

Edited version of theA CAPULCO Chat 17 October 2020

From Steven Fawkes to Everyone: 08:54 AM

#ALLplconf

From N Shabestari to Everyone: 09:02 AM

Morning to everyone. And many thanks for organising this.

From Karen Goodwin to Everyone: 09:03 AM

Good morning from sunny Dorset - last ALL conf. I attended was years ago in York!

From Lou Smith to Everyone: 09:03 AM

Bonjour! Thank you for organising this :)

From Suzi Bewell to Everyone: 09:03 AM

Please feel free to keep your video ones we would love to see your smiley faces!

Good morning, my name is Rachel Wilkinson, I work in a multi- cultural school in Leeds and lead on Spanish. Looking forward to learning today.

Wow 86 participants and counting!

From Joe Dale to Everyone: 09:04 AM

It's lovely and sunny on the Isle of Wight as usual ;-)

From David Binns to Everyone: 09:04 AM

morning everyone, it looks so bright where you are sitting, overcast in Leeds

From Nieves Sadullah to Everyone: 09:05 AM

Morning. I am Nieves Sadullah and work at three primary schools in York teaching Spanish. Also organise the ALL Primary York hub meetings - let me know if you would like to be added to the mailing list!  
[n.sadullah@ebor.academy](mailto:n.sadullah@ebor.academy) :-)

Please do tweet today using #ALLplconf and share the ACAPULCO love!

Good morning from Cambridge. I am Alessandra and I teach French in two Primary schools locally. I am also a general class teacher in one of them. I look forward to the conference.

So lovely to see you all in the break out room :) We might not be in the same room but there is still a buzz this morning x

Details about the raffle in the email joining instructions

There are letters and numbers in the corners of the exhibition slides. If we collect them we can enter the raffle and win a prize! :

Raffle instructions! To take part in the raffle, watch the Virtual Exhibition at the start of the day and during the lunch break. In the publishers' slides offering a raffle prize, you will see a number or letter in one of the corners. Note them down in the order in which they appear from the first slide and you should be able to find a number and form 2 words which have a link with the theme of the conference. You can note them down first on the attached list of prizes and publishers, if you wish. Once you have them all - 16 in total, complete the Google Form with your name, email address and the number and words here [www.tinyurl.com/plaffle](http://www.tinyurl.com/plaffle) Only one entry per person please. Please note that your email address will only be shared with the publisher if you win a prize as they will use this to contact you to arrange delivery. Please indicate also on the form which language(s) you are interested in. This is so that we can allocate to you a prize in the appropriate language (unless they have all been won).

From Clare Seccombe to Everyone: 09:24 AM

The virtual exhibition is being shared right now!

We need the links and discount codes!

From Elizabeth Lord to Everyone: 09:30 AM

I recognise that chuckle - SF?

Chuckles courtesy of Steven Fawkes!

From Hannah.White to Everyone: 09:34 AM

The prizes are FANTASTIC!!!

### **Ref. Steven's aftershave**

Smellovision!

From Elizabeth Lord to Everyone: 09:34 AM

Wondered what the smell was?

From Clare Seccombe to Everyone: 09:34 AM

LOLs for Steven

From Elodie De Haan to Everyone: 09:34 AM

smells nice ;)

great aftershave!

### **Steven's introduction to Michael Wardle**

From lisibo to Everyone: 09:41 AM

Go Go Michael!!! (imagine little cheerleader dance with pom poms)

From Clare Seccombe to Everyone: 09:41 AM

Mwa ha ha I have secrets too ;)

From Elizabeth Lord to Everyone: 09:41 AM

Bit of samba?

From Marian Devons to Everyone: 09:41 AM

He's a fab dancer too!!

From Suzi Bewell to Everyone: 09:42 AM

The Greatest Dancer!

From Angela Smith to Everyone: 09:42 AM

...and his dancing...

From Clare Seccombe to Everyone: 09:42 AM

I remember it!

What a great introduction!!!

From Suzi Bewell to Everyone: 09:44 AM

My ALL Languages Today magazine has just arrived. Today is a great day!

From Lou Smith to Everyone: 09:44 AM

mine too! Had a quick look - looks great

From Liz Griggs to Everyone: 09:46 AM

Hi from Sheffield! So lovely to share - albeit virtually

From Cara to Everyone: 09:48 AM

systematic synthetic phonics or just how to pronounce words?

@Cara the sound spelling link. E/g/ in French oi = wa

From Steven Fawkes to Everyone: 09:48 AM

Bring it to life - I like these words

me too

So do I. Just noted that

From Steven Fawkes to Everyone: 09:53 AM

Interconnected - that's what we are

Yes, we are! :)

'Knowledge' doesn't sit as isolated, disconnected pieces that can be rote learnt. Contrast with 'information'. Like that :)

my weakness is to teach and engage sen children

Those in schools - are you currently teaching your full curriculum? All year groups/ classes?

yes

yes but changed...

yes from reception to yr 6

language lessons are always targeted when children taken out for academic support - grrr!

Reduced foundation subject time to allow extra mathe/lit time

But children randomly taken out of some classes for reading etc

Yes, but time for MFL a bit reduced this year

I have lots of children taken out for extra English, complete tests, etc. Also SEND children often don't take part at all.

yes, MFL a bit reduced this year

From Lou Smith to Everyone: 09:59 AM

No of classes I go in has reduced but still in 6 bubbles yr 3-5 this yr, another PPA teacher teaching yr 6 and yr 2 have class teachers now

shorter classes to accommodate all the hand-washing!

I find TAs are brilliant to help consolidate learning and give confidence to SEN children as they are scared to participate due to lack of confidence

From Cara Bleiman to Everyone: 09:58 AM

What would a head have to say in the conversation for MFL to be chosen or not chosen in the deep dive?

Wow, Hebrew!!!

i have received a few DM's about the Sanako Prononce Live technology on offer. I think information will be provided later, yes its free to all delegates who have attended with a competition to follow.

Hi David - yes we mentioned that. Sue is emailing everyone after today :)

From Steven Fawkes to Everyone: 10:06 AM

What is your school ambition?

From Cara Bleiman to Everyone: 10:07 AM

I think the cultural content must be sequenced too not just added on to the language.

I agree :)

Yes. Progression with all pillars, that's one of the things we will talk about today.

'Do more with less' - good mantra, how I was trained to teach PL :)

So true Cara

So hard when you have high mobility in the school with lots of pupils coming and going. And doesn't help if your language teachers/assistants change every year too!

cultural aspect so important agreed. It is how we keep them engaged and interested... understanding the mystery and magic of these other countries

can you give please practical examples of how/what to teach to SEND children who have generally a variety of issues/learning disabilities and consequently are not at the same level as others peers? On top of the whole class differentiation and without a TA to help?

Wow...find it so hard to believe Y3 can write sentences in characters....

Memorisation, this, for me is our hardest challenge in PL

Q: what would outstanding systematic phonics teaching look like within a 30 min lesson. Planning the sequence is easy but the implementation?

Any views on how to assess please?

Follow @HMIWardle on Twitter ;)

What would you expect to see in a child's exercise book?

Q: How to help SEND pupils with no TA in the class

So if pronunciation is good, the method doesn't matter?

