



ALL CONNECT – KS2 PROGRAMME

Speaking (part 2)

If you can't say it, sing it.

Everyone knows this.....

The image shows a musical score for the song 'Frère Jacques' in 4/4 time, written in the key of B-flat major. It consists of four staves. The first staff has blue notes: G4, A4, Bb4, C5, G4, A4, Bb4, C5. The second staff has blue notes: G4, A4, Bb4, C5, G4, A4, Bb4, C5, with yellow notes: G4, A4, Bb4, C5. The third staff has green notes: G4, A4, Bb4, C5, G4, A4, Bb4, C5, with blue notes: G4, A4, Bb4, C5. The fourth staff has blue notes: G4, A4, Bb4, C5, G4, A4, Bb4, C5, with yellow notes: G4, A4, Bb4, C5.

Explain that there are many music based resources on the internet, e.g. YouTube, as well as commercially produce ones, and that there will be a link to a list of the most used on the ALL website under the tab called Support and by viewing the folder called Resources. But you will all know this. If they don't guess, it, click on the image to open up Frère Jacques en couleur. Suggest that tunes like this can be used in different ways. Here we suggest they sing the notes according to the colours represented by the notes, or to numbers. That way you can sing it in different languages.



How can I use the target language in my lesson?



What is effective use of the target language and how can I plan for it?
What would you like Year 6 children to be able to do when they leave you?

What's that?
Oh, it's lovely!

You have five minutes!

Kyle, are you listening?

Could the eagles line up, please?

[Extra information: Judging the use of the target language by teachers and students.pdf](#)

Give out the guidance from Ofsted, Judging the use of target language by teachers and students. Emphasise that this is not an Ofsted stick or threat. It is merely guidance to help teachers examine their practice. Ask the teachers to read the paper together and come up with strategies and examples that they might aspire to, even if they feel that their competence is currently weak. Ask them to comment on resorting to translation – which we discuss elsewhere.



In order to speak we have to listen



What sorts of phrases do we use all of the time in our classroom?
What is their function: praise, rebuke, comment, instruction?

Work together to draw up a list
Which of these could we use in the foreign language?

What's that?
Oh, it's lovely!

You have five minutes!

Kyle, are you listening?

Could the eagles line up, please?

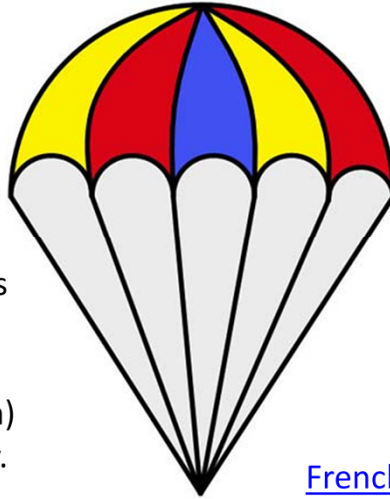
How will the children react if you speak to them in the foreign language when it isn't the language lesson? Which phrases would you use first of all? How would you increase you (and their) repertoire? How would you respond if they used the FL to you or to another pupil? Does the TL help to correct mistakes or not?



Playground games



You probably have a parachute in school. This has been used very effectively in many schools to get children to respond to instructions and work together (as in a P.E. lesson) and to practise vocabulary.



[French parachutes](#)
[German parachutes](#)

So you would be using the target language!

Click on the parachute to open the sheet “German Parachutes”, a resource produced by Darryl Bailey and Hilary Phillips from Brighton. You will see that, at one level you can practise parts of the body, and at another, learn a sequence of sentences to play a pirate game, effectively constructing a narrative.



Using the primary curriculum



Examples:

- A visit to a farm: the five senses
- Classification of living creatures
- Henry VIII and his six wives
- The life cycle of the bean
- Hygiene: washing our hands
- Routine – not just our own, for example a zoo
- The Solar System

Let's make a list of themes that we cover in KS2 in our schools.

Won't it involve a lot of language?

Well, will it?

