



Primary Hub Roadshow

February 2020

all-languages.org.uk

Notes

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- A webinar based on the Autumn Roadshows will be delivered on 27 February from 8.00-9.00 p.m. at <https://lancelot.adobeconnect.com/all-london>
 - This presentation contains Notes below the screens, partly to save being too wordy.
 - Please do read them in advance as some of the information is essential to the screen content.

Have you had refreshment?

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- We are very grateful to the Primary Hub coordinator for putting on this event, and to the host institution for their hospitality.
 - Please make a contribution to the cost of refreshments 😊

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Have you heard about ... ALL's 30th. birthday?

Have you seen ... the Competitions?

Have you booked for ... Language World 2020?

Have you seen the latest from ... THE
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Have you read / passed on ... Guidance for
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Planning

Inspection

Do you know about ... CLIL?

Have you heard about ALL's 30th birthday !

- As well as celebrating at Language World, ALL is marking the occasion through:
- New e-publications on the website (including a birthday bundle - and a selection of Primary Blogs coming soon!))
- A fresh approach to content on the website. (Please send in your stories and reports)
- An opportunity to suggest features for Languages Today magazine

Have you seen ... the Competitions?

1 Primary Bee

- The Primary Bee is for encouraging pupils in Years 5 & 6 who have started learning a foreign language ab initio in KS2 to develop their vocabulary, pronunciation and memory skills in French, Spanish or German.
- Pupils are given one minute to translate correctly as many words or phrases as possible, based on a list of high-frequency language (e.g. numbers, colours, days of the week, question words and a number of common verbs)
- They will be given a word or phrase in English to translate correctly, using accurate pronunciation and intonation.

- The Primary Bee sponsor, Vocab Express, is hosting the Primary Bee website, and offering competitors' schools free access to their online vocabulary learning platform for practicing words on the list during the competition.
- The cost is £25 for state schools and £50 for non-state schools.
- Please go to <https://languageprojects.github.io/use> to pay your school's entry fee, before registering for this year's competition at:
- <https://www.routesintolanguages.ac.uk/events/primary-bee-registration>

Have you seen ... the Competitions? French Pop Video Competition 2020

The Institut français du Royaume-Uni, with Francophonie UK, has just officially launched the 2020 video song contest for primary and secondary school students in **the national-curriculum schools** of England, Scotland, Northern Ireland, Wales, and the Channel Islands.

More info and free registration at
<http://bit.ly/FRENCHPOPVIDEOCOMPETITION2020s>

Have you booked ... Language World? Manchester 13-14 March

- Full programme and booking is here : <https://www.kc-jones.co.uk/lw2020>
- Taster follows!

Language World Primary sessions

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- Family Language Learning
 - Literacy through the Gruffalo
 - Technology to ease & enhance oral assessments
 - Using songs
 - Intercultural understanding through picture books
 - Primary progress
 - Language Ambassadors

- Unlock the curriculum with Latin
- Activities with 1,2,3 ... Tivi5monde
- ~~ADiBE in UK Schools~~
- Free KS2 French Comprehensive Curriculum
- 'New' Phonics
- The Creativity Conundrum
- Harnessing the Hive Mind
- Teaching German
- Drama Games
- BBC New Bitesize resources

Have you seen the latest from ... THE LANGUAGE MAGICIAN?

- Shared Resources : Tweaking workshop
- Find the Resources here:
- <https://www.thelanguagemagician.net/resources/>

THE LANGUAGE MAGICIAN - A magical tweak



Qualitätssiegel 2018

STRATEGISCHE PARTNERSCHAFTEN
IM SCHULBEREICH



Nationale Agentur für
EU-Programme im Schulbereich

Why should I tweak?

If your class is asking you 'When can we play THE LANGUAGE MAGICIAN again?'

and you would like to maintain their motivation how about tweaking some activities you do anyway to make them look more like TLM?



Example: Create your magician



- Pupils create their own magician
- *(S/he doesn't need to look like this! You can use a different sketch)*
- They practise describing - size, colours, clothes, body parts
- They draw a picture and get ready to answer questions about it aloud



Example Specially written playlets

‘Where is Crocodile?’ was specially written for this project; it is available on the TLM website in English and German, and via the links provided in French and Spanish.

A sample follows...