I use skills ladders to tick off over time rather than tests given we do 2 languages but only have 30 mins per week from reception to Y6.

I teach German from Yr1 to Yr 4, Latin for Yr5 and then back to German in Yr6. Would I be better to move the Latin to Yr6?

@Laura I would expect to see evidence of reading and writing work, and maybe copies of speaking stimuli

Q: How best to include SEND students, especially in short 30 min lessons and where there is not a TA for that child

As an inspector I would hope that you would look at the demographics of the local area before judging language teaching in a school. I work in an area where children come from a multi-lingual home

environment with English as their second language and Spanish or French as their third language. At a young age, learning three languages is very tricky.

@Colette whatever you choose, the children need to make substantial progress in one language.

@Alessandra, have you seen <https://incpill.com/> - Inclusive Practice in Language Learning

Would you be wanting to see photos of children doing speaking? Games etc? i.e. evidence of things that aren't written?

All my carefully planned activity books were sent home at the beginning of lockdown :(

Q for Michael : In my school we have always taught yr 2-6 but now the year 2 teachers have taken over teaching the French. They are worried about an inspector coming in, so will only do it informally, so not put it on the timetable, policy doc etc

? given our recovery curriculum, are you making allowances for students having more difficulty remembering prior knowledge?

This term all my children's books have knowledge organisers in, so they can help themselves when I can't stand by them and help them

@Lou languages aren't statutory in Y2

I like the sound of knowledge organisers! what do they look like?

@Nadine I'll talk about it in my session

In one school all the books were thrown out! We keep our books from Y3-6. All that lovely work, just gone!

Q- at the moment only 2 out of 4 year groups are being taught due to not crossing bubbles. Our trust is being VERY cautious and only allowing 2 classes per teacher. How might this be viewed?

Q - How would you expect to see Primary languages data?

I work in a federation, with a small village school. There is just one KS2 class, how does the teacher build up the children's knowledge over time?

From Jayne Treasure to Everyone: 10:16 AM

This was so informative. Do have a look at Minimus, the Primary Latin course. It meets all the criteria outlined here. It could save you a lot of time and worry! You do not need to know any Latin. Feel free to contact me via Primary Latin Project (as seen in your virtual booklets).

From Elizabeth Lord to Everyone: 10:17 AM

Thank you Michael. Really appreciate this.

**Rachel Hawkes**

Go Rachel! Also a good dancer and amazing singer too!

So far Rachel has the best Zoom background

Loving the bookshelves, Rachel!

I'm a linguist I don't do sports ;)

I'm not convinced KS3 teachers know much about the SPaG that KS2 do  
but they should!

From Alistair.Sage to Everyone: 10:22 AM

I would agree Clare- one of the lucky things about working in a middle school system is that I have been able to see it.

Is liaison as bad as ever it was?  
Hurrah for middles

@clare having moved from secondary to primary last Sept, I have learnt a lot about SPaG. As a secondary teacher I knew very little about what was happening in primaries

From Clare Seccombe to Everyone: 10:24 AM

I realised how much KS2 knew when a middle ability Y4 could tell me about a subordinating conjunction  
And they all know about split digraphs...

2019 SPaG paper

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803816/STA198213e\\_2019\\_ks2\\_English\\_GPS\\_Paper1\\_questions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803816/STA198213e_2019_ks2_English_GPS_Paper1_questions.pdf)

Children are told to include a range of grammar structures in their English writing and, therefore, produce stilted writing.

it can sometimes be a bit wooden with a lot of malapropisms!  
Because they are trying to add in fancy vocab that they don't always understand

Shall we mention fronted adverbials?

My favourite sort of adverbials

@Sue B, definitely important - children will come in year 7 using ks2 spag terms..... not necessarily the same as a KS3 teacher will expect. It helps with transition if teachers do know .

6 weeks into teacher training at KS3 and I didn't know I needed to know about how English grammar is taught at KS2! I can see how it's useful insight, though!

@Alexandra have a read of the KS2 English national curriculum document, and KS1 too. Gives you ideas for your teaching as well as gives you info!

We do need consistency of terminology across KS2/3 for grammar

We must also address that some high school teachers still refer to conjunctions as connectives!! The terminology is not consistent.

So glad that you mentioned EAL in the classroom.

Doses anyone know why English Grammar teaching has started calling 'my', 'your' etc. possessive pronouns when, in French they are definitely possessive adjectives, as they agree with the noun they modify?

I thought 'mine' was the possessive pronoun?

@Angela we've decided on LiPS that they're adjectives because they have to agree :)

I would say my / your are articles like the/ a

The best writers are always the keen readers! Exposure really matters as well as the explicit instruction of grammar

KS2s don't learn about infinitive forms in English SPaG, but it's v important for us!

Mine is a possessive pronoun as it stands in place of a noun, but my should be an adjective, as it modifies a noun.

Colleagues in NALA have been doing something similar - creating resources to support the use of the same terminology.

From Marie-Odile Guillou to Everyone: 10:30 AM

I would really like to see authentic French punctuation taught properly from early KS2.

This French grammar mat might be of use. Also available for Spanish  
<https://www.lightbulblanguages.co.uk/resources/French/french-grammar.pdf>

ALL did some work with NATE and CLIE on shared terminology

<https://www.all-languages.org.uk/languages-today/languages-today-extended-content/how-do-we-talk-about-grammar-and-texts/>

@Steven Brilliant, looks great!

Comparing new language with English is mentioned explicitly in the KS2 PoS

@Angela @Clare, agree, I call them adj but spAG calls them pronouns, and it is confusing to kids if we use a different term..... no idea who came up with it for spag!

Michael Wardle. Can you speak to your English colleagues and tell them that my, your, his, her, our and their are possessive adjectives - not pronouns!?

KS2 Framework for Languages - bring it back!

I'm on NCELP right now trying to find the grammar terminology document Rachel referred to. Does anyone already have it?

I taught adjectives to year 2 recently and their grammatical knowledge from English teaching definitely help. It seemed to boost their confidence and engagement.

There is also a discrepancy between adverbs of location, which in English are referred to as 'prepositions'

@Carmen, I've talked to Lit Coordinator about that .... the conclusion we came to was that they are prepositional and adverbial phrases, can be called both (ie the prepositional phrase is acting as an adverb)

Things are so much better now than when I 1st came to England in 1992... I could not understand how the children did not even know what a noun was, and had to teach them it before I could teach French!

Democratising function - love that!

From Clare Seccombe to Everyone: 10:40 AM

I'm really lucky that I had a formal "underline the verbs in blue" education at middle school in the 70s

From Susan Balmer to Everyone: 10:41 AM

Everything I am hearing makes me more convinced that I am doing the right thing by helping more primary teachers to teach some Latin

Latin is a great basis for both romance languages and case-based languages e.g. German

From Steven Fawkes to Everyone: 10:42 AM

Parsing anyone?

I remember that!

Loved parsing

I believe that because there was a big gap in the UK when suddenly grammar was not being taught (and in particular all its terminology), there is somehow some discrepancy (possibly?)

When do we teach adjectival agreement in German? Quite complex!

I teach adj agreement in German when they start describing themselves.

comment ça va? would be better ...

