KS2 Language Co-ordinator's Handbook

Aims of this session:

- To understand what the KS2 Language Co-ordinator's Handbook is

- To increase knowledge and understanding of the requirements for leading language learning at KS2

- To explore the most important aspects of curriculum planning

- To look at specific ideas and strategies for teaching and learning languages at KS2

- To get (even more) enthused about KS2 languages!

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Curriculum Innovation
Language World 2016
Dunchurch Park, Rugby 11-12 March 2016

KS2 Language Co-ordinator's Handbook Contents

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7. Teaching and learning
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11. Leadership and development
12. International links and other opportunities
13. Raising the profile of languages

KS2 Language Co-ordinator's Handbook

https://allconnectblog.wordpress.com/category/ks2
-coordinators-handbook/

- https://allconnectblog.wordpress.com

In this session…

we are particularly focusing on:

- **role description**
- **school self-audit**
- **curriculum planning**
- **cross-curricular links**
- **languages and literacy**
- **target language ideas**
- **assessment and reporting**
- **raising the profile ideas**

Task 1

Match the sentence halves to create an overall description of the
Language Co-ordinator's role.

Discuss them with the person next to you.
Which are..
 - the most challenging?
 - the most immediate priority?

1. **Develop** a whole school **languages ethos** in

2. **Provide guidance** with respect to

3. **Evaluate** the linguistic skill set

4. **Co-ordinate** the

5. **Keep up-to-date** with recent developments

6. **Ensure continuity** and **progression**

7. **Design** and/or **develop** arrangements for **assessment**

8. **Liaise and work with** other subject teachers

A) teaching the current KS2 Programme of Study; **source/create/adapt** a Scheme of Work/ Curriculum that adequately meets the requirements of the PoS, and one which **engages, enthuses and motivates** learners

B) conjunction with the Head teacher, ensuring clear vision and direction; **champion** the benefits of language learning for all

C) and curriculum changes related to KS2 languages by attending relevant training; by liaising with other schools; and by finding out information as required.

D) to identify ways in which languages can be linked to other aspects of the curriculum and **develop** cross-curricular projects

E) of available staff and to liaise with the Head teacher regarding the best staffing arrangement; **monitor and assess** standards of language teaching and learning across the Key Stage/s; **organise** language training of staff where necessary

F) between key stages KS1-2 (if appropriate) and make sure that pupils are linguistically ready for the transition to KS3; **liaise** with local secondary schools as appropriate.

G) use of languages resources throughout the whole school

H) in languages and **oversee** the recording and reporting of pupil progress

1. **Develop** a whole school **languages ethos** in	B) conjunction with the Head teacher, ensuring clear vision and direction; **champion** the benefits of language learning for all
2. **Provide guidance** with respect to	A) teaching the current KS2 Programme of Study; **source/create/adapt** a Scheme of Work/ Curriculum that adequately meets the requirements of the PoS, and one which **engages, enthuses and motivates** learners
3. **Evaluate** the linguistic skill set	E) of available staff and to liaise with the Head teacher regarding the best staffing arrangement; **monitor and assess** standards of language teaching and learning across the Key Stage/s; **organise** language training of staff where necessary
4. **Co-ordinate** the	G) use of languages resources throughout the whole school
5. **Keep up-to-date** with recent developments	C) and curriculum changes related to KS2 languages by attending relevant training; by liaising with other schools; and by finding out information as required.
6. **Ensure continuity** and **progression**	F) between key stages KS1-2 (if appropriate) and make sure that pupils are linguistically ready for the transition to KS3; **liaise** with local secondary schools as appropriate.
7. **Design** and/or **develop** arrangements for **assessment**	H) in languages and **oversee** the recording and reporting of pupil progress.
8. **Liaise and work with** other subject teachers	D) to identify ways in which languages can be linked to other aspects of the curriculum and **develop** cross-curricular projects.

