



## ALL Joined Up in workshops

**FRIDAY 4 APRIL**

### **2.1 Clare Seccombe: It all adds up to ....languages**

*Language-learning contributes to and improves students' literacy skills, but are you aware of how much maths you teach? Find out how you teach maths, how you can assist your maths colleagues by reinforcing key mathematical concepts and vocabulary, and get plenty of ideas to use in maths-related activities and beyond.*

**Primary**

### **2.2 Catherine Cheater: Let's start at the very beginning**

*Teaching a language as part of the statutory curriculum from September 2014 is a huge challenge for many primary schools. The Primary French Project is here to help all teachers who would like to teach French, but who lack the necessary subject knowledge. Don't be scared – come and find out more!*

**Primary**

### **2.3 Sue Balmer: Latin, the logical option**

*A view of why Latin should be more accessible to learners of all ages. An appreciation of its value in providing training in analytical thought and cracking the codes of languages and culture. An evaluation of its recent popularity, current pedagogy, resources, training, grants for start-ups and accreditation.*

**Primary / Secondary / Adult Education**

### **2.4 Duncan Broe: Less of us, more of them: Encouraging greater independence at KS3 and KS4**

*This session explores three main strategies to increase pupil independence: flipped classroom strategies, learners as teachers and creative use of technology. The ideas are practical, realistic and can be used by any classroom teacher across Key Stages 3-5.*

**Secondary / Further Education**

## **2.5 Shirley Lawes with Jenny Carpenter and Mark Reid: Screening Languages**

*The new national curriculum for languages at Key Stages 2 and 3 places an emphasis on teaching aspects of culture. This presentation will look at how teachers might develop new approaches and content to address the demands of the new curriculum through the medium of short film. We will show how language teaching pedagogy can be developed through film at KS2 and 3 and consider links with other cultural forms such as literature and art.*

**Primary / Secondary**

## **2.6 Katherine Richardson: What can we learn from the pupils? Transition from KS2 to KS3**

*The primary-secondary transition for languages has been identified as complex and problematic. This session explores perceptions of languages of 335 pupils (relating to enjoyment, range of experiences and the perceived difficulty and value of languages) across the transition and considers how these might be useful for teachers in both phases.*

**Primary / Secondary**

## **3.1 Pippa Jacobs and Sue Simson (FLAME): Two for One: cross-curricular learning materials for the new Key Stage 2 curriculum**

*Can primary aged pupils really learn subject knowledge through another language? To give it a try, come and find out about FLAME's new resources for teaching History and Geography through French. We will show classroom activities that increase confidence and motivation, use higher order thinking skills and cater for the whole spectrum of ability.*

**Primary**

## **3.2 Sue Cave: Teaching French phonics in primary school**

*A method of developing the four language skills through the teaching of French phonics will be presented. Activities will be demonstrated which can be used from Year 3 through to Year 6. The activities are based on a sound, action, spelling system and have been trialled and tested extensively.*

**Primary**

## **3.3 Janet Lloyd: Progress and creativity in the primary curriculum and the implications for KS3**

*How can you harness the progress made by children learning languages in KS2 and begin to see the positive impact of progression in KS3? The session will offer a realistic and authentic view from the classroom and the experiences of KS2 practitioners and KS3 practitioners trying to build upon good practice and take young language learners forward. This will be a hands-on creative session, with activities and resources that are easy to replicate and will offer practical advice and possible solutions to allow colleagues to generate local solutions to progression across Key Stages in language learning.*

**Primary / Secondary**

### **3.4 Chris Fuller: *Thoughtful contexts, thoughtful learners***

*For how long could you talk about your pencil case? What spontaneous comments can you produce when talking about your own local area? Whether we call it CLIL, or focusing on the development of intercultural understanding, let's think again about contexts for language learning in order to really engage our learners!*

**Secondary**

### **3.5 Jayne Wright & Alison Taylor: *Mission Impossible: spy training for a virtual trip to Paris***

*Ideas to get pupils speaking French in preparation for a virtual trip to Paris! Pupils learn useful everyday French and develop listening comprehension, speaking, reading and writing skills in the context of training to work as undercover spies for a tricky mission in Paris.*

**Primary (Years 4, 5 & 6) / Secondary**

### **3.6 Olga Gomez-Cash: *Effective Transition – A level to HE***

*The transition from school or employment into higher education can be challenging for language learners and requires appropriate preparation, but is there a mismatch? Is HE out of touch with the content of 'A' levels, and are 'A' level teachers out of touch with what is expected from HE? This session will engage with some preliminary findings from research into transition from secondary to higher education language learning and explore ways for either side of the transition point to communicate effectively.*

**Secondary / Higher Education**

## **SATURDAY 5 APRIL**

### **6.1 Julie Prince: Cross-curricular links at KS2**

*This hands-on session will present fresh ideas for links between languages and other areas of the KS2 curriculum, including maths, science, history and geography. Areas explored will include food chains, probability, the earth's orbit, key events in Tudor times and more with examples will from years 3-6.*