Are there any themes or topics that we teach in Key Stage 2 that could be also done in a second language? This could be a collective activity: ask them to come up with themes that they already cover. The farm context allows children to relate directly, using the first person, e.g. Ich höre... veo... to the sights, sounds, smells of the farmyard, for example. This means you are introducing, and using new vocabulary immediately in sentences and in context. This may be a problem in German if you are afraid of using anything other than the nominative case, but we need to think differently: we are not teaching the grammar first, we are letting the children experience it, though this implies careful planning so that any text repeats a structure, thus allowing children to practise it inside the context.

Next stage is to think of the minimum amount of language needed to produce meaningful communication. For example, ask the participants to produce a minimalist dialogue between Henry VIII and each of his wives in turn. If they need any prompting, try, "Ann, I love you. Catherine, I want a divorce. Ann, I don't love you. Off with her head!"



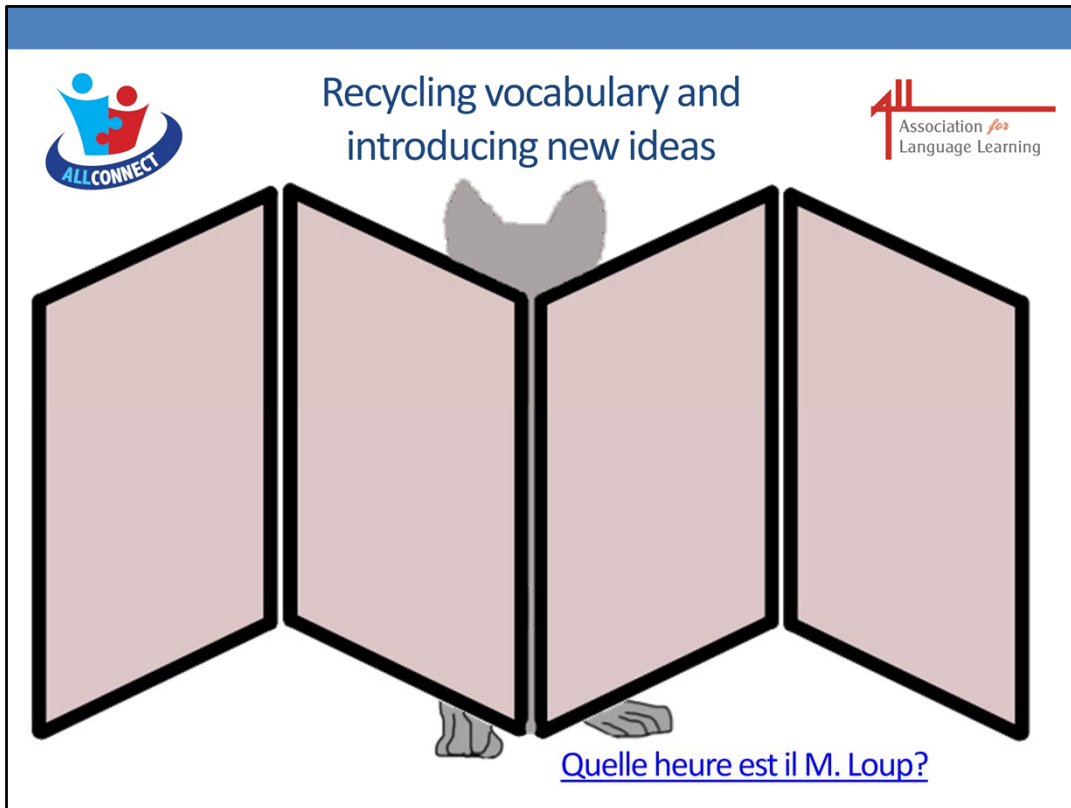
What do children (and grown-ups) find difficult to learn in general?



- Calculations
- The time
- Retrieving numbers and letters

Question: how should we teach these things?