Also available via THE LANGUAGE MAGICIAN website an original German playlet called ‘Bad weather’ has been tweaked to be ‘Bad weather for magical creatures’ featuring the TLM characters.



Doing a play

- Auditioning
- Feedback
- Casting
- Rehearsing
- Directions
 - Adverbs
 - Verbs
- Choosing characters
 - Pour (le chat)
 - On choisit ..
 - Qui voudrait ..?
 - Est-ce que ...
- Finding props
 - Il faut ..
 - Qui a ..?



Using THE LANGUAGE MAGICIAN song

- As a sort of spoken Round

Select the lines for them to join in with

Give out lines / parts of lines to individuals / pairs / groups to learn

Cue them with first words as needed



TLM Winivil Stories

For reading aloud to a class

- For encouraging interaction

Pupils could ...

- ... listen to the story and show their understanding by speaking, or by making a tableau, or by re-enacting a scene from the story
- ... retell a part of the story in their own words
- ... follow the text as it is read
 - For stimulating new ideas and stories!
- ... use the structure to create their own story



Example 10: Picture / Word mats and cards

- Teacher creates a picture mat (Example in the full presentation)
- For use in games to retrieve vocabulary and use it in sentences – in speaking (and/or writing)
- The presentation suggests for use in different Years / across a year for different purposes



Have you read / passed on ... Guidance for Governors?

ASCL has published guidance on Primary Languages for school governors and trustees here

<https://www.ascl.org.uk/Help-and-Advice/Primary-education/Primary-Curriculum/Supporting-Foreign-Languages-in-your-School-A-guid?viewmode=0>

An example of advice appears on the next slide.

Possible ways of helping your language teachers and teams

- Support continuous professional development for foreign language teachers through subject communities and primary foreign language networks, eg the Association for Language Learning.
- ~~Develop promotional~~ information about foreign languages for parents at Intake evenings / presentations.
- Encourage governing boards and trustees and parents with language skills to act as role models for language learning.
- Nominate an interested governor for support with primary languages.
- Encourage celebration of the school's languages at assemblies and parental gatherings to enlist support for languages from the outset.
- Develop relationships and encourage collaboration with secondary schools to support effective transition in languages.
- Promote the importance of foreign languages, for example, support for international experience, visits and trips.

Have you explored ... Primary Supplement / Primary Zone?

- Supplement: Introduction from Ofsted
- Free online support from cultural partners : French, Spanish, German, Latin, Japanese
- Free online Support from ALL: Guidance on e.g. assessment, progression
- Support from British Council
- *Pass it on!*

Have you seen ... what goes on in other Hubs?

ALL York Primary Hub discussed Writing in November:
Nieves reports: We shared Clare Seccombe's write away e-magazine as a useful moderation tool.

<https://www.flipsnack.com/FC9DF96BDC9/write-away-issue-1-june-2019.html>

- We also talked about the importance of phonics and where to find resources
-

- Rachel Hawkes' blog (several languages) :
<http://www.rachelhawkes.com/Resources/Phonics/Phonics.php>

A presentation from Nathalie Paris (French)

<https://nattalingo.co.uk/wp-content/uploads/2019/09/French-Teachers-Day-5-October-2019-phonics.pdf>

- We looked at duolingo's tiny cards website/app: <https://tinycards.duolingo.com>
 - *When creating games, you can change the settings to provide learners with a focus on listening, reading and/or writing. Investigate '**quiz learner on both sides**' and '**enable typing**' to adapt the focus.*
- Quizziz <https://quizizz.com/admin> now has the option to add images and also sound making it an effective way of gathering assessment data or for practising listening and reading skills.

