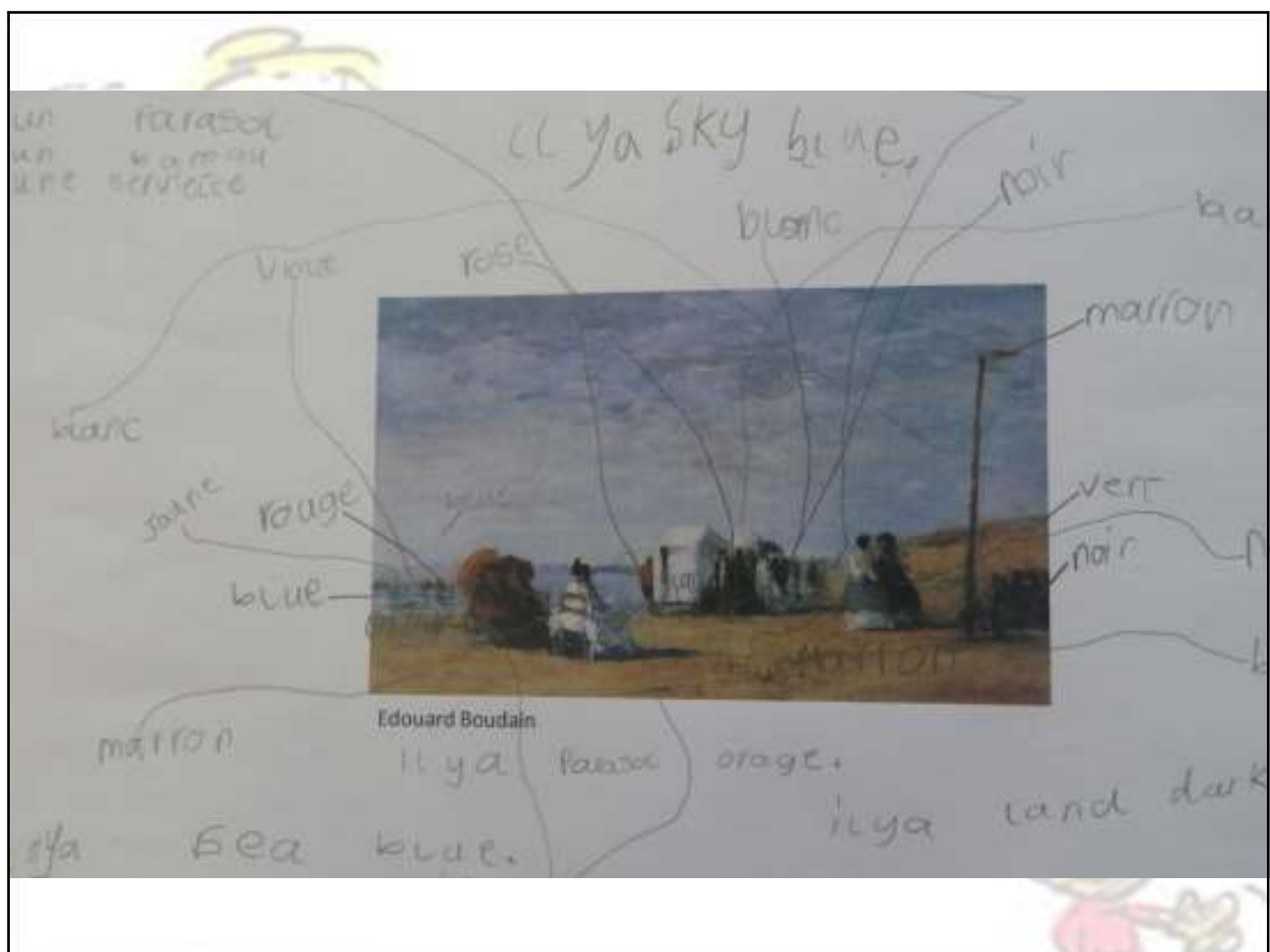
Il y a un rocher orange et marron.

Il y a chat orange.

Il y a le mer bleu.



Auguste Renoir



Y3/4 – M



Ella tiene el pelo negro,
una nariz grande y
una boca amarilla.



Language Learning



The collage consists of three images. The top image shows a hand-drawn diagram of a brain with speech bubbles containing text. The middle image shows a colorful poster titled 'Learning to Learn' with a cartoon character and various learning strategies. The bottom image shows a cartoon character with a speech bubble.



How do I learn languages?



Year 5 children designing their own activities for each other



azul

verde

rojo

blanco



Year 5 children designing their own activities

Name the colours
of the rainbow in
Spanish.

Go to 'Spanish flag'

- Spanish flag.
1. Draw the Spanish flag
 2. Draw it with your eyes closed
 3. Draw it with different colours
 4. Draw it in black and white
 5. Draw it with your weak hand.
- Use scrap paper
90% no number ①

Y5/6 – Mexico

Challenge: to make a presentation about the climate of Mexico (and how it compares to the UK)

What will we need to know?

vocab – weather
temp. hot/cool
seasons, months
compass
places in Mexico
landscapes
map
pictures
symbols

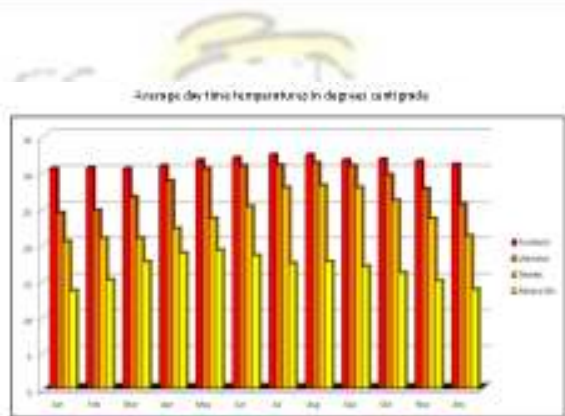
What resources will we need?

dictionaries
computer
card
map of Mexico

How will we organise ourselves? (in 3 sessions)

- ① Info gathering { facts
vocab.
- ② Putting it together
- ③ presentation





En el sur es muy
humedo y en el oeste
hay un postre.

En el norte mexico
Hace buen tiempo y es
muy caliente.

El clima en chihuahua

- Es realmente calor durante el día

Es frío por la noche



Climbing the Languages Ladder

European Day of
Languages portraits
Y2 – Y6

Languages Ladder
grade descriptors
for 4 skills in child
speak

Reading/Writing
samples (Y2-6) in
line with Grades



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Aims of today

- Find out about some classroom activities which have allowed pupils to explore different learning strategies and provide opportunities for self-assessment
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A cartoon illustration of four children playing. On the left, a boy with blonde hair, wearing a blue shirt and a pink tie, is jumping with his arms raised. In the center, a girl with dark curly hair is jumping. To her right, a girl with long blonde hair, wearing a yellow shirt and a blue skirt, is jumping. In the bottom right corner, a boy with brown hair and a red shirt is also jumping. The background is white with some faint, light blue lines suggesting movement or a ground surface.

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