



Fighting fit for GCSE

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¡Vámanos!
Allons-y!
Los geht's!





In an ideal world

Primaries delivering an effective KS2 curriculum

Smooth transition into KS3 with focus on GCSE skills

Fine tuning GCSE skills with final exam focus



Stepping stones KS2- 3 - 4

Build on:

Foundation of core grammar

Foundation of vocabulary

The level of linguistic and cognitive demand higher



The Key Stage 3 programme of study

Less prescriptive

Focus on:

Vocab and Grammar

Linguistic Competency



Direct link from KS3-4

All 4 language skills to be developed

Unplanned classroom talk

Translation activities (Eng-TL-Eng)

Independent manipulation of grammar

Vocabulary building

Literary texts

Authentic materials

Activities for creative expression

Extended writing opportunities



Key features of new format

More challenging

Need for grammar application

Wider use of language structures

Less predictable

Authentic materials featured

Long term memorisation key

Mastery curriculum



Speaking skills

Pronunciation
Unscripted interaction
Memorisation
Narration
Asking questions
Paraphrasing
Prediction
Getting the gist
Note taking skills





Speaking practice



Writing micro skills

Grammar development

Vocabulary development

Accuracy

Clear expression

Extended writing

Translation skills



Using speaking to enhance writing



The 'G' word!

'What the chuff is this grammar miss?'

Leanne year 8



A little grammar quiz!

Lexis

Words

Syntax

Putting sentences together

Phonology

Sounds and spellings

Grammar

Grammar



Grammar

Grammar is often thought of in terms of the rules that make a language work as it does and distinguish it from other languages. For example,

gender (masculine, feminine, neuter)

number (singular, plural... dual in some languages!)

agreements – adjectives, participles

inflections: conjugations of verbs, declensions of nouns and adjectives



Stages of grammar learning

Noticing:

Becoming aware of structures and patterns and connecting them to form and meaning.

Structuring:

Manipulating the language, changing forms to express meanings.

Learning is still controlled with little spontaneous and creative adjustment



Stages of grammar learning

Proceduralisation, or automatisisation

the process of transforming a controlled conscious activity into an automatic unconscious activity through repeated practice, either by incorporating structured exercises into the language lesson, or by repeated exposure or immersion.



Translation

Form function

Developing grammar and complexity

Writations



Intercultural understanding micro skills

Prediction

Gist

Skimming and scanning

Grammar development

Vocabulary development

Translation skills



Literature



Planning

All four skills to be regularly developed

Homework to be planned in so effective

Start learning vocab early and regularly.

Revisit and provide opportunities for mastery



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Thank you for listening!