Ask the participants what they do in a Spanish supermarket check-out even if they know the numbers. They will agree that retrieving even low numbers (as items of vocabulary) is often very challenging even if you can chant the numbers (or the alphabet). So we should beware of games like Bingo if there are children who have to count on the fingers every time. Actually this is linked to the idea of pace. Language teachers sometimes think they ought to be lively and snappy, but this can inhibit learning; children need time to think, to practise, and to get things wrong. Ask them how Year 4 children manage the time in English. Then move to the next slide, which suggest one possible way of introducing the time without actually “teaching it”



Show the PowerPoint . Ask the group to reflect on which elements of the audit are present here. Discuss the implications for practising numbers. Ask which vocabulary items the children might already have met. How might they then create their own story for presentation and/or acting out to the class? The narrative recalls the children’s playground game, “What time is it Mr Wolf”, which is also the theme of the reading book “Je m’habille et je te croque” by Bénédicte Guettier, and which is also available in German and Spanish. The book and this presentation also provide an opportunity for guided and creative writing. (The writing session might revisit this and demonstrate, for those who don’t know, how to make an eight-sided book out of a sheet of A4 or A3 paper.



Practising sounds (and spellings)



Croa, croa !



Can we check without translating everything?
Using text for speaking: reading aloud and sharing a text.
Do they really have to understand everything?
What particular phoneme do you think we are practising here?
Are we teaching it explicitly?

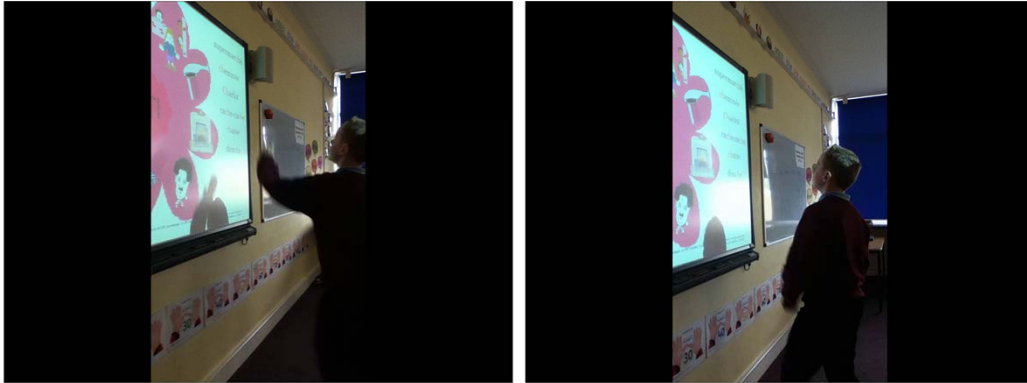
Open up the file “grenouille” by clicking on the frog. Act out the story with the group and see how much of it they can remember. Ask them which particular phoneme is being practised here (it is /u/ (ou)).



We teach phonics explicitly in English.



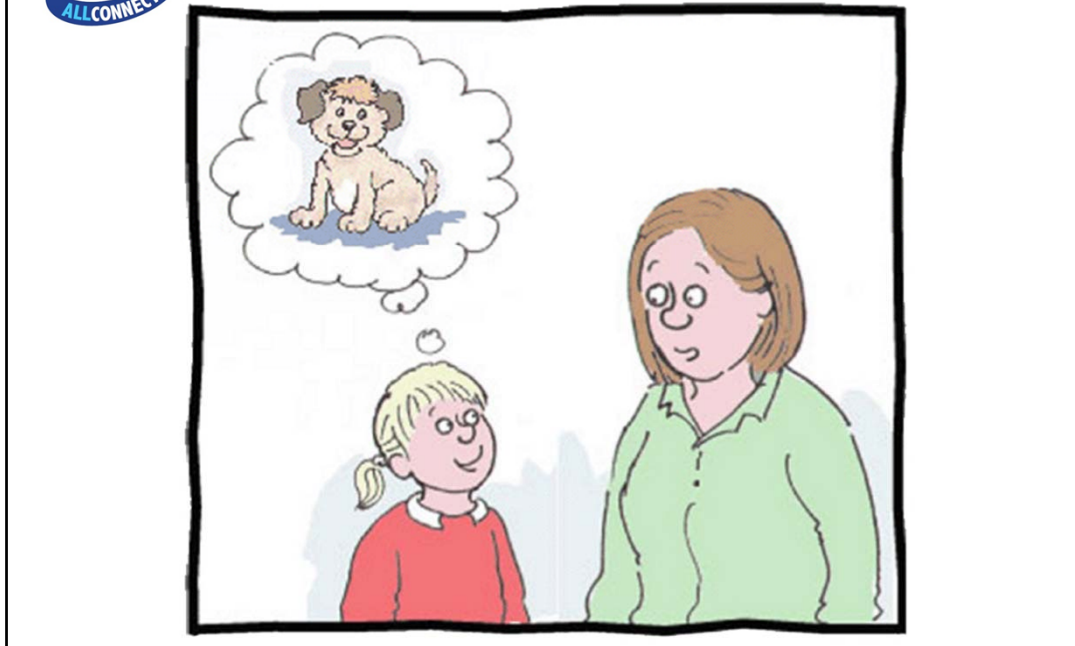
Can we do it in a second language?
Sometimes we need to be explicit.