Is it because Comment tu t'appelles? is more authentic/common usage?

It's all about being formal or not...

I am using dodgy translation now

The inversion is more formal, isn't it?

@caroline comment tu t'appelles?

Am loving how this is challenging our thinking!!!

Me too, Natalie! I'm questioning everything I am doing now!

It is like saying bonjour means hello!

I have been thinking about this a lot. I have been telling Y3/4 that languages use words in different ways and French people say 'I call myself..' But not sure if I'm just creating more confusion by doing this!

yes, it's amazingly complex when you start to analyse it!

Am having great fun exploring the differences in question forms and words with Y6 at the moment using some of your great resources, Rachel.

Intonation needs to be taught (esp in Fr)

This leads onto the question of how much to talk to ch/teach about other 'literal' translations...

The children love the intonation aspect of questions.

comment tu t'appelles? is a commonly used "colloquial" form of "comment est-ce que tu t'appelles?"

Il est ou, le Bonheur? Il est ou? SF (apols no accents)

Now that's formal!

Le bonheur est dans l'ALL :)

Have been doing a lot on raised intonation using 'Je peux...' to ask permission to do things- e.g. 'Je peux regarder une video?'

I find if you teach a question as a chunk, you can refer back to it and point out the grammar. As they are already familiar with how it works, the grammar sticks better.

I remember using "Puis-je?" in France and being regarded as very posh!

Have been thinking about this as a child in yr 3 asked the question .... the yr 2 teacher taught them 'Comment t'appelles-tu ? (orally) as that is what she learnt, but I now used as comment tu t'appelles ? as that is what I have been hearing. This year I have been trying to simplify as much as possible for ks2. Can you simplify Quel age as-tu? or is it always an inversion question?

I like this idea. French is complicated for questions...

How much do you go into the grammar/vocab of differences between phrases and literal translation in general, not just questions?

Tu as quel age?

Not telling!

From Karine Cook to Everyone: 10:51 AM

:)

I love the way Rachel is implicitly teaching us tips for presenting (with her colour coded timing) - such a simple but brilliant idea!

This is overwhelming . Will you be able to teach all this grammar? with the children being able to remember lesson after lesson ? one 40 min lesson per week???

Sometimes the question forms I teach first depend on how they are worded in all the songs we do!

Good point Caroline

if anyone would like to see how the PoS grammar statement transfers into curriculum coverage for Fr and Sp <https://changing-phase.blogspot.com/2018/04/grammar-in-key-stage-2.html>

@Caroline - that is a good point (also made by someone previously) that it will be really helpful to the pupils to connect the grammar you are teaching with the songs/poems they are familiar with - could be more useful than a progression which might on the face of it be more logical (e.g. leaving inversion till later)

From Marie-Odile Guillou to Everyone: 10:56 AM

I wrote an article re authentic Fr punctuation and shared it freely.

M-Odile - if you want to share your article widely I can put in the ALL French/ Primary Zones?

OKay Steven, I will share it with you :)

From Susan Balmer to Everyone: 10:58 AM

Minimus Latin starts in Year 3 with the verb to be followed by adjectives and agreement. Easy peasy. No worry about pronouns.

It isn't bizarre if you have learnt Latin and Spanish

Poetry is fab. :)

Lovely poetry!

Year 6 have just written their own - input was a Dutch poem ... so they could be good language detectives

Gracias Rachel!! That was awesome as usual

Thank you Rachel - food for thought!

Thank you Rachel - so thought-provoking as always.

So helpful, thank-you...

Fabulous talk as always, Rachel, thank you! I have learnt a lot.

That was brilliant - thank you, Rachel, lots of food for thought.

From Caroline Hewson to Everyone: 11:02 AM

Thank you Rachel - really helpful. Lots to think on....

From Beth to Everyone: 11:02 AM

Thank you Rachel. Would love to have more info on how to formally access all this

Just loving this conference. Thank you.

Agree @Jayne, brilliant. Language folk are the best! :)

Thanks Rachel- very thought provoking. Like the contrasting two terms ideas and would work well with my virtual learning at the moment. Small and explicit.

I love how you share your thought processes!

Thank you very much. Lots to think about and very current with what I have just done/am doing with my Y5/6 mixed class

### **Liaison**

Sadly there is none

I tried to set up links a few years ago but none of the high schools took me up on my offer

In my experience, it is mostly still just as bad except in small pockets where the schools are trying hard

I've tried several times but get nothing back x

Check out the transition toolkits from ASCL <https://www.ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit>

I'm not seeing improvement, but will keep trying!

Baby steps at the moment.

plus ça change ...

Have tried with my local primaries and not been very successful

We try! with lots of info on pupils, no feed back!!

I work in an all-through school and coordinate languages from reception to YR11. Our skills are broken down all the way across and we are waiting to see our first lot of YR6 come to YR7 next year. It's very exciting times

I tried unsuccessfully to get our cluster together but didn't get far. No time!

We have started a link in Rugby, but covid put pay to it for this year.

Started the conversation with one of my secondary schools in the autumn term last year, but something got in the way in March!!

Our local schools don't want to know - mostly because of wide variation of teaching and languages. Too much to manage

It is not happening really. :(

I have also been trying hard to establish links with our local secondaries but haven't had any success.

I send info about my curriculum and the children to all secondary schools my Y6 are going to, whether they ask for it or not!

It is tricky especially if you are a small school like mine where year 6 feed into lots of different high schools.

I am very lucky that we have very good links with the language dept of our main feeder high school

We mustn't give up!

I have been sending a one page summary to my secondaries and been thanked by a few of them for this

There is no liaison - I write to the secondary schools every year to tell the secondary schools what they have done - but never get a reply!"

I do send my children off to high school with a language self assessment

Secondary school teachers have had to deal with changes for Y10, 11, 12 &13 recently - attention is focussed elsewhere I think!

The plan with our primary hub is to invite secondary MFL coordinators to our hub next summer

Have shared the ASCL and ALL transition toolkits across the LA but no interest from secondary ..... so sad - and frustrating

But they won't get any KS4 or KS5 if they switch off all their Y7s!

The issue that never seems to be addressed is that many primaries would need to be liaising with 4-6 schools and secondaries with 40-60 feeders, how is that achievable?

I think that maybe the assumption is that we start language from scratch in ks3 and that ks2 simply helps raise language awareness and create a love for the subject.

## **Chatroom**

Back from the hairdressers...Steven is wearing his nice shirt and aftershave. I have a new fringe!

Really fruitful discussions!

It was super productive, it felt a bit short but lovely to have shared ideas

So nice to chat!

You have done an amazing job Sue and Steven!

The breakout rooms are a great idea, well done!

interesting discussion about Latin, opening children's minds to other cultures

Agreed, it's working brilliantly 😊

From Lou Smith to Everyone: 11:23 AM

Would love to hear more about Primary Latin

From Alistair.Sage to Everyone: 11:23 AM

Me too.

Do you know why they are called lower case and upper case? Learnt this thanks to the Primary French Project!

Because of when they set the print by hand and got the capitals from the case at the top and the little letters from the case at the bottom

They had 2 cases with the letters in them in the days of individuals letters for printing.  
That's it! The upper case with the capital letters in.

