

Tackling the issues in KS2

- free training from ALL Connect
- Steven Fawkes

ALL Connect KS2 in NE

Centres in

- Newcastle (Tyneside)
- Sunderland (Wearside)
- Saltburn (Teesside)
- But not just in the face-face regions;
available online for all
- <https://allconnectblog.wordpress.com/>

Principles of ALL Connect

- Peer support and exchange
- Resources available, flexible, tried and tested and free to use
- Discussion
- Exemplification
- Action planning
- Input + follow-up



What are the issues?

- Not all of the issues!
- Teachers owning the Programme of Study
- Clarify interpretation
- Consider how things fit together
- Effective practice
- Themes: Speaking, Writing, Grammar, Progression, Transition



Grammar

- Demystify and reassure
- Pupils in KS2 ‘observing’ language
- If asked why, say ‘Let’s find out.’
- Links between cognitive development, potential home languages and development in Literacy
- Valuing curiosity and thinking



Just a taste...



KS2 Grammar

- Using story for grammar
- ***Les quatre amis***
- Focus on gender
- Noticing, saying and remembering articles
- Plurals
- Adjectives
- Word order
- Simple sentence formation





Key question



How can we best integrate grammar teaching into language learning at KS2?





Introducing concept of gender



- Can children *hear* the difference between feminine/masculine form of definite/indefinite article (the, a/an)? Grammar is not exclusively about **written** accuracy
- Can children *pronounce* the different articles clearly?
- Can children *see* the difference?



Virtually There



- <http://www.bbc.co.uk/programmes/p01vzml5>
- (Spanish)
- <http://www.bbc.co.uk/programmes/p01sxkbj>
- French



My favourite slide (see notes)



- ... step by step with lots of reinforcement and hand in hand with speaking, listening, reading and writing. We are helping children to understand some of the key features of the new language which will serve as a foundation for secondary school. There will be plenty more for them to find out about in KS3!



The big question



What skills, knowledge and understanding would you like your learners to have acquired during four years of learning a foreign language at your school?

- *Progression*



KS2 Progression



Teachers would expect to see an increase in:

- the **amount** and **complexity** of language which children can **understand** and **use**
- **speed** and **fluency** of response
- **confidence** in **deducing meaning** using grammatical knowledge
- **confidence** in children's **understanding** and **use** of language
- ability to **re-use language** in different contexts and topics

And a growth in:

- **understanding** of children's **own culture** and **those of others**
- the range and frequency of **use of language learning strategies**
- **confidence** in dealing with **unpredictable language**
- new **insights** into **how language works**
- **developing independence** in language learning and use across the range of skills



Progression



- Resources!
- <https://allconnectblog.wordpress.com/category/ks2-progression/>



Existing progression frameworks

1. The CEF Common European Framework
2. The Languages Ladder
3. The KS2 Framework objectives by strand



KS2 Speaking

- **Ask** and **answer** questions
- Express **opinions**
- **Ask** for **clarification** and help
- Speak in **sentences**
- **Describe** people, places, things





Unusual GPCs



- Cf the following activity from key stage 3 Spontaneous Speaking module



Read aloud in 30 seconds



- Boulogne
- Marseille
- Lyon
- Clermont-Ferrand
- Paris
- Reims
- Caen
- **Dresden**
- **Wien**
- **Aachen**
- **Muenchen**
- **Schleswig-Holstein**
- **Basel**
- **Karlsruhe**
- Salamanca
- Leon
- Zaragoza
- Barcelona
- Sevilla
- Jerez de la Frontera
- Valladolid



How would *they* say ..?



- Knaresbrough
- Birmingham
- Aberdare
- Warwick
- Gloucester
- Gillingham
- Shrewsbury
- Scunthorpe



Phonics / Pronunciation

Classroom / Routine language

Interaction

Oral presentation



Phonics / Pronunciation

Listen and show understanding by joining in.

Link the sound, spelling and meaning of words (songs and rhymes).

Read aloud with accurate pronunciation.

Classroom / Routine language

Listen and show understanding by responding.

Seek clarification and help.

Ask and answer questions.

Express opinions.

Interaction

Engage in conversations.

Ask and answer questions.

Express opinions.

Speak in sentences.

Oral presentation

Speak in sentences.

Present ideas and information orally.

Describe people, places, things and actions orally.



Everything is joined up!

