



PRIMARY LANGUAGES FOR ALL



Contributing peer-to-peer support to local primary teachers
Linking to a national community in collective professional
development

Have you heard?



The Programme of Study for key stage 2 suggests:

Reading

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

Listening

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Have you heard?



The progression looks like this:

KS2

- appreciate stories, songs, poems and rhymes in the language
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

KS3

- read and show comprehension of original and adapted materials from a range of different sources
- read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture

Have you heard?



ALL is running a Literature project to help busy teachers identify interesting texts and strategies for exploiting them with classes of 7-14 year-olds.

Have a look at the ALL Literature wiki to find:

- texts and activities suggested by Language teachers
- background reading on strategies, rationale etc.
- extensive links to online sources of useful texts
- and lots more

Please Join the Site and send in your own comments, ideas and suggestions. It is being built by professional colleagues just like you around the country!

<http://ALL-Literature.wikidot.com>

Have you heard ... about ALL Connect?



It has been a great privilege to be on the ALL Presidential team for three years. The strength, dynamism and energy of this Association is in its members and volunteers. ALL Connect will be the vehicle through which we grow in the next year. It is expressly designed to galvanise us across the phases to work together to focus completely on our pupils' learning. It's our teachers that will make our new curriculum work and we could not wish for a better, more committed, more caring workforce. We are rightly known across the world for our creativity – they ain't seen nothing yet.



Ann Swarbrick

Finding the time



- Many learners find that Language is best remembered when it is encountered in short slots and recycled soon afterwards ... but
- The Programme of Study does not define the amount of time that should be allocated to Language lessons ... and
- The curriculum has lots of other things to fit in!

Have you read?



Primary blog

Primary languages teacher and consultant
Clare Seccombe offers advice on the new Key
Stage 2 Languages Programme of Study, and
how best to fit in the necessary teaching hours



"Teachers can plan
short opportunities for
children to practise
the target language"

Our new Programme of Study for Key Stage 2 Languages (<http://tiny.cc/KS2PoS>) is not very long. Two and a bit pages may not seem very detailed, but if we read between the lines we can see what the children will have to learn and also what "substantial progress" looks like. One thing that is not mentioned – and which has been an eternal bugbear of the Primary Languages movement – is the time that should be allocated to language learning in primary schools. Languages will now be jostling with the other Foundation subjects for a place in an already crowded timetable. The DfE will only say that they "trust schools to timetable subjects in the most effective way".

So how much time, reasonably, should schools be allocating to languages now they're a compulsory part of the curriculum? The recent Language Trends survey for 2013-14 (<http://tiny.cc/LTS2013>) says that the majority of Key Stage 2 language lessons are between 30 and 45 minutes long. Only

a small proportion offer an hour or more and none offer more than two hours. The time given varies from as little as 15 minutes a week to as much as 80.

Part 2 of the Key Stage 2 Framework for Languages (<http://tiny.cc/KS2Framework>) says the "time allocation across the week should be sufficient to ensure that children have opportunities to interact with the language and for their learning to be properly reinforced. Children benefit from frequent opportunities to practise [new language] and schools will ideally teach languages regularly throughout the week." The Framework works on the basis of children learning a language for 60 minutes a week. This time can be divided into relatively short sessions.

Say the dedicated language lesson time that can be fitted into the timetable is 40 minutes each week. This leaves 20 minutes. Teachers can plan short opportunities for children to practise the language during the school day. Here are some ideas for short language activities that teachers can integrate during the week, and which will all help to add up to the one hour of provision:

- Use registration time: when answering their name, children can say a word that they have been learning or answer a question that the teacher asks them.
- Record the date and weather each day.
- Establish routines: questions such as asking

For more ideas for
cross-curricular
languages at KS2,
turn to page 18



Language can be introduced into Drama lessons, too. Find some tips on page 18

- for a pencil or permission to go to the toilet.
- In Maths starters: teachers can ask some mental maths questions in the other language, encourage the children to count in 10s, identify odd and even numbers, use number games with mini-whiteboards.
- Warm-ups in PE can develop listening and comprehension skills.
- Encourage playground games and skipping games from the target-language country.
- Use colours in art or other subject areas.
- Learn a song to sing in class or assembly.
- Show and discuss video clips with an intercultural theme.
- Start or end a session by asking the children a few questions in the language.
- Play 'I Spy' or 'Silent Words' (where someone mouths a word and the others work out what it is), odd one out with vocabulary.

For further information:

Have you read?



Use registration time: when answering their name, children can say a word that they have been learning or answer a question that the teacher asks them. Record the date and weather each day.

Establish routines: questions such as asking for a pencil or permission to go to the toilet.

