

ALL Presidents 2013

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Coming to terms with the New National Curriculum



KS2 Programme of Study

- Sets out which languages schools are able to teach: French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek
- Any other language can be taught in addition
- One language learnt for the four years of KS2 – a ‘multi-lingual’ approach won’t meet the requirement to make substantial progress in one language
- Introduces the concept of ‘literature’ through songs, stories, poems and rhymes

KS3 Programme of Study

- Requirement is for a modern foreign language
- Teaching is expected to build on language skills developed at KS2
- Increased emphasis on spontaneity and independence
- Translation, transcription and reading of literary texts are new

Now

- **5 A*-C grades** in English, mathematics and any other three subjects at GCSE
- Reported in performance tables, and used for floor standards

Post reform

- % of pupils receiving a **'pass' in English and mathematics**
- **Average point score** progress measure
 - pupils' average scores **across a suite of 8 qualifications** consisting of:
 - English and mathematics
 - 3 further English Baccalaureate (EBacc) subjects
 - 3 other high value qualifications – EBacc, other academic, arts or vocational.
- Reported in performance tables, and used for floor standards

Now

- **English Baccalaureate (EBacc)** – A*-C grades in each of: English, mathematics, 2 x science subjects, history/geography, a foreign language
- Reported in performance tables

Post reform

- **EBacc remains the same** – pass in each of: English, mathematics, 2 x science subjects, history/geography, a foreign language
- Reported in performance tables

Now

- GCSE

Post reform

- GCSE (reformed, but the name remains the same)
- [A proposed name change to English Baccalaureate Certificates (EBCs) is not being implemented]

Patterns and sounds

Transcription?

KS2

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Friendly and familiar



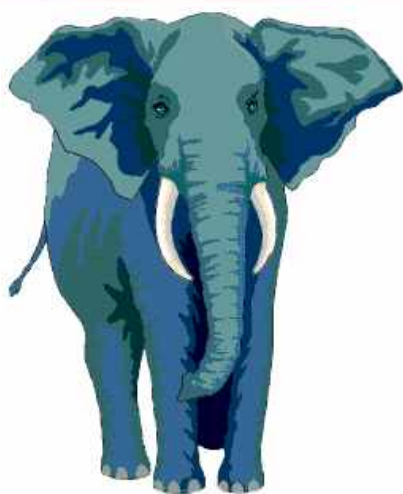
KS3

Transcribe words and short sentences that they hear with increasing accuracy

Perplexing!!!!



*KS2: Listen attentively to spoken language and
show understanding by joining in and responding*



L'éléphant se douche

l'éléphant se douche, douche,
douche

sa trompe est un arrosoir

L'éléphant se mouche mouche
mouche

Il lui faut un grand mouchoir

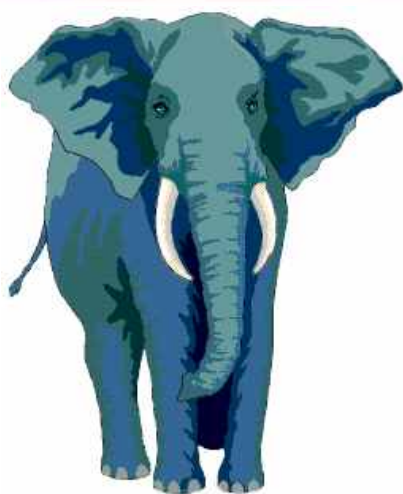
L'éléphant dans sa bouche bouche
bouche

A deux défenses en ivoire

L'éléphant se couche, couche,
couche

A huit heures tous les soirs

Phonology – Making friends with sounds



L'éléph**ant** se **douche**

l'éléph**ant** se **douche**, **douche**,
douche

sa trompe est un arrosoir

L'éléph**ant** se **mouche** **mouche**
mouche

Il lui faut un **grand** mouchoir

L'éléph**ant** **dans** sa **bouche** **bouche**
bouche

A deux défenses en ivoire

L'éléph**ant** se **couche**, **couche**,
couche

A huit heures tous les soirs

Building phonic progression

Ron, ron, ron

Ron ron ron la queue du cochon

Ris ris ris la queue d'une souris

Rat rat rat la queue d'un gros rat

Colours and sounds

Ron, ron, ron

Ron ron ron la queue du cochon

Ris ris ris la queue d'une souris

Rat rat rat la queue d'un gros rat

Remplissez les blancs et reliez les images et les mots!

R**, r**, r** la queue
d'une sou***.



R**, r**, r** la
queue du coch**.

R**, r**, r**
la queue
d'un gros ***



Ajoutez une phrase qui rime!



Letting go and taking hold!
Brian Page

*KS2: Write phrases from memory and
adapt these to create new sentences*



M** pet*t ch** g*** se c***** sur m** gr***
chien, T*T*!