ALL Literature wiki

<http://all-literature.wikidot.com/>

Search : Roma

<https://www.youtube.com/watch?v=YInpGDQhwmM>

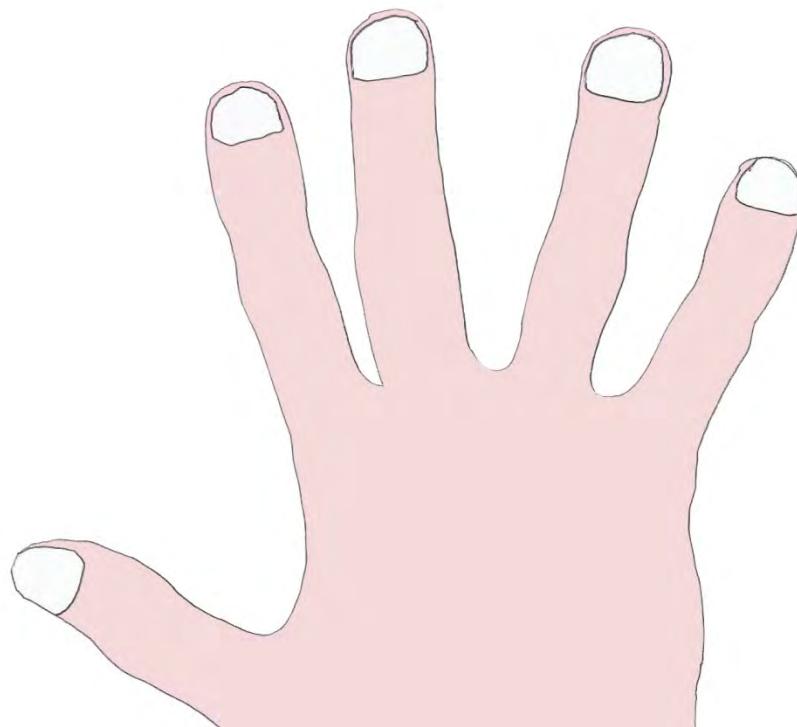
Speaking, reading, listening, memory, grammar ...



Songs, rhymes and poems



Que fait ma petite main ?
Que fait ma petite main ?
Elle caresse : doux, doux, doux
Elle tape : pan, pan, pan
Elle gratte : grr, grr, grr
Elle chatouille : guili, guili, guili
Elle pince : ouille, ouille, ouille
Elle danse : hop, hop, hop.
Que fait ma petite main ?
Au revoir !



Samantha



Elle caresse, doux, doux







The New Curriculum: Language and Literacy



- Develop pupils' reading and writing in all subjects
- Promote wider reading
- Accurate spelling and punctuation
- Correct use of grammar
- Narratives, explanations, descriptions, comparisons, summaries, evaluations



The New Curriculum: Language and Literacy



- Develop vocabulary actively
- Increase pupils' store of words
- Make links between known and new vocabulary
- Discuss the shades of meaning in similar words



The New Curriculum: Languages



Children should be taught to:

- write at **varying length**, for **different purposes** and **audiences**, using the variety of grammatical structures that they have learnt
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe **people**, **places**, **things** and **actions** in writing













Plus

- key features and patterns of the language, as mentioned in the grammar section of the PoS
- broaden their vocabulary and develop their ability to understand new words that are introduced in familiar written material, including by using a dictionary



Year 5 Writing



Toco		el piano	y	me gusta		la música pop.
		el violín				la música clásica.
		el trombón				la música reggae.
		la guitarra				la música jazz.
		la flauta				la música heavy.
		la batería				el rap.



ALL Connect wikis



- <http://all-grammar.wikidot.com/>
- <http://all-speaking.wikidot.com/>
- <http://all-progressiontransition.wikidot.com/>
- <http://all-literature.wikidot.com/>

Please join the wikis!

Please contribute your own ideas!



Just a taste...

Progression Wiki



- ¿Cómo te llamas?
- ¿Dónde vives?
- ¿Cuál es tu nacionalidad?
- ¿Cuál es tu color favorito?
- ¿Eres famoso?

Me llamo Joan Miró. Soy catalán. Vivo en los Estados Unidos. Soy un escultor y pintor famoso. Adoro el rojo y el azul.

Soy un artista famoso. Soy español. Vivo en Francia. Me llamo Pablo Picasso. Me gusta el color azul.

Soy una artista famosa. Me llamo Frida Kahlo. Vivo en Méjico. Soy mexicana. Mi color favorito es el blanco.