Show the clip on the left first. Note that the boy is simply selecting the words. What is happening in the second clip? How do you judge his pronunciation and intonation? His teacher is using a suite of resources designed to introduce every phoneme of French and to help children acquire vocabulary independently. If there is time, you could click on the link at the top of the slide to open the presentation on the phoneme /ch/. If so, click on the phoneme in the centre of the flower and allow it the presentation to run automatically, asking the participants simply to listen and repeat in their head the words they appear (not out loud). When the second slide is activated, explain that the teacher asks the children to say which word goes with which picture (Je pense que xxxx va avec cette image) They can click or tap on the words to hear them spoken. The final slide is a sequence of sentences containing the phoneme. Click on the number to hear the sentence spoken. Challenge the children to read the sentences and ask them to evaluate how well they can copy the spoken model.



A feeling for narrative



You will have noticed that many of the activities we have discussed have a repeated sequence. They are like a story or narrative, with a beginning, a middle and end. Narratives are often repetitive and predictable, as we saw earlier in “Quelle heure est-il Monsieur Loup ?” A short story like this one can be used as a living book. Print out the pages and ask volunteers to come to the front. Give each one page, including the cover and end page. Divide the group into twos. Each pair faces each other with their page. At the signal, the first couple “open” and read hold up their pages to the class. Either they read the text on their page, or allow the class to do so. The pair then “close” their pages, and the next couple “open” theirs. And so on until the book has been read. You might mention that fairy stories follow a sequence of repetitions and tell them that the resources which will be made available include versions of the Sleeping Beauty and Jack and the Beanstalk (only in French at the moment, though).



Do we need to understand everything to enjoy it?



<http://www.youtube.com/watch?v=FBe1KgrRYmU>

Deutsch

<http://www.youtube.com/watch?v=WHhU2vpmOrw>

Français

<http://www.youtube.com/watch?v=KP7l-Oo5iLg>

Español



Have the text and display key phrases. Ask the children to put up their hands when they hear the phrase. With German there are lots of words similar to English that the children will be able to pick out, with guidance.



Build up a collection of books for children to pick up and enjoy





Shared Reading



Watch this short clip. These Year five children are reading the book “Je veux une soeur” from the Little Princess series by Tony Ross. What basic skills are in evidence? What are the children’s achievements in French? By the way, many of these stories are available on YouTube as well.



Some of the activities we do frequently in the language classroom



- Dialogue
- Set exchanges
- Transactions
- Performing
- Reading aloud
- Making the link between spoken and written forms of the language
- Linking with literacy – even as simple as using punctuation and case as clues
- Using dictionaries
- Practising patterns
- Writing from a model and from memory

Which of these have we touched on so far?

We will visit and revisit these in subsequent sessions

Ask the participants to refer, without too much delay, to any activities they have seen today which cover any of the above. This will give you an idea of the activities or ideas that have been particularly appealing to them.



Where are we now? Next steps



Have we touched on all of the statements in the Programme of Study?

If you are already teaching a language, use a blank copy of the audit to register coverage of the curriculum in your class.

Perhaps your colleagues might wish to participate if you are cascading this training to them.

[You will find other resources in French, German and Spanish on the dedicated area of the ALL website.](#)

Next steps. Ask the participants to look at what they are currently doing and to assess the extent to which they are covering the curriculum. Ask them to choose one theme or idea to explore before the next session and to bring back some evidence – even anecdotal – to describe some facet of their work and the children’s achievements.