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- • **raising the profile ideas**

Self Assessment

I can do this!

I'm getting there.

I need help!

Task 2

Questions for a Primary Languages Co-ordinator:

- How primary languages embedded in your school curriculum?
- Is primary languages part of your school development plan?
- Who delivers primary languages in your school? Are they all confident in doing this? Do they need training?
- Do you have a SoW that meets the requirements of the KS2 MFL PoS?
- Do you have all the resources you need?
- Do cross-curricular links exist (MFL)?
- What contacts are there with the local secondary schools?

Self Assessment Tool

	GET READY	ON YOUR MARKS	GO!

Assessment and Reporting	• A monitoring process has been considered but not yet implemented. • Reporting to parents is being considered.	• Regular monitoring and recording takes place to identify the learning progression of each child. • Colleagues provide verbal feedback to children about their progress. • Parents receive an annual written report about their child's progress based on the monitoring which has taken place.	• Regular monitoring and recording takes place to identify the learning progression of each child. • Children self-assess their progress and colleagues provide written and verbal feedback on this. • A yearly written report is given on a child's progress as well as verbal feedback at parents evenings when requested.
School Policy	• The school does not currently have a FL policy but intends to create one.	• There is a school policy but it needs to be revised and updated in line with the new FL Programme of Study.	• The school FL policy explains the rationale for teaching languages, pedagogy, inclusion and provision in line with the new Programme of Study. It is reviewed regularly.

www.cavelanguages.co.uk

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Curriculum planning

In the handbook you will find:

- Curriculum design (links)
- Scheme of work (templates, examples)
- Individual lessons (examples, templates)
- Resources (links, wikis, general guidance)

Planning

SHARE IDEAS AND GOOD PRACTICE

- http://www.bucksgfl.org.uk/course/view.php?id=476

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Cross-curricular

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Languages and Maths

Tu aimes les maths?

Passeport de calcul

https://www.routesintolanguages.ac.uk/events/linguamaths-0

Test 1C

1) Écris les numéros:
 i) sept
 ii) neuf
 iii) trois

I.   7
II.   9
III. 3

2) Écris les mots:
 i) 2
 ii) 10
 iii) 5

I.   deux
II.   dix
III. cinq

3) Mets les numéros dans le bon ordre:
 i) trois, un, deux
 ii) six, dix, huit
 iii) six, neuf, trois
 iv) cinq, trois, sept

I. un, deux, trois
II. six, huit, dix
III. trois, six, neuf
IV. trois, cinq, sept

4) Qu'est-ce qu'il manque?:
 i)   un, ………., trois
 ii) dix, neuf, ……….
 iii) ………., cinq, quatre

I. deux
II. huit
III. six

5) Qu'est-ce qu'il manque?:
 i)   deux, ………., six
 ii) trois, cinq, ……….
 iii) ………., huit, six

I. quatre
II. sept
III. dix

6) Qu'est-ce qu'il manque?:
 i)   un, ………., sept
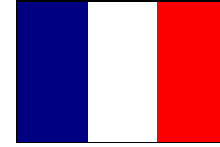 ii) trois, six, ……….
 iii) ……….., cinq, deux
 iv) dix, sept, ……….

I.quatre
II. neuf
III. huit
IV. quatre

Languages and Science

Year 4 Writing

Un hibou est un oiseau.

Un serpent est un vertébré.

Un búho es un pájaro.

Una serpiente es un vertebrado.

Year 4 Writing

Eine Eule ist ein Vogel.

Eine Schlange ist ein Wirbeltier.

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Languages and Literacy

tagxedo.com

Grammar

http://fdslive.oup.com/www.oup.com/oxed/primary/grammar-quiz/grammar-glossary-page-1.html

Example:

Co-ordinating conjunctions	Et Aussi Ou	Y Tambien O	Und Auch Oder	
Subordinating conjunctions	Quand Si Parce que/ Car	Cuándo Si Porque	Wann Wenn/ falls/ ob Weil *All subordinating conjunctions in German send the verb to the end of the clause.*	

Task 3

These are the main grammatical concepts within the KS2 languages PoS.
When do pupils first learn about these in literacy/ SPAG/ GPS lessons?

