

Speaking out to the new GCSE

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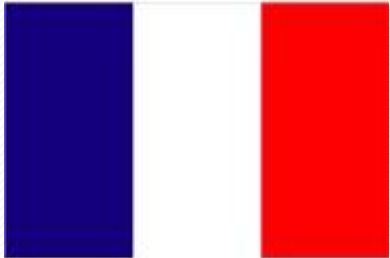
New programmes of study

Pupils should

- ‘speak with increasing confidence, fluency and spontaneity’ (KS2)
- ‘speak with increasing confidence, fluency and spontaneity’ (KS3)
- ‘express and develop thoughts and ideas spontaneously and fluently’ (GCSE)

Target language interaction

- Use shades/flags
- Use vocab backdrops / flashcards / mime combinations
- Avoid mixing languages
- Avoid repeated *'Wie sagt manauf englisch/deutsch?'*



Embedding phonic awareness and good pronunciation

1



Bier

2



schießen

3



Riese

4



Biene

5



Bieber

6



Ei

7



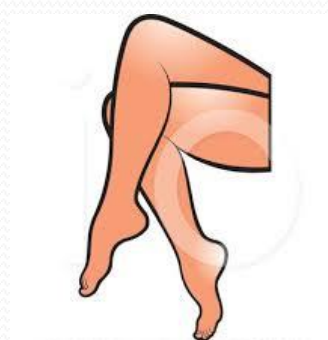
scheißen

8



Reise

9



Beine

10



Eis

Authentic interaction

- ¿Cómo te llamas?
- Josh. ¿Y tu?
- Sam.
- ¿Qué tal, Sam?
- Bien. ¿Y tu?
- Regular.
- Adiós.
- Hasta luego.

Opinion and conjecture

Ich denke,



Fußball



Deutsch



gut
sehr gut
cool
super

nicht gut
doof

ist

Was denkst
du?

Spontaneous response and interjection

Ja, echt?!

Weiß nicht.

Das stimmt nicht.

Agreement
Disagreement
Surprise
Uncertainty
Rejection
Disinterest

Das stimmt.

Halt die Klappe!

Du spinnst!

Das denk' ich auch.

Was?!

Egal!

¿Qué hay en la foto?



Transferable high frequency language structures

- *The is*
- *It's ...*
- *There is ...*
- *I like ...*
- *I think ... is ...*
- *because it's ...*
- *Have you got ...?*
- *Can you? (not 'one can')*

The new AQA GCSE speaking test

- Marks for the key elements of speaking in the General Conversation are awarded separately on merit – they are not governed by content.
- This rewards specific oral skills: **Pronunciation and Intonation** and **Spontaneity and Fluency**.

Spontaneity in the AQA General Conversation

/5	Higher Tier	Foundation Tier	/5
5	‘speaker reacts naturally and has an air of spontaneity’		
4	‘speaker usually reacts naturally and is often spontaneous’		
3	‘speaker sometimes reacts naturally but may at times rely on pre-learnt responses’		
2	‘speaker shows some spontaneity but also relies on pre-learnt responses’		5
1	‘speaker shows a little spontaneity but much of what is said involves pre-learnt responses’		4

How to achieve genuine spontaneity (and even make pre-learnt responses seem spontaneous)

TEACHER	STUDENT
Actively listens and seeks clarification or elaboration of some points raised by student	Uses authentic conversational language devices
	Uses time-gaining phrases
	Uses intonation to prevent sense of regurgitation
	Asks a question that relates directly to the current topic of conversation