Orthographic transcription – phoneme to grapheme correspondences

- Opportunities to interact with language
- Explore patterns and sounds
- Form a provisional rule
- Test your hypothesis
- Apply phonic and word knowledge to create new meanings that are motivating!

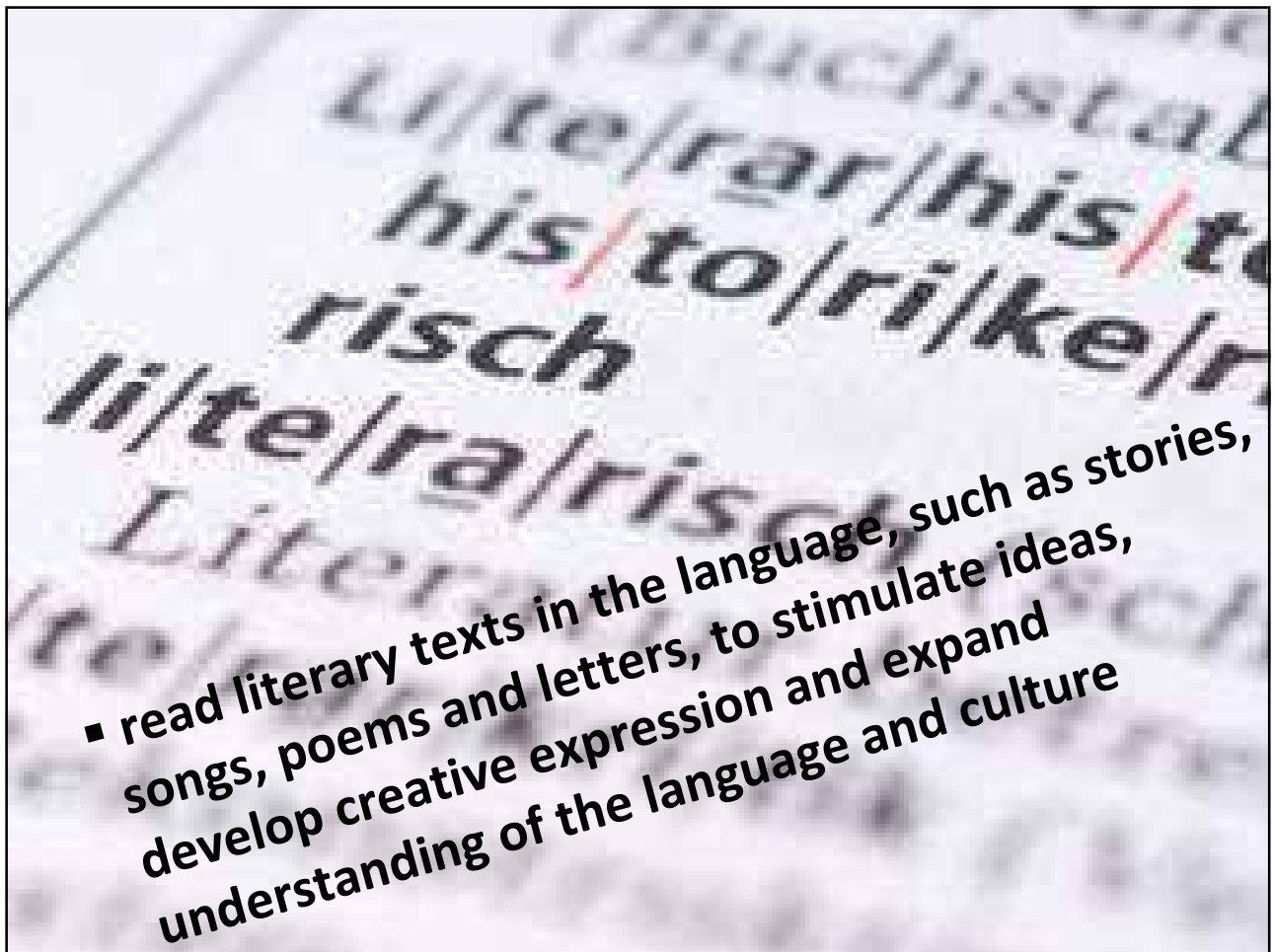
Progression into KS3 and beyond

KS3: listen to a variety of forms of spoken language to obtain information and respond appropriately

KS3: transcribe words and short sentences that they hear with increasing accuracy



Purpose of study
-To communicate for practical purposes
- Equipping pupils to study and work in other countries



- read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture



Kanne

Als der Mann ins Zimmer kam, sagte die Teekanne gerade zur Teetasse: »Schönes Wetter heute.«

»Oh«, rief der Mann, »meine Teekanne redet?«

»Oh«, rief die Teekanne, »mein Mann redet?«



Donnerstag

Wir sind heute mit dem Schulbus an Omas Haus vorbeigefahren.