Gender	Subject pronouns	Opinions (verbs and adjectives)
Nouns	Regular Verbs	
Adjectives	Irregular Verbs	Questions
	There is/ are	Imperatives
		Conjunctions

National curriculum literacy

Year 1	Year 2	Year 3
• regular plural nouns (-s) • using 'and' • sequencing sentences to form short narratives • punctuation: capital letters, full stops, question marks, exclamation marks	• noun (noun phrase, compound noun) • adjective • adverb • verb • tense (present, past) • punctuation: commas for lists, apostrophe (missing letters / possession)	• a / an • consonant / vowel • word families • conjunctions (subordinating) and subordinate clauses • paragraphing • adverbs and prepositions (time, place, cause) • punctuation: inverted commas for direct speech
Year 4	**Year 5**	**Year 6**
• pronoun • possessive pronoun • fronted adverbials (e.g. time phrases – later that day)	• adverbials for cohesion (firstly, then, after that) • relative clauses • modal verbs	• subject – object • synonym – antonym • active – passive • informal – formal register • punctuation: semi-colon, colon, dash

"Technically, Michael, the things your dad yells at other drivers are exclamations, and we don't need any more examples."

Languages and literacy

- Storytelling
- Poetry
- Recitation
- Handwriting
- Punctuation
- Grammar

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Target language ideas

"In addition to this dedicated time allocation, teachers should seek opportunities during the week to enable children to use their newly acquired language skills. The curriculum offers opportunities throughout the day, planned or incidental, to reinforce language work, for example carrying out class routines. […] The duration and frequency of the sessions will depend on who is teaching the language. Primary class teachers will have more flexibility than visiting teachers."   *KS2 Framework for Languages*

In the handbook you will find:

- a suggested list of classroom language (Fr, Gm, Sp)
- links to useful audio resources online
- ideas for developing target language use everyday in classrooms

Use the target language to ask for fruit or to say you're thirsty.

Have a display of key language in each classroom so that all teachers can ask pupils to show or teach them what they've been learning.

Association *for* Language Learning

¿Cómo estás?

¿Qué tal?

¿Cómo está usted?

¿Dónde vives?

(Where do you live?)
Phrase of the week: Week 9 Spring Term

Vivo en ...