The Linguist *article*

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- ‘The Linguist’ about the Thames Valley Primary Hub is now online in the December/January edition – pages 20/21.
 - <https://www.ciol.org.uk/the-linguist#ufh-i-578718638-the-linguist-58-6-dec-jan2020>

At Portsmouth Primary Hub Marie Allen described her preparation for a Deep Dive

Statement of Intent for MFL at Cottage Grove Primary School

Our children will:

have a solid foundation in phonics and be able to apply this knowledge when speaking, listening and reading aloud

recognise some of the language patterns of French and how these differ or are similar to English

develop resilience in language learning as well as enjoyment of it through a challenging progression of learning

develop accuracy, competency and fluency in English as well as French

acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding

appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes

be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features

develop the skill of how to use a bi-lingual dictionary

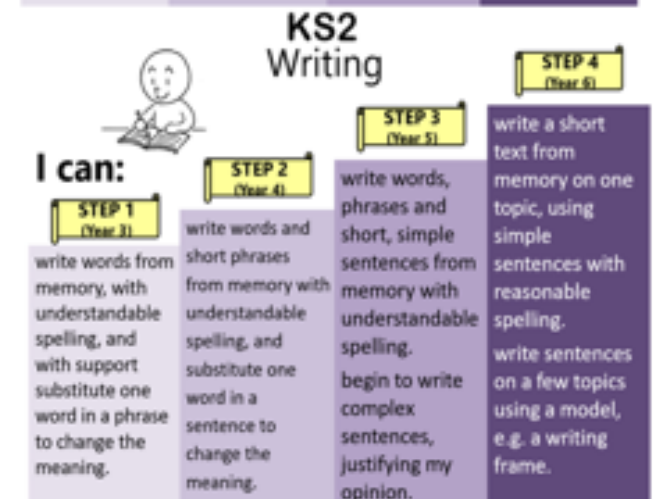
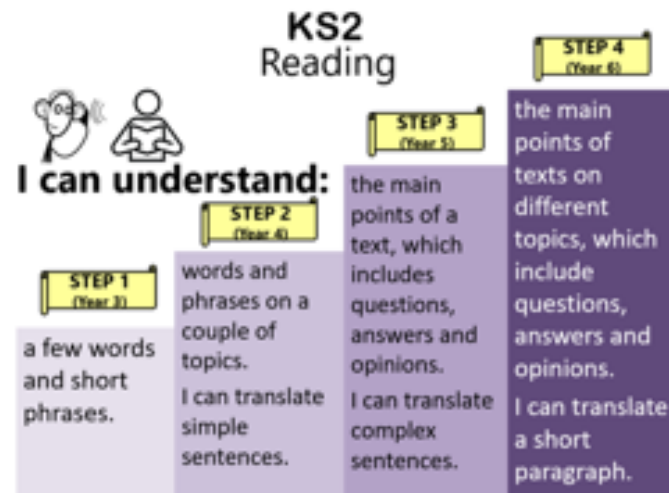
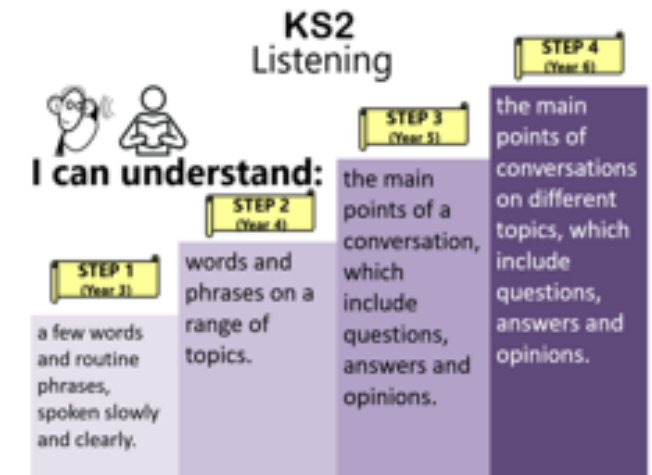
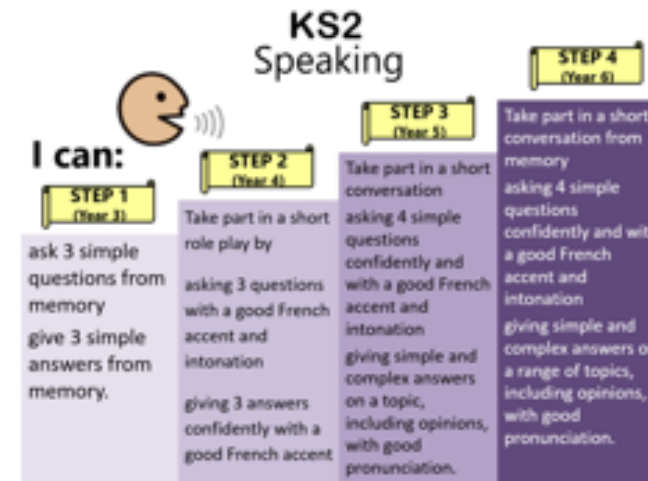
have a deeper understanding of cultural differences and similarities

have access to high quality learning, regardless of background or status

demonstrate substantial progress in learning French, enabling a smooth transition to language learning at secondary school

Impact

We now use assessment grids (as we do for our other subjects). These are reviewed termly. We use 4 steps to assess attainment.