:) That fact will stay with me forever!

### **Sue Cave**

Thank you Sue!!!!

Thanks Sue :) it is brilliant to have breakouts

Steven i am the same ! i love my capital letters too!

'Obsessed with Phonics' Sue's autobiography?

From Nathalie Paris to Everyone: 11:26 AM

I was 1st exposed to phonetics at uni - and was annoyed that nobody had told me there were rules any earlier!!

When I learned English in Spain, since ks2 phonics and phonetic symbols were taught and practiced (from word to symbols and then back to the word again), at least in the school and tutoring lessons I attended.

I was so lucky - at school in Scotland 100 years ago, my teachers did explicitly teach rules of pronunciation. I learned French phonics when I started teaching French! All my school life I suffered in french because they didn't teach us phonics.

From Steven Fawkes to Everyone: 11:30 AM

Did you see the Secret History of Writing on BBC i-player? 3 progs of pure joy for people who like language

From Joe Dale to Everyone: 11:32 AM

Here is the link to the Secret History of Writing <https://www.bbc.co.uk/iplayer/episode/m000mtmj/the-secret-history-of-writing-series-1-1-from-pictures-to-words>

thanks for the recommendation

### **Flowchart**

I'm going to create one of these for my scheme now. Bang goes half-term!

French Phonemes

Y3 love that the Spanish alphabet has 27 letters and than ñ is the extra one

excellent point about alerting pupils to the fact that same letters make different sounds in different languages - obvious to us but not necessarily to them! And YES, make use of speakers of other languages

I have a Russian speaker in my class and he gets very confused with his letter to sound correspondence.

so important sue to include the children themselves to tell us about their languages....gives them ownership too.. brilliant!

and enables explicit code switching

EAL pupils are one of the best resources in PL classroom!

- it helps them too

just did tongue strategies with year 7 yesterday to help them with the French U. tip of tongue behind bottom set of teeth and bridge with top lip ....it helps native English speakers

From Hannah White to Everyone: 11:40 AM

This is such a good reminder to take a step back and slow the input down sometimes, practice practice practice before rushing on. I think I am guilty of rushing at times in order to be able to 'show progression' or an end product in a lesson but in the long run this is a totally false economy!!

it also helps children with speech/hearing issues

@Hannah.White I find language success criteria need to be babysteps - then progression is more apparent!

Mine love all that mouth/tongue practise!

This is exactly what cued articulation is - there are resources out there for English which could easily be adapted for MFL - especially useful if your infant school uses it to help with phonics teaching!

Re explaining what the mouth is doing, we used to look at diagrams at uni which the Prof called "gob diagrams"!

Mirror play is also fun - hold up the mirror and see how their mouth changes when they are speaking in the TL

Yes, I agree: talking about the shape of the mouth and lips when saying a sound is really important and praise children as soon as they've got it right.

It DEFINITELY helps to explain what your mouth is doing, the children respond really well to this and I really notice an improvement in pronunciation

Confidence building!

love the gob diagrams idea clare!

Love those 7 steps, Sue

children gaining sense of achievement/success which builds/supports motivation

What about if you get to A-levels and the students are not aware of the sounds yet? Would you use a lesson to teach the phonics associating with actions and images?

@Mayte I started Spanish in lower 6th, and teacher just said "these letters make this sound, now read aloud"!

Do you colour code each sound right through to Y6 or do you begin to take the colour coding out?

Think the process in Spanish would be much quicker than French.

@mayte, they will thank you if they are taught phonics.

Does anyone have any tips for good sources of Spanish rhymes for phonics? We have just moved from French to Spanish, looking to update resources

Spanish rhymes in the ALL Literature wiki

<http://all-literature.wikidot.com/spnish-online-sources-of-texts>

From Marie-Odile Guillou to Everyone: 11:50 AM

Phonics mazes available for free from my YouTube channel :)

these games look like a great way to practice the same phonics they met earlier in a new way in upper KS2 - and KS3!

Links to resources are all at the bottom of the pages

NCELP has created one of the best Phonics resources I have every seen, and it does work ;) I can tell by experience. <https://resources.ncelp.org/> just type Spanish phonics and there you go

Does anyone have the list of Spanish words that practices the key sounds?

Yes! <https://selfy.com/ideaseducationltd/p/dmwau3/>

### **Song example**

I miss the old BBC primary language, it had some cracking songs for greetings and animals with descriptions (the old website)

Old BBC - those were the days ;)

They certainly were :)

Don't forget that there is now brand new content for French, Spanish and Mandarin on BBC Bitesize, including a great game! Sue did the French, I did the Spanish

I like the colour coding.

I guess the wall friezes are part of the Physical Phonics resources that you can buy

Sue, I'm finding the un / um and in/ im/ ain/ etc sounds hard to differentiate and teach. Any advice on that?

Would you keep the colour-coding going through to Year 6?

I wrote to BBC about veo un animal song and where to find it . No luck

I miss the "veo un animal" song, haha! That was brilliant, thanks for the answer about the BBC website will look in youtube

I'm thrilled BBC primary languages has been updated and is now live!

New BBC stuff is amazing - just wish the old stuff had been archived somewhere!

agree

Yes, I really miss some of the songs that were on there.

The new BBC website is lovely, do think you could please ask them to include the old songs if not too cheeky from me to say...

Bitesize have stolen the language wizard idea! <https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

Teaching phonics systematically this year is already making a big difference in my classes. Thank you Sue!

I have trialled your system with the days of the week, Sue- it has really helped the children's confidence.

i have even used sue's phonics with Edge Hill University language undergrads...they loved it!

Feeling very inspired Sue! Merci :)

Excellent session - thanks :)

Love the phonics focus by Sue on BBC.

amazing presentation as always Sue.

Sue, how many sounds would you teach per lesson to Year 3? Don't want to overload in one session!

Physical Spanish phonics is AMAZING!!

Really helpful, Sue - thank you!

Thank you Sue - incredibly generous!

Thank you, Sue - inspiring as ever.

That was so inspiring! Thank you so much much Sue! 😊

Fantastic presentation! Thank you!

From Lizzie Bonnaud to Everyone: 12:01 PM

Sue, your lockdown video lessons are fabulous! Check them out on YouTube everyone if you haven't seen them yet. A great resource for lockdown and also for watched and learning for own CPD.

So powerful - love the step by step approach feels really actionable

When teaching new vocab do you focus on ALL new sounds? At what point do you get them to read the sounds in unfamiliar words?

very helpful thank you. I shall be putting a few ideas into practice afer half term

Brilliant- thank you 🙏

Where do I look for German resources and guidance - any ideas?

So useful, will try all of these activities

Thanks Sue, have been using Physical French Phonics this term, and it's making such a difference, plus the children love it!

Q: anyone done anything this structured for German?

Fab, thank you - I hadn't thought about blending phonics between words in sentences. Now to go rack my brains!

well presented and very interesting - have ordered a copy of Physical French Phonics

started teaching phonics using physical phonics and pupils at Ks2 and 3 are really engaging.