(I live in ...)
Phrase of the week: Week 10 Spring Term

Fenomenal

Muy bien

Bien

Bastante bien

Regular / Así así

No muy bien

Mal

Muy mal

Fatal
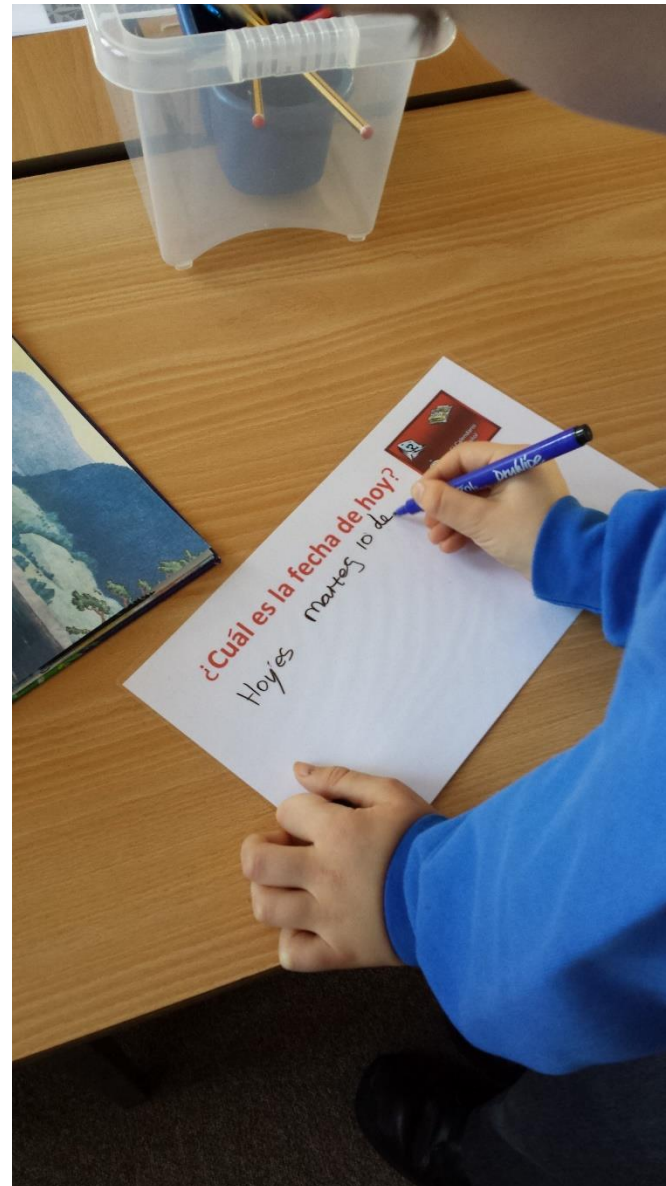
Introduce a date routine so that a different pupil every day write the date in English and the TL on the board.