Irgendjemand hat es gestern Nacht in Klopapier eingewickelt, was mich nicht wirklich gewundert hat.

Irgendwie tut es mir Leid, denn es wird sicher ganz schön lange dauern, das alles aufzuräumen. Andererseits hat Oma als Rentnerin heute bestimmt eh nichts vorgehabt.



Liebe Kitty!

Montag, 9. November 1942

Gestern hatte Peter Geburtstag. Er hat hübsche Geschenke, unter anderen ein schönes Spiel, einen Rasierapparat und einen Zigarettenanzünder bekommen, weniger weil er raucht, sondern weil es schick ist.

Die größte Überraschung brachte Herr v. Daan mit der Nachricht, dass die Engländer in Tunis, Casablanca, Algier und Oran gelandet wären.

“Das ist der Anfang vom Ende”, sagten alle.

Aber Churchill, der englische Premier, der diese Meinung in England wohl auch viel gehört hat, sagte in einer Rede:

“Diese Landung ist eine sehr wichtige Etappe, aber niemand soll glauben, dass sie den Anfang vom Ende darstellt. Ich möchte eher sagen, dass sie das Ende vom Anfang ist.”



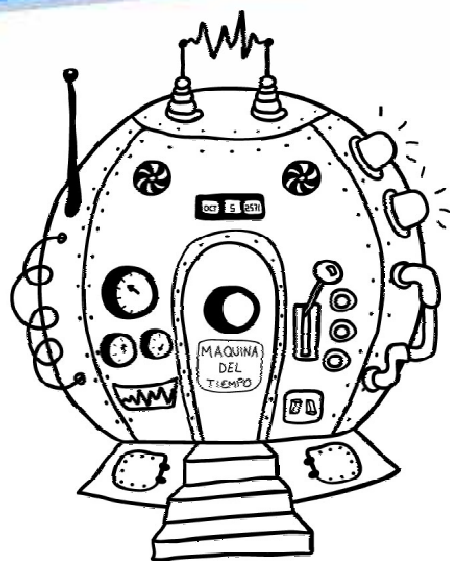
**ANNE FRANK
TAGEBUCH
FISCHER**



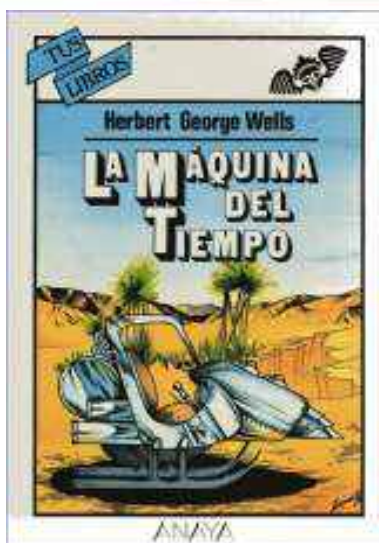


Cuentos de 50 palabras

Vine por tus ojos... -dijo- por tu mirada, por tu sonrisa. Te vi una vez en esta fotografía antigua, y con eso, tuve para enamorarme. He viajado 80 años en el pasado para conocerte, para tenerte y para cambiar tu trágico destino...



Con una máquina del tiempo, ¿adónde viajarías?, ¿con
quién te encontrarías?, ¿qué harías?



Lost in translation?

“Traducir es la forma más profunda de leer”.

--Gabriel García Márquez

- ... and provide an accurate English translation of short, suitable material.
- ... and translate short written text accurately into the foreign language.

Word Lens app - iPhone



Translation can be...

- a spontaneous reaction to FL text with the question 'What does this mean?'
- the closest reading of a text
- the exploration of the links between language use and grammar
- mental agility, memory, linguistic precision
- a door to intercultural appreciation



What is the message in this poster?



Das ist Banane!

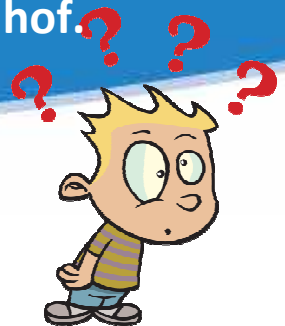


Ich verstehe
nur Bahnhof.?

Ich bin fix und fertig!



Lieber
spät als
nie.



Es ist noch kein Meister vom
Himmel gefallen.



Hast du einen Vogel?



Key characteristics of successful learning

- o Opportunities to interact with language
- o Language learning that does not trivialise the content
- o Progression from processing language to productive capability

How do I join ALL?

- **Online** – at www.all-languages.org.uk;
- **By telephone** – on **0116 229 7600**;
- **By email** – to info@all-languages.org.uk;
- **By post** – to:

Association for Language Learning,
University of Leicester
University Road, Leicester LE1 7RH.