Yes, my school asked me not to do any phonics till year 3 because English phonics aren't strong enough but they did listen for sounds in songs and do actions and now they LOVE the phonics lessons in Year 3

I think introducing phonics to low ability children gives them a second chance to learn HOW to apply phonics to reading and writing.

Just found a bag of lollipops in my sketch noting bag. Hurrah!!

Unrelated... but am loving seeing so many names of people based in the North East! Go North East! I feel closer to you!

From Dominique Böert, Goethe-Institut to Everyone: 12:06 PM

Alexandra, I can send you a presentation with resources from one of our past online seminars for primary teachers.

German phonics resources on NCELP website

German Jolly phonics here from Leigh McClland

<http://www.rachelhawkes.com/Resources/Phonics/Phonics.php>

German phonics poster here <https://resources.ncelp.org/concern/resources/cf95jb495?locale=en>

### **Clare Seccombe**

Lightbulb languages is amazing, the new ks2 materials are fab, thanks for the effort creating them!

Clare is one of the most generous and passionate educators I have had the privilege of meeting. :)

I could not manage without LBL!

I've always used Lightbulb languages!!

I don't know what I'd do without LBL!

Nadine Chadier's phonics website. <https://www.accentlanguages.co.uk/french-phonics/>

Love the new knowledge organiser and word mat resources. Started using two of them in a lesson this week to help with revising language already learned. Very generous to share these

The new knowledge organisers and sentence builders are so handy at the minute when I can't move around the classroom and some children are isolating and miss lessons.

ALL Briefing <https://www.all-languages.org.uk/teacher-briefings/teacher-briefing-22-re-evaluating-the-primary-scheme-of-work/>

Colours and animals go well together with popular books too. e.g. Ours Brun, etc for Y3/4

Pencil cases

Good I'm glad you mentioned that because we use them in the classroom every lesson, even though later in life they are hardly used!

@lisibo love me some sacapuntas :D

[https://resources.ncelp.org/catalog?utf8=%E2%9C%93&locale=en&search\\_field=all\\_fields&q=high+frequency+words+in+french+](https://resources.ncelp.org/catalog?utf8=%E2%9C%93&locale=en&search_field=all_fields&q=high+frequency+words+in+french+)

Love flashcards!!! Clare has a great blog post about them, if you are looking for ideas.

Definitely don't throw out the flashcards! Clare has a good list of how to use them if you have forgotten.

Love a non-screen activity!

i also am not a fan of teaching via ppt.....find them literally a bit flat.....

I like to clap the syllables - my classes love it

Flashcard games a bit limited at the moment!

It is always good to have flashcards in case of technical difficulties - my laptop is not always compatible with the numerous different types of smart boards!

you could colour code the spelling of the word on the flashcard as per the phonics presentation.

<https://changing-phase.blogspot.com/search?q=flashcards>

From Nieves Sadullah to Everyone: 12:24 PM

I call this 'FINGER SPLAT'

I call the pointing game 'fastest finger' ;-)

@Nieves Sandullah - Fastest finger first in my class :)

we are allowed to do whispered singing - kids are so keen to sing, they do stick to it.... only rule now is no shouting, normal volume of voice only (updated advice from our LA this week)

That flashcard game is good for practising questions such as 'Do you have..?', 'Is it..?' or 'Is there..?'

I love my flash cards, I use a combination of interactive whiteboard activities linked with the Primary Languages network scheme and my own resources. Our internet has a habit of dying!

Splat the board is always a good one!

Or hiding random points (plus and minus) behind flashcards on the board and children competing for boys, e.g boys v girls.

I am finding it difficult with current restrictions to use my usual resources for children to physically touch resources.

Writing in the sky - I use fingers, then nose, then bum - kids love it.

Love the slow fade and write idea!

There has been some research and some LA's are updating ... I was told in music we could have 15 in a club a few weeks ago, so I questioned the no singing in a language lesson, so LA have now updated their advice. Simple answer @Sue, is I am not sure, it was never v clear so Heads made there own decisions

What is your opinion of the school of thought that you shouldn't put mistakes on the screen as it might reinforce them?

@clair.Blackett me too, in fact I'm making extra sets of physical French phonic cards this weekend to use in year 3 and y4, so every child has their own set instead of sharing in pairs and between classes. They'll only use them one a week so they can be kept/quarantined as a class set in a bag till the following week.

I was surprised in finding out that some year 6 children have never done any crosswords!

My y6 didn't know how to play dominoes

I like the use of that folded sheet to show the process of learning - reminds me of a recent tweet from a teacher asking for tips for 'foolproof' homework - her solution was to get the parents to test the vocab and ask the pupils to record the conversation

Clare has so many fab ideas to be used with teaching of any language. Thanks, Clare.

Yes all fab ideas indeed :)

Re children not understanding the significance of accents - that goes back to phonics - I always spend time with beginners explaining how accents change pronunciation so if you know what the accent represents, it helps both pronunciation and spelling

### **KOs**

we have some cultural knowledge on ours too which is tested in half-termly tests

knowledge organisers were pretty good even in tricolore back in the day and definitely helped me as a learner to gain confidence with writing

So do you give the knowledge organisers out before you introduce the new vocab? I was going to give mine out at the end/ mid way once I had introduced the new vocab x

Love a good flowchart sentence builder :)

Flowchart format is great - and less confusing for children than the usual table format

From Joe Barnes-Moran to Everyone: 12:40 PM

I'm all of a fluster now! Haha!

Jayne - I am making notes like mad. We need to make some of these for latin.

These flow charts are brilliant, I have recently used the number one from Claire's website, this was for year 5 and 6 for large numbers.

Love the idea of flowchart, has inspired me to phase out the current format I have for certain year groups, thank you so much!

Just seeing it like this has made me realise that the flow chart can be clearer than a table!

Are you able to use dictionaries at the moment?

Not in my school- not enough

Online one.

I'm using them with one class and then leaving them in quarantine for the required time.

We can if they are then 'quarantined' for a few days

I'm using Collins online dictionary because we can't use the paper ones. It's a bit more simple than wordreference.com

No, also not enough, hence my interest in creating knowledge organisers

Yes - I have enough class sets to use them in a year group in an afternoon, then they go into quarantine for 72 hours.

My knowledge organisers contain material I am unable to share with within my school but I can provide an editable format on the LIPs group. LBL has a plethora of flowchart and traditional style sentence builders that Clare has generously provided for free! :)

Minibooks

Love this idea!

Love the book idea!

Yay! The minibook!

mind-blowing and inspiring!

bravoooooooooooo

From Alexandra von Rönn to Everyone: 12:43 PM

Wow that was a lot!

Fantastic session

Amazing so helpful!

so interesting - so useful - very practical, very inspiring, thank you :)

Whoop for Clare!

So many ideas - thanks as ever for sharing them with us

brilliant ideas clare bravo bien hecho

You are amazing Clare, thank you so much!

Wonderful, thanks so much Clare

excellent talk, illuminating! Thank you

Really informative! Thanks Clare

Incredible session, as always. Many thanks Clare. My to do list is now huge!

Estupendo como siempre. Gracias

Who was the author of those shape books? 'un triangle'?

Nejib I think

If they have their own iPads, maybe that's an alternative to physical dictionaries or not?