Target language ideas

- Register routines
- Packed lunch / school dinners
- Tidying away
- Weather
- Try five
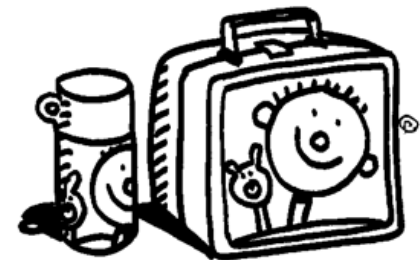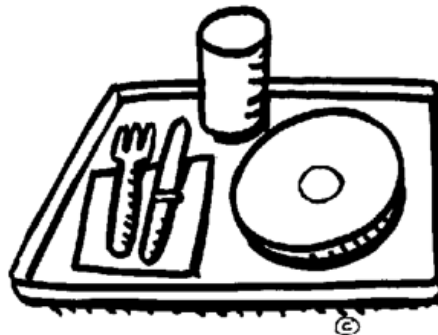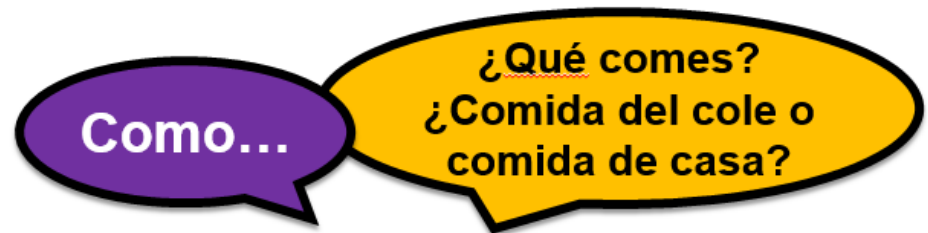
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Assessment and reporting
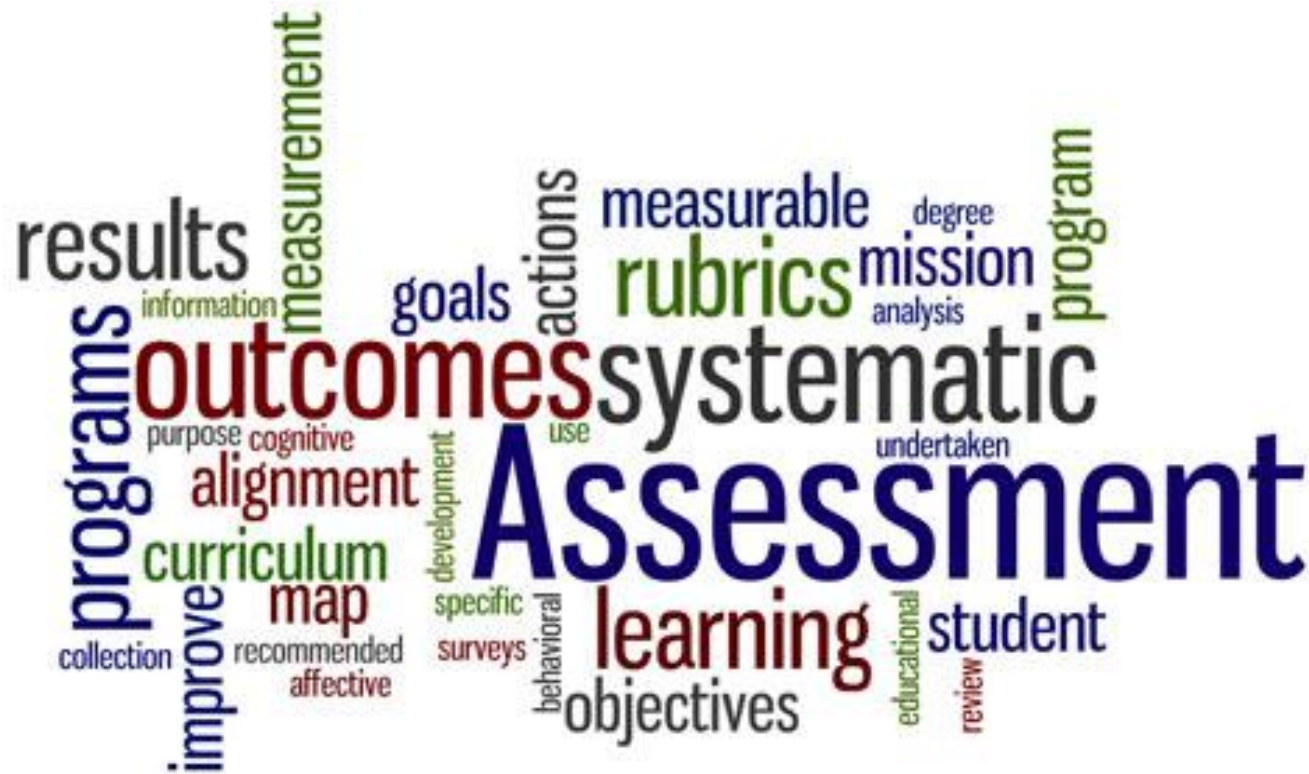
Assessment and reporting

KS2
Listening & Reading

I can understand:

STEP 1
a few familiar spoken words and short phrases, spoken slowly and clearly.

STEP 2
a range of familiar spoken words and short phrases.

STEP 3
the main points of a short passage made up of a few familiar words and phrases.

STEP 4
a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions.

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Listening & Reading

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KS2 Speaking

I can:

STEP 1

ask and answer simple pre-learned questions from memory.

STEP 2

rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation, and use simple pre-learned words and phrases for routine situations.

STEP 3

ask and answer simple questions on the current topic and for classroom talk, producing short phrases, including opinions, from memory, with good pronunciation.

STEP 4

ask and answer simple questions on a few familiar topics and in classroom talk, giving opinions, using simple phrases and sentences independently, with good pronunciation, expressing opinions and responding to those of others.

KS2 Writing
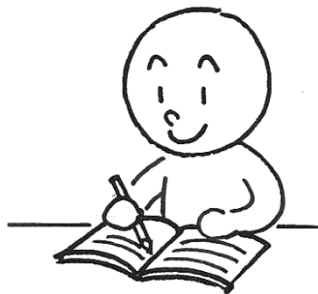
I can:

STEP 3

write some single words from memory, with plausible spelling, and with support substitute one element in a simple phrase to vary the meaning.