Assessment 2019-20 Year 4 Reading

MFL		Working towards Step 2 (WTS)	Step 2 (EXS)	Working towards step 3 (GDS)
Start of KS2	BLW or PKF			
	WTS			
	EXS			
	GDS			
No baseline data				

What did the visit actually entail?

The inspector had obviously taken time to look at our curriculum offer for MFL from our website.

I met her at 9:00 and she informed me that she would be with me until 12:00.

She questioned me, observed 2 whole lessons .

She looked at a range of books from each class and spoke to the children whose books she had looked at.

What did she ask?

What gaps are there in your delivery of the National Curriculum?

Show me how you have mapped your MFL curriculum.

What barriers are there to your children being successful and how are you addressing this?

Aspirations / desire to go abroad – events such as French breakfast, school visit, CLIL day, all ways of engaging and inspiring children. Lots of intercultural links .

Vocabulary and reading – block teaching phonics in year 3, using every possible opportunity to link language skills e.g. cognates and near cognates, grammar similarities and differences.

How do you ensure that children build on previous learning?

Topic words (nouns) are used more than once allowing children to build on the skills and sentence structures rather than just learning more nouns.

Structures are reused and expanded e.g. children will learn names for animals and colours in year 3

They then go on to give simple opinions. They then apply the same opinion structure in year 4 as well as introducing *parce que*.

In year 5 they do the same with sports (+ verbs) and then again in year 6 with school subjects, continually adding words and phrases that can be used.

My top tips!

- Use the guidance to support you to prepare, it was brilliant for me.
- Be calm and clear about what you offer and how you deliver it.
- Be honest about your strengths but also your areas of development and have a plan for how you are going to tackle these.
- Don't forget to celebrate 'the extras'.

Do you know about ... CLIL?

Teachers are exploring the motivational impact on learning stimulated by combining interesting subject content with learning another language. The developments, from small-to large-scale, involve a range of curriculum areas.

ALL is currently involved in Erasmus+ project ELAPSE which will launch at Language World.

Erasmus+ No. 1

- ALL is a partner in the Erasmus+ funded project ELAPSE launching its work at Language World
- Coming to the ELAPSE website over Summer 2020
 - Lesson plans and resources to help you give CLIL a try with pupils 8-14
 - Guidance from other teachers
 - Good practice and references
 - And more!

Get a glimpse of the future here!

- ELAPSE partners describe some of their favourite elements of the developing ELAPSE resources in these articles:
- <https://www.all-languages.org.uk/uncategorized/a-glimpse-in-to-the-future-part-1/>
- <https://lfee.net/2020/02/elapse-a-glimpse-into-the-future-part-2/>

In brief 1: Spanish Playground?

Has anyone used this? Would you recommend it ?

- <https://www.youtube.com/channel/UCv-dWUixyWPVcmXB250ULRQ>

In brief 2: Project

-
- Schools Project on Poland
 - <https://projectpolish.com/about-us/>

These Roadshows

- Are archived as pdfs on the ALL website
- Are usually published at school half-term holiday times
- Are created by members of ALL Primary Steering Group and other volunteers
- Welcome suggestions of interesting content from ALL Local groups (or finished screens)

Have you contributed?

-
- Thank you for getting involved in this Primary Hub meeting, arranged by volunteers.
 - Please make a contribution to the cost of refreshments 😊

Reminders

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.

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 do members 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; and
 - Big discounts on delegate fees for our annual conference, Language World.

Primary membership

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- Heavily discounted
 - Currently just £50 per year
 - www.all-languages.org.uk/join/join_us/

How do I join ALL?

- Online – at www.all-languages.org.uk;
- By telephone – on 01332 227779;
- By email – to info@all-languages.org.uk;
- By post – to:

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