Collins primary dictionaries - 50%

Somebody please get Collins and Oxford to make German primary ones!!!

Triangle book is out of stock on Amazon and Amazon.fr.

Carre also out of stock

un rond [https://www.amazon.fr/rond-N%C3%A9jib/dp/207065267X/ref=sr\\_1\\_1?\\_mk\\_fr\\_FR=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=un+rond+nejib&qid=1602935336&sr=8-1](https://www.amazon.fr/rond-N%C3%A9jib/dp/207065267X/ref=sr_1_1?_mk_fr_FR=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=un+rond+nejib&qid=1602935336&sr=8-1)

Steven Fawkes has secretly gone on Twitter haha.

As a first time attendee of the ALL conference (small school, no MFL budget to speak of) I am so grateful to all the organisers and speakers for making this accessible on this online platform. I am enjoying every moment and have lots to keep me busy during a locked down half term. I have just messaged my HT to say how valuable I am finding it ( a vague hint that I may be able to attend the next physical one when it is allowed) so, again, a huge thank you to all involved

From Nathalie Paris to Everyone: 01:03 PM

That's so lovely to hear!!

From Helena Edwards to Everyone: 01:05 PM

I felt exactly like you debra when I first found ALL. Such a fantastic and supportive network of great linguists!

I would love to have more information about the delivery of Latin as well as please

[jatpenallt@yahoo.co.uk](mailto:jatpenallt@yahoo.co.uk) 07415 669564 Anyone want to know more about Latin?

Don't forget everyone, that you can join the Languages in Primary Schools Facebook group - loads of support!

From Amelia Shimells to Everyone: 01:37 PM

Looking forward to the York Hub meeting on Monday!

From Charlie Berney ML Tutor to Everyone: 01:37 PM

Join us in the South West @allswmfl

From Janet Clarke to Everyone: 01:37 PM

Hi teaching Early years no problem, is a great scheme you can use, i bought many years ago from Brilliant publications. Very easy to follow and my children loved it, you can also build on it with your own ideas.

### **Suzi Bewell**

From Susan Balmer to Everyone: 01:41 PM

Age appropriate is often the key to success and pupil interest.

Culture gives context to everything else that we do

Do the projects take over the whole curriculum or do you try and fit it in around the 'normal' curriculum? I have tried to do a project before but find it difficult to fit it in properly.

There are some video resources on TeachitLanguages featuring a lady from Guadeloupe. Don't know if they'd suit UKS2

I came to one of the British Council workshops some years ago in Birmingham and following your inspiration our school went on to be awarded Foundation & Intermediate level International Schools Award - thank you for that!

Recipes to try at home - great idea!

There are recipes in THE LANGUAGE MAGICIAN cookbook to download

<https://www.thelanguagemagician.net/resources/>

Poems in Spanish, the queen of poems in Spanish for children is Gloria Fuertes, you could find anything in those poems. A loving woman

Did anyone see the lovely map of France someone shared with colourful photo links to recipes from all the regions embedded? It was shared on twitter during lockdown....I think the author mentioned they were going to do francophone countries next.

<https://www.conmishijos.com/actividades-para-ninos/cuentos/los-10-mejores-poemas-de-gloria-fuertes-para-ninos/>

## **MGP**

I still have my language mags from the 80s

Suzi I absolutely love your work and have been listening and making notes but have to go, can't wait to catch up with the presentations again later - been so inspiring everyone, thank you :)

Mary Glasgow magazine, "¿que tal?"

I still have my MGP magazines from the 60s

love Barbapapa! too

J'adore Barbapapa and there are so many freely available clips on youtube, year 2 were spellbound last year!

<https://maryglasgowplus.com/>

From Madame Birtwistle to Everyone: 01:59 PM

@ Hannah & everyone Here is a link to my Virtual Road trip around France lockdown lesson ...

<https://app.box.com/s/jwuk2g8ngdu7v3u4ybl79cfmkr2vjbgv>

I like the poems of Corinne d'Albaut, which are freely available on her website.

I am pretty sure Clare has written something about using flags... @clare seccombe ?

@Nathalie Yes I have a unit of my scheme of work about describing flags

<https://www.lightbulblanguages.co.uk/resources-pr-sp-Y3.htm#unit6> also available in French

Love these food flags too <https://changing-phase.blogspot.com/2010/03/food-flags-informative-flags.html>

Anyone got any ideas about where I can find updated information about French speaking celebrities from around the world? Trying to put together a display which will appeal to KS2.

@Carolyn Baker, check out the Decolonising MFL facebook page for shared resources (including Suzi's!) and also a great thread with lots of shared ideas in Secondary MFL matters facebook group

I've used the resource by Helen Myers on the James Mollison photos - great for provoking discussion

Adopting a class is a good idea so that you get information from the children themselves about the ways they live

There's a ballet as well to perform the times!

I agree! I often recap time in English first before introducing it in French.

Lyfta.com is also an amazing resource too for immersing your classroom in another culture

Children enjoy learning about the different timings of the school day in France

I did Joan of Arc's family tree- worked really well and added a cultural/ historical context.

French books available to borrow from Inst. francais and digitally in Culturetheque website

Just been tweeting my sketch notes of the sessions this morning. Going to have to catch up on Suzi and Nathalie later as busy this afternoon.

<https://twitter.com/lisibo/status/1317452429470859266?s=20> is one of them! If you click on that one, you can find the others

<https://www.all-languages.org.uk/product/encore-still-with-a-song-in-my-scheme-of-work-by-steven-fawkes/>

These slides are fabulous and filled with so many links, thanks Suzi!!

Thank you so much! Really inspiring! :)

huge amount of work there Suzie....bravo bravo!

Such an amazing amount of ideas and information. Thank you so very much :)

Thank you Suzi fabulous ideas and resources.

Amazing - just what I needed! Thank you

just wow!

Agree that language and culture are inextricably linked. Thank-you!

Phew! so many ideas. Thank you!

Gracias Suzi - so important for reminding kids of the world out there!

AMAZING! Thank you Suzi!

Suzi, thank you. Soo much . Such a multitude of brilliant and authentic cultural ideas!

From Jayne Treasure to Everyone: 02:17 PM

Thank you - another great session.

That was wonderful - thank you

Primary linguists are awesome!

My etwinning tip is to create a little team of keen 'etwinning ambassadors' and the children can do LOTS of the work themselves and lead the projects! Doing this literally made it possible for me to manage the workload.

It's fantastic to have CDP focusing on PRIMARY languages!

Agree, primary linguists are the best - share the most and ends up as the best CPD

### **Nathalie Paris**

Using song, story, rhyme – why?

Fun

Energy

different interactions

Authenticity

rhythmic pattern helps memory

Motivation

memorable and fun

It engages pupils without doubt.

Shows my lack of inhibitions and encourages the students to do the same

It helps the children remember words and it's fun

It adds fun, rhythm, colour, joy, engagement, and much more

Enjoyment and reinforcement and memorisation of language we have been learning in the unit

Participation - especially if combined with actions!

I heard this week that an 18 year old can still sing word for word a song we learned when he was in Y3. Songs stick!

Songs help the children remember vocab and sentence structures that they wouldn't normally hear/ use.