STEP 4

write simple words and several short phrases from memory with understandable spelling, and substitute one element in a simple phrase or sentence to vary the meaning.

STEP 5

write words, phrases and short, simple sentences from memory with understandable spelling, and change some elements in sentences to create new ones.

STEP 4

write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, and can write sentences on a few topics using a model, e.g. a writing frame.

KS2
Grammar & Vocabulary

I can:

STEP 1

STEP 2

STEP 3

STEP 4

STEP 1
use singular indefinite articles, form regular plural nouns, show awareness of adjective and noun position and agreement, use high frequency verb forms (I have, it is, they are, there is/are), and the connectives and, but, and also.

STEP 2
use indefinite and definite articles with a variety of nouns and adjectives, create a greater variety of sentences using key verbs (has, is, and some regular –AR verbs) and sequencers and/or prepositions of place.

STEP 3
use definite and indefinite articles, agree adjectives for number and gender, use all persons of several regular verbs in the present tense (with a writing frame) and use days of the week in simple sentence formation.

STEP 4
use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently, and has a basic repertoire of words and phrases related to people, places, things and simple actions.

Assessment and reporting

Association for Language Learning

Y3 Class assessment sheet – KS2 attainment objectives

Each pupil may show achievement at a different level. Indicate (-), (=) or (+) as appropriate.

- I can do this with support
= I can do this independently most of the time
+ I can do this readily and with confidence

Name	L1 joins in confidently with most of the actions in songs, stories and rhymes	L2 recognises written form and meaning of known vocabulary from the spoken word	S1a can answer most questions learnt	S1b	S1c	S2 uses 'I have' and 'it is' to form simple sentences.	S3 can adapt model sentences to describe things (nouns + adjectives)	R1 reads and recognises most familiar vocabulary	R2 enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition	R3 can make links to phonics and pronounce familiar words well,	R4 responds well to teacher prompting to understand new words	R5	W1 writes some known words and short phrases from memory with understandable spelling	W2 substitutes and adapts noun-adjective collocations in simple sentences.	W3 can follow and adapt a model to create a few short phrases with nouns and adjectives,	G1 usually uses the correct indefinite article in practice activities – independent use is more variable	G2 can recognise and say singular and plural nouns, differentiating between them	G3 able to place and agree some familiar adjectives correctly in practice activities	G4 uses i have / it is /they are / there is but may confuse their meaning and use	G5 uses 'and' and 'but' with some confidence
Jonny Depp	+	+	+			=	=	+	+	-	+		=	=	=	-	=	=	-	-

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Raising the profile

On your own

- Around school
- With parents
- In the classroom
- Special events
- International School Award

In collaboration with secondary school

- Language leaders
- Taster visits
- Inter-school competitions
- Shared resources (story writing project)
- Film and drama

Language leaders

http://www.rachelhawkes.com/RPP/LangLead/LanguageLeaders.php

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What next?

Visit the ALL Connect Blog: allconnectblog.wordpress.com

KS2 modules: on Grammar, Speaking, Writing & Progression
KS2/3 module: on Transition, and
KS3 modules: on Literature, Spontaneous Speaking, Grammar & Translation

To these, in year 2 have been added:
KS2/3 module: Transition Toolkit

KS2 module: Coordinator's Handbook. (You have just done this! Now access the handbook itself!)

ALL Connect has also created new interactive wikis, allowing teachers to upload examples of their own resources, and download further support materials:

Literature Wiki: all-literature.wikidot.com
Speaking Wiki: all-speaking.wikidot.com
Grammar Wiki: all-grammar.wikidot.com
Writing & Translation Wiki: all-writingtranslation.wikidot.com
Progression & Transition Wiki: all-progressiontransition.wikidot.com