



ALL Cambridgeshire Primary Languages Hub

Thursday 27 March 2014

Aims for the session

- Get to know other primary and secondary languages teachers
- Understand better the aims of the new curriculum Programmes of Study for languages
- Find out about different local curriculum models
- Prioritise areas for development and further training
- Find out about further (between meeting) support

Agenda

- Group task – evolution
- *Overview of KS2 & KS3 PoS* - Rachel Hawkes
- *Methodology - joining up KS2 and KS3* – Rachel Hawkes
- *Different models of delivery* - Jane Driver and Katherine Monument
- Priorities for development - brainstorm
- Next steps – June Event (Storytelling), online support and joining ALL

Key aspects to KS2 methodology

- 1 The sound-writing relationship (phonics)
- 2 Pronunciation – when speaking from memory and when reading from text.
- 3 Conversations – questions and answers
- 4 Reading – includes deduction of meaning of new words inserted into familiar language
- 5 Enjoy stories, songs, poems
- 6 Dictionary skills
- 7 Content – to include describing people, places, things
- 8 Writing from memory
- 9 Sentence – building - involves manipulation of simple, key verbs, nouns and adjectives, and connectives

Further support and next steps

- **Next event = Monday 23 June**
- *Storytelling in the primary languages classroom*
(Rebecca Armstrong – Consultant for Primary Languages, Bedfordshire)
- **Online support**
KS2 Spanish
- <http://www.livebinders.com/play/play?id=1267969&present=true>
- KS2 French
- <http://www.livebinders.com/play/play?id=1267994&present=true>
If prompted for a code, it's ABC123

Join the Association for Language Learning
- £36 membership per primary school

http://www.all-languages.org.uk/join/join_us/group_membership

Curriculum 2014 Languages Programmes of Study

Listening

KS2

- **listen attentively** to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words**

Speaking

- **engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- **speak in sentences**, using familiar vocabulary, phrases and basic language structures
- **develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

Reading

- **read** carefully and show understanding of **words, phrases and simple writing**
- **appreciate stories, songs, poems and rhymes in the language**
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- **write phrases from memory, and adapt these** to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Grammar

- **understand basic grammar** appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Listening

KS3

- listen to a **variety of forms of spoken language** to obtain information and respond appropriately
- **transcribe** words and short sentences that they hear with increasing accuracy

Speaking

- **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- **speak coherently and confidently, with increasingly accurate pronunciation and intonation**

Reading

- **read** and show comprehension of **original and adapted materials from a range of different sources**, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- **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

Writing

- **write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.**

Grammar

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

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