Make it more memorable with music

It adds fun, collaboration, a different way to learn, I like it and so do the children and it is authentic

music is life, let's bring it inside our classrooms

encourages pupils to realise that pupils in TL countries have similar experiences.

An engaging classroom environment and participation encouragement

Fun, memorable, inclusive

Removing misconceptions on pronunciation, help learn difficult language point for weakest students such as the days of the week

something different! actions and it's fun. engaging

I make up songs on the way to work. They are a prompt and remind children of more complex vocabulary chunks. They help a lot for retrieval.

Whilst we are on the theme of stories and poems, we have here today our very own French poet who is here with us as a delegate... Marie-Odile Guillou She has recently written some fabulous poems with great links to phonics. Check out her YouTube channel or see her work on Languages in primary schools Facebook page.

Just subscribed to Marie-Odile's youtube channel - looks great, thank you!

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

From Suzi Bewell to Everyone: 02:31 PM

@Ruth if you need any eTwinning help just shout!

3 German 'diverse' cultural pop songs that are primary friendly that I found this summer: Namika: Lieblingmensch; Adel Tawil: Eine Welt eine Heimat and Kirstin Ott: Regenbogenfarben

[YouTube.com/c/MarieOdileGuillou](https://www.youtube.com/c/MarieOdileGuillou) For authentic French poems (trying to cover vocab and grammatical chunks in the KS2/KS3 curriculum)

Futurelearn course <https://www.futurelearn.com/courses/teaching-languages-in-primary-schools-putting-research-into-practice> Definitely recommend

Progression is key to sustain engagement.

It was an excellent course.

The RIPL MOOC was fab - a light in the darkness of my lockdown!

I will look into the cost of MGP - I def got 4 subs for £40 this year so may be worth contacting direct - hang on and I will write the email in the chat

[https://www.youtube.com/channel/UCWa\\_R2qA3RL2ueagcLNiemA](https://www.youtube.com/channel/UCWa_R2qA3RL2ueagcLNiemA)

Federico Garcia Lorca, La Mariposa. My yr 6s love it

Orders@maryglasgowmags.co.uk

love the way you have done this. As you say, asking on twitter or LiPS for specifics is always good.

I use 'Azul el sombrero, Verde el sombrero' for the same reason! :)

From Me to Everyone: 02:38 PM

Stories, song and playlets downloadable from THE LANGUAGE MAGICIAN

<https://www.thelanguagemagician.net/resources/>

Thanks for the reminder, Steven :) W

Children love doing the language magician

I managed to run a language magician session through google classroom with my y6s during lockdown!  
The lesson with the most engagement!

From Me to Everyone: 02:41 PM

From Angela Smith to Everyone: 02:42 PM

I have to go but thank you so much to all the people presenting today. It's been so interesting and informative as well as feeling great to be part of a community . Have a great holiday too :)

My husband works at Porton Down and was involved in research testing effects of singing which has gone in to a SAGE report - volume is key, so 'normal voice' might be ok... (I'll have to check with him!)

Rolf Zuckwski: Das Wetter is a favourite as well as Deine Freunde: Schokolade

Alain le Lait avoir and etre

I want to be in the lesson in which all of today's speakers and Steven do a 10 min slot each! Now that would be some lesson! Merci mille fois à tous.! Today has really brought sunshine to our Lockdown Liverpool, cheered me up no end!

Writing French authentic poems (for listening/reading/grammar & culture) - MOG

La canción de las frutas (on YouTube)

Soy una taza

We can put a collated list on the wiki

Once they are confident, I mute the song after a few bars and get them to sing, then unmute it to see if they are in time.

A current favourite is <https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-french-greetings-with-ben-shires/zdpdvk7> for greetings

poussin piou

I like Je suis une Pizza and lately Pepette was super popular with my year 8

Namika Je ne parle pas francais (German song)

<https://nattalingo.co.uk/songs-stories-and-rhymes-at-the-all-primary-languages-conference-online/>

Quel temps fait-il aujourd'hui by Alain le Lait is brilliant

Le/la song BBC and everything by Alain Le Lait

youpiiiii!

Alexandra- I love Namika.

Juan Pequeno baila

En mi cara redondita

Basha and friends; the alphabet, numbers

Bonjour, bonjour Alain le Lait

Tchik et Tchak to get them thinking about parts of the body - again play and get them to tell you LO

Leon le cameleon (sorry no accents!)

A new song in lockdown was Je suis une pizza and the kids love it

Colores colores by Bacilos - Spanish

, Juan pequeño is epic, haha! I love it

AEIOU (French) - the one with J'aime le chocolat. Y3 love it

La Belle Pieuvre

So many songs!! Je suis une pizza def great!

I get pupils to act out the stories

I'm getting children to record themselves singing songs on google classroom. Moi, J'ai soif is a favourite.

Basho and friends songs.

De colores (lovely song)

My children love 'J'aime Les fruits' by Alain Le Lait.

We have Go Noodle and they've introduced a Spanish language channel

'Moi, j'adore les bananes' by Theatre sans Frontières (sorry no accents either!)

Children love acting out and adapting the stories

@Carey my Y1s love the Spanish on Go Noodle

5 a day disco en francais is fantastic too

New German song, not widely known: Liegen ist Siegen - very covid-friendly and full of unconjugated verbs to work with

Merci Nathalie ! :)

Thank you so much Nathalie, as usual, very useful.

From Lou Smith to Everyone: 02:50 PM

Merci Nathalie! What is your favourite song?

How do you approach teaching Football in the TL

Love the lipsync idea

@Mayte look up Double Club for football

Thank you! Lots to take in.

Love your enthusiasm Nathalie. I would love to be in one of your lessons. Gracias

Thanks, Nathalie. Very enthusiastic!

What an amazing day - totally awe-inspiring speakers who champion our cause so effectively. Thank you to speakers and to organisers. So appreciated.

Thank you for this Nathalie, it is great to hear that it is not necessary to use stories that are too complex for students to understand. When I look at some suggested activities I felt like what I was doing was too basic but in fact it turns out I may have pitched stories to the correct level. Thank you for the reassurance!

Next job for latin, Jayne, to write more songs

Merci Nathalie: you are wonderful and make me laugh so much. Now buying Poux...

What an inspiring day! Thank you to everyone :)

Yes Marion! On the topic of cultural capital here is a page with links to some useful resources for adding a variety of role models and making sure all children are represented in MFL lessons: (it's a copy of a page I started that is being added to by members of the Decolonising MFL facebook page resources)

Thank you Sue and Steven for organising and for all our speakers. I've had to dip in and out and need to catch up later.

This was a great conference. Thanks for all for organising.

Thanks for today, everyone. Great contributions from all the usual suspects!

Thank you to everyone! So much work in all the presentations, thank you for your time and ideas!

Loved all the interventions today, thank you so much everyone

We had Nathalie to our school to do a football session with my Y6s who had been doing adjectival word order - highly recommend!!

Thank you for the wonderful Conference, great presentations, ideas and resources. Feeling inspired.

Inspired! Thanks Natalie for such brilliant ideas

If anyone wants to know more about Primary Latin, please email me: [sue.balmer@yahoo.co.uk](mailto:sue.balmer@yahoo.co.uk)

<https://www.facebook.com/groups/942528242897003/?ref=share>

Brilliant day, thank you to organisers and presenters!