In Maths starters: teachers can ask some mental maths questions in the other language, encourage the children to count in 10s, identify odd and even numbers, use number games with mini-whiteboards.

Warm-ups in PE can develop listening and comprehension skills. Encourage playground games and skipping games from the target-language country...

Learn a song to sing in class or assembly.
Show and discuss video clips with an intercultural theme.

Have you tried .. looking for Golden Moments?



Have a song or some music from a target country on in the background as the class arrives / tidies up / comes into PE / does some other routine activity

Any counting, time telling, weather observation, dates and birthdays can be done in the target language on a day to basis

‘Simon says’ is an effective kinaesthetic activity to reinforce verbs and actions – it can be used at any time to fill a few minutes and enhances listening skills <http://www.take10.org.uk/>.

Building something into Assembly time. Use cultural events to have a moment of reflexion in the Target Language. Sites like http://www.jeannedelalune.co.uk/advent/Advent_Calendar_French.html provide a daily stimulus and sites such as [www.teteamodeler](http://www.teteamodeler.com) always has rafts of creative ideas and activities based on current seasonal and cultural events.

Have you tried?



... **bringing a bit of Language activity into other subjects?**

Encourage pupils to use a bi-lingual dictionary to look up key words for other subject areas and add them to a 'topic based' word wall for the term.

Present previously seen facts, information and ideas in the TL using resources from sites such as

http://www.professeurphifix.net/eveil/sommaire_geographie.htm -

many of the words are cognates in scientific or geographical terminology so they can be surprisingly easy for even very young children to recognise.

Brainstorm current affairs by scanning headlines from a site such as www.newmap.jp These headlines from around the world can be narrowed down by category too so it's easy to select the more age appropriate categories.

What have you tried?



Have you seen?



BBC Series – *Virtually There*
French, German, Spanish for KS2



Virtually There



- A compilation of short films and songs for KS2 children learning French, German or Spanish
- A boy or girl in the UK talks to French/German/Spanish friends as they take part in various activities. They take their British friend with them via their tablet devices
- These adventures give KS2 language learners an insight into French/Spanish/German language and culture.
- Children will hear the basic language they have been learning in a range of real-life situations.

Virtually There - French



First clip – Let me introduce myself

<http://www.bbc.co.uk/programmes/p01sxl7>

Song to reinforce clothes vocabulary

<http://www.bbc.co.uk/programmes/p01sxl31>

Virtually There- German



- First clip – Meet the Berliners

<http://www.bbc.co.uk/programmes/p01yml33>

- Song to reinforce body parts and gender

<http://www.bbc.co.uk/programmes/p01ymm8z>

Virtually There- Spanish



- First clip – Introductions in Spanish

<http://www.bbc.co.uk/programmes/p01vzk2f>

- Song to reinforce days of the week

<http://www.bbc.co.uk/programmes/p01vzk68>



Have you talked about? ...

Everything you are
... concerned about?
... pleased with?
... wondering?





What is ALL?

ALL is:

- The major professional association for teachers of ALL languages, at ALL levels, in ALL sectors;
- Run by teachers, for teachers;
- Completely independent - our sole purpose is to support and represent language teachers.



What does **ALL** do?

- Represents the interests of its members;
- Provides information and support;
- Contributes to national debates;
- Produces regular publications, such as Languages Today magazine and journals;
- Runs training courses tailored to teachers' needs;
- Runs the annual **Language World** conference.



So why join ALL?

- **To be well informed:** Up to date with news and developments from the world of languages through our magazine, journals and weekly e-newsletter.
- **To be networked:** Part of the national community of language teachers in the UK, providing support and encouragement.
- **To be adaptable:** Discovering and applying new teaching methods, resources and technologies, from other teachers eager to share their practice.
- **To be proactive:** Taking control of your own professional development, and taking advantage of the many training events on offer.
- **To be motivated:** With regular boosts of ideas and inspiration, keeping you on the top of your game, and reminding you why you became a teacher!

What will I get?

- Regular issues of Languages Today magazine;
- Copies of ALLnet, our weekly e-newsletter;
- Online access to our members' area, and electronic issues of our journals;
- Discounted or free training courses around the country, tailored to your needs;
- Great special offers from our Corporate Members;
- Big discounts on delegate fees for our annual conference, Language World.



Primary membership

- Heavily discounted
- Currently £36 per year for a teacher, or a school
- www.all-languages.org.uk/join/join_us/

How do I join **ALL**?

- Online – at www.all-languages.org.uk;
- By telephone – on **0116 229 7600**;
- By email – to info@all-languages.org.uk;
- By post – to:

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University Road, Leicester LE1 7RH.





Contributing peer-to-peer support to local primary teachers
Linking to a national community in collective professional
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