Year 5 Writing

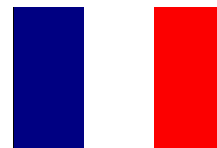


Ich spiele	<i>I play</i>
du spielst	<i>you play (sg.)</i>
er spielt	<i>he plays</i>
sie spielt	<i>she plays</i>
wir spielen	<i>we play</i>
ihr spielt	<i>you play (pl.)</i>
sie spielen	<i>they play</i>

Hallo ! Ich heiße Anna und ich bin zehn Jahre alt. Ich spiele Gitarre und ich liebe Popmusik. Mein Bruder Jonas zieht Rapmusik vor und er spielt Schlagzeug. Meine Freunde Amelie und Marlene mögen klassische Musik und sie spielen Geige in einem Orchester.



Year 6 Writing



L'artiste américain Andy Warhol est né à Pittsburgh le six août mille neuf cent vingt-huit. Son vrai nom est Andrew Warhola.

Il étudie les arts à Pittsburgh et aussi à New York. D'abord il est dessinateur publicitaire, mais plus tard il devient un artiste célèbre et controversé qui est membre du mouvement Pop Art.

Il fait du dessin, de la peinture, de l'impression, de la photographie, de la sérigraphie, de la sculpture, du cinéma, de la musique et de l'infographie. Ses images de Marilyn Monroe sont très célèbres.

Son atelier à New York s'appelle The Factory. Il a beaucoup d'amis célèbres, par exemple l'actrice Bianca Jagger et l'auteur Truman Capote.

Andy Warhol est mort à New York le vingt-deux février mille neuf cent quatre-vingt-sept, à l'âge de cinquante-huit ans.



Writing what we hear



_l ch_c_l_t_

el chocolate

l_s pl_t_n_s

los plátanos

_n p_l_ch_

un peluche

n m_ñ_c_

una muñeca



Transition



- Discussion
 - Opportunities, overcoming obstacles
- and sharing
 - Joined-up curriculum
- Planning
 - Recycling
- Attitudes and confidence



Enjoyable activity either side of a transition



- <http://all-literature.wikidot.com/>
- Search : Eurovision
- https://www.youtube.com/watch?v=YqGSWHz9zu4&src_vid=AC_DCCHJs74&feature=iv&annotation_id=annotation_2260985527



Joining an ALL wiki



- Go the page eg <http://all-literature.wikidot.com/>
- 'Create an account' with wikidot (Top right)
 - You need a name, email address and password
- Return to the wiki page
- Click on 'Join this site' (Also Top right)
 - Use the same name and password



And finally.....



Good strategies for successful transition will allow teachers to let pupils show them what they know and what they can do with confidence and pleasure.'

Training the Trainers (2006)

CILT, the National Centre for Languages



...how do we achieve this?



By working together!

We can only realistically do any of this if we share knowledge and experience, specifically by:

1. Meeting regularly (half-termly helps!)
2. Visiting each other's classrooms and observing learning first-hand
3. Developing shared documentation (starting with curriculum documentation, and then, some way down the line, assessment documentation, and then, finally, transfer documentation.



ALL Local



- ALL Primary Hubs
- ALL Networks and Branches
- <http://www.all-languages.org.uk/events-list/future-events?p=1>
- Check the map:
- http://www.all-languages.org.uk/community/branches_and_networks
- Not covered? Create your own ALL group and join the party!



- **It's nice to share 😊**



ALL Connect wikis



- <http://all-grammar.wikidot.com/>
- <http://all-speaking.wikidot.com/>
- <http://all-progressiontransition.wikidot.com/>
- <http://all-literature.wikidot.com/>

Please join the wikis!

Please contribute your own ideas!



Overview



- ALL Connect Modules (planned at 2 hours)
 - With follow-up
 - And resources
- *All free to use, funded by DfE and written by teachers*
- Start from <https://allconnectblog.wordpress.com/>
- Wikis
- *Also free to use*
- ***And brand new***



KS2 Coordinator's Handbook



- .. sample documentation and templates to support the work of the Languages Co-ordinator in:
- articulating a vision for language learning in the primary school;
 - languages policy creation;
 - curriculum planning and design;
 - monitoring standards of teaching and learning;
 - assessing and reporting progress;
 - leading and developing other teachers of languages; and
 - raising the profile of language learning in the school and local community.



Transition Toolkit



- The ALL Connect Transition Toolkit is a practical, useful guide containing a set of 'tools' (ideas, strategies and resources), designed to inform the process of transition in languages teaching and learning between KS2 and KS3.
- <https://allconnectblog.wordpress.com/category/ks2-3-transition-toolkit/>
- Resources!



- **You're ALL Connected!**

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