An excellent conference, thanks to all involved. I'm off to refresh my scheme of work!

For resources around CLIL - teaching other subjects (like sport) in TL look out for ELAPSE resources - free online from November 7th.

Not yet live. Story of ELAPSE is here <https://www.all-languages.org.uk/research-practice/clil-zone/>

We had Nathalie to our school to do football coaching in Year 5. It was brilliant!

I have left this school now but here are lots of useful links from our website:

<https://greatcrosbycatholicprimary.com/French>

Thanks for a great conference and fantastic presentations.

Merci Nathalie, you have such infectious enthusiasm!

Thanks you Steven and everybody, really enjoyed today!

Here is a link to the Decolonising MFL Google Drive: [tiny.cc/j4jzqz](https://tiny.cc/j4jzqz) please feel free to add and share with your colleagues and networks, also encourage them to join this group and be a part of our work.  
[tiny.cc/j4jzqz](https://tiny.cc/j4jzqz)

Thank you for the conference. So many wonderful presentations.

This is the link to the SAGE report about singing and virus transmission - won't entertain you with the sight of Bryan in his hazmat suit though!

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/914628/S0695\\_Aerosol\\_and\\_Droplet\\_Generation\\_from\\_Singing\\_\\_Wind\\_Instruments\\_\\_SWI\\_\\_and\\_Performance\\_Activities.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914628/S0695_Aerosol_and_Droplet_Generation_from_Singing__Wind_Instruments__SWI__and_Performance_Activities.pdf)

Thanks so much to everyone involved for an absolutely wonderful Saturday

Did you check out my (audio) poem about Aller with different means of transports? to recap relevant prepositions in French?

Wonderful stuff, Nathalie! Merci! Thanks everyone for a great conference.

Thanks so much Nathalie, lots of wonderful ideas. Thank you everyone It has been a great conference and very inspirational. Lots to think about and do!

Thanks for a thought provoking and informative day! Got to go, thanks xx

Thank you to everyone!

Sue, Steven and all the speaker, mille merci pour une journee completement fabuleuse!

Thanks everyone. What a fab day!

So many thanks to Sue and Steven for brilliant organisation!

I have really enjoyed this conference - as a first time participant and recent ALL member. Working as a french tutor, its been lovely to hear of peoples ideas and experiences. well organised - personable yet highly professional. Merci

Thank you everyone!

Thank you so much everyone for a fabulous and thought-provoking day - I need a lie down now to process it all!

Marvellous conference - well done all & many thanks x

Fabulous day - have a good rest of the weekend, everyone xxx

Thank you to all involved for such an excellent day.

What a fabulous day. I love it when you come away feeling re-invigorated and ready to get cracking. Thank you to all the presenters and to Sue and Steven for such a professional job!

Thank you to all of today's presenters, you've been fab! Always leave feeling so inspired! So grateful.

Yes, must have been a logistical nightmare for Sue and Steven! Thank-you 😊

Thanks for a great conference. It was my first one...looking forward to the next already!

Gracias for my prize. Marvellous course as always, really enjoyed it. It's gone so fast.

A fabulous conference! Thank you so much for organising such amazing primary languages CPD.

Been a fab conference - thank you.

Really enjoyed the day - thanks to everyone -great ideas!

Thank you so much to the organisers Sue and Steven and to all the great presenters! Have a great weekend!

Thank you to everyone who has contributed to this fantastic conference. It has been so enjoyable.

Thanks to all the amazing speakers and to Sue & Steven! Lots to think about now. Really good day!

Thank you to all the presenters and everyone who was involved in this excellent day conference.

Thank-you to everyone for their presentations, all the organisation that has gone into today Merci!!

From Ruth Hedley to Everyone: 03:06 PM

So grateful to all the organisers and contributors - such a refresher at this point in a really difficult term.  
Lovely to see you all Xx

Amazing!!!!

Thank you so much to all the organizers and presenters. I have really enjoyed today and learned so much. I also liked being able to see all the presentations and not being forced to choose. There are definitely some advantages of going online.

Thank you very much organising such an inspirational day.

Thank you for a brilliant and inspiring day!

### **Raffle**

Wow awesome prize!

Amazing prize!

Wow, thank you!

That's the year I was born in, surely it is for me!

Thank you so much! Very pleased with my raffle prize Sue

Thank you so much, I am thrilled with the dictionaries.

woo hoo thanks Language Angels x

Awesome prizes - well done those who organised it and those who donated, very generous

Thank you so much for my prize! Amazing!

Thank you for my prize too, very happy! :-)

From Helen Stanistreet to Everyone: 03:11 PM

What fab prizes. Thanks for a fab day. Thank you all so much x

Amazing day - so inspirational and it makes me so proud to be part of this fabulous community. It gives me lots of hope for the future!

The day has been very well organised. The effort to arrange and deliver from everyone has been amazing. Thank you again.

Thank you to all - a great conference. Great prizes too! Bon weekend!

So many prizes! A fabulous conference (as usual!) - So nice to see faces too. Merci à vous tous !

Thank you for a wonderful day, fantastic presentations fab to chat.

Fabulous prizes, fabulous day, thank you

Thank you for a super day

It's been a great conference, all the speakers had so much valuable info to share. Thank you!

Many thanks to everyone who has contributed- it has been a fantastic day.

thank you thank you thank you..just wonderful!

Thanks everybody for a great day. Well deserved weekend now!

A fantastic day! Thank you so much for all the inspiration! :)

Thank you for a fantastic day, very inspiring!

Thank you for a great conference

thank you for this wonderful conference: I loved it! To the next one!

Many many thanks Organisers and Speakers, you have been wonderful, fun and highly competent. It was a treat!

Thank you for an amazing day - yet more inspiration, just what we need in these trying times. Stay well everyone!

It's been an amazing day, my first ALL conference and won't be my last. Off to join now, thank you so much to everyone involved!

Such a dream-team of presenters. Thank-you to everyone involved!

Thank you for such a fantastic conference! Super presentations!

Thank you for putting on such an amazing day!

Graciassss for the lovely contribution to the Language world, you are all wonderful!

Thank you - this was my first ALL event. Looking forward to the next one!

Thanks for an amazing event :)

Also my first ALL conference, I joined so that I could come to the conference, it has been great

Thankyou for a fabulous day

Thanks! An amazing event!

I think I need to be more active, Steven. I have been sitting here for a long time but all very enjoyable!

Thank you for an amazing event!

Thank you so much - it has been a wonderful day

Amazing event, Sue and Steven. Thanks so much for organising!

Thank you for an amazing day!

Great day, thanks. In dire need of a coffee, now. There's a flat black in a well-known coffee shop with my name on it!

at some conferences some of the talks aren't relevant but everything today was relevant and useful  
totally agree - all relevant and very useful indeed - thank you everyone :)

A really helpful and inspiring day. So well organised and informative. Thank you so much to all who contributed.

Thank you Sue a great day!

To put together such a quality conference VIRTUALLY is amazing!

Brilliantly organised - and 3 times more participants than when we held the annual event in York, so that's a win!