**Primary**

### **6.2 Elaine Minett: Teaching grammar in the new Key Stage 2 curriculum**

*This workshop outlines a realistic and progressive approach to grammar in Key Stage 2 and presents a range of practical ways to achieve this in the primary classroom. Examples will be given in French and Spanish but are applicable to all languages. Suitable for specialists and non-specialist primary teachers*

**Primary**

### **6.3 Wendy Cobb: Language as Communication, Language as Culture, Language as Identity**

*This workshop explores the language programme developed by the Croydon schools KS2/3 AMFLA group aimed at accelerated language acquisition, cross-cultural understanding and community partnership working. Presenters will explain the programme's research informed language principles, outline approaches to language awareness and progressive planning and share practical activities trialled by project schools.*

**Primary / Secondary**

### **6.4 Wendy Adeniji: Fun with Grammar and Literacy skills**

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

**Primary / Secondary**

### **6.5 Isabelle Jones: More than Words - from rap to literature**

*From rap to literature, meet the demands of the new National Curriculum and motivate students by introducing them to foreign languages used in a creative way.*

*Develop new approaches to teaching grammar and pronunciation and provide more opportunities for creative expression with a focus on developing speaking and writing skills.*

**Primary / Secondary**

## **6.6 Carolyn Batstone: Did you say what I thought you said? Teaching listening**

*This session considers how listening is perceived in relation to other skills and some of the challenges learners face. It suggests ways we might help language learners to improve their listening skills through a combination of top-down and bottom-up strategies.*

**Further Education / Higher Education / Adult Education**

## **6.7 Louise Courtney: KS2 – KS3 transition - a discussion of the strategies used to maintain progression and motivation for language learning**

*The session will present findings from a recent study describing how a cluster of schools attempted to mediate the issues of transition and the effect this had on pupil progression and motivation. Following this we can then discuss practical suggestions for how to overcome the issues that arise.*

**Primary / Secondary**

## **7.1 Kerstin Zindler, Shirley Kliment Temple and Dominic Traynor with Karl Pfeiffer Languages and Sport**

*When it comes to teaching through the medium of the foreign language, sport and languages make good partners. In this session we'll hear about three initiatives which show the possibilities offered by getting out from behind a desk and making language learning more active.*

*Speakers are Dominic Traynor, a Spanish and PE specialist who teaches the Primary PE curriculum in Spanish; Kerstin Zindler, a secondary school teacher who has also been conducting research in this area and Shirley Kliment-Temple, a secondary languages teacher and outreach coordinator working alongside a primary sports outreach coordinator, to help support the introduction of primary languages.*

## **7.2 Geraldine Walker: The creative use of short film in primary language learning**

*Using a selection of extracts from world cinema, the session explores how short film can enhance language teaching and learning through the universal tradition of storytelling. Exploring the links across the curriculum, we use one short film as an example which forms the core of a half term project.*

**Primary**

### **7.3 Eva Lamb: The new Y7: many feeder schools, many languages, many levels, much confusion – what now?**

*What happens when secondary language teachers are faced with classes of children who have very mixed prior experience of the language to be taught in KS3? The approach of King Edward VII School in Sheffield, where Y7 students come from more than 40 different primary schools, combines a change of focus in the content of what students learn with a fresh look at methodology.*

**Primary / Secondary**

### **7.4 Sarah Campbell and Karen Gracie-Langrick: Global Communications – a linguistics based course at KS3**

*Global Communications was designed by language teachers, and awarded the EU Language Label 2013. It is designed to deepen pupils' understanding of the relevance of intercultural communication, and provide them with practical, transferable language skills. We will present the course and show how others can introduce it into their teaching.*

**Secondary**

### **7.5 Suzi Bewell: Literacy, Languages and ICT**

*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.' Suzi will focus on how language teachers can creatively integrate TL stories, songs, poems, letters and drama into existing schemes of work in order to develop their pupils' literacy skills.*

**Secondary**

### **7.6 Angela Molinari: CLIL across borders**

*The workshop will cover:*

- *Personal teaching experience and the effectiveness of CLIL*
- *Research and context following findings from a recent EU project involving four EU countries*
- *Examples of best practice from a Spanish perspective with student focus and teacher training*
- *Examples of best practice within HE with initial results from a university project*

**Primary / Secondary / Further education / Higher education**

### **Sessions 7&8. Joe Dale, Lisa Stevens and Helen Bates: Multimedia language learning with iPads**

*In this practical session aimed at primary and secondary teachers, Joe Dale, Lisa Stevens and Helen Bates will be demonstrating how digital storytelling, QR codes, augmented reality and 'Flipping' the classroom using mobile devices can enhance language learning, cater to different skills and promote creativity and distance learning opportunities.*

**Primary / Secondary**