



ALL CONNECT – KS2 PROGRAMME

Speaking: part 1



Key question



Speaking a foreign language is...





The Programme of Study



Pupils should be taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally and in writing
12. understand basic grammar appropriate to the language being studied, including (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

- 1) Listen and show understanding by **joining in** and **responding**
- 2) Link the **sound, spelling** and **meaning** of words

Reading

- 1) Read and show understanding of **phrases** and **simple texts**
- 2) **Read aloud** with accurate pronunciation
- 3) Use a **dictionary**

Speaking

- 1) **Ask** and **answer** questions
- 2) Express **opinions**
- 3) **Ask for clarification** and help
- 4) Speak in **sentences**
- 5) **Describe** people, places, things

Writing

- 1) Write **phrases from memory**
- 2) **Adapt** phrases to create **new sentences.**
- 3) **Describe** people, places, things

Grammar

- 1) **Gender** of nouns
- 2) Singular and **plural forms**
- 3) **Adjectives** (place and agreement)
- 4) Conjugation of **key verbs**



Phonics / Pronunciation

Classroom / Routine language

Interaction

Oral presentation



Phonics / Pronunciation

Listen and show understanding by joining in.

Link the sound, spelling and meaning of words (songs and rhymes).

Read aloud with accurate pronunciation.

Classroom / Routine language

Listen and show understanding by responding.

Seek clarification and help.

Ask and answer questions.

Express opinions.

Interaction

Engage in conversations.

Ask and answer questions.

Express opinions.

Speak in sentences.

Oral presentation

Speak in sentences.

Present ideas and information orally.

Describe people, places, things and actions orally.



The KS2 Programme of Study



The. Key Stage 2 Programme of Study for Languages. Audit of coverage

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| 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 | | | | | | | |
| 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 | | | | | | | |
| 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 | | | | | | | |
| 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 | | | | | | | |
| Understand basic grammar appropriate to the language being studied, including (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. | | | | | | | |



1 Dictée en couleurs

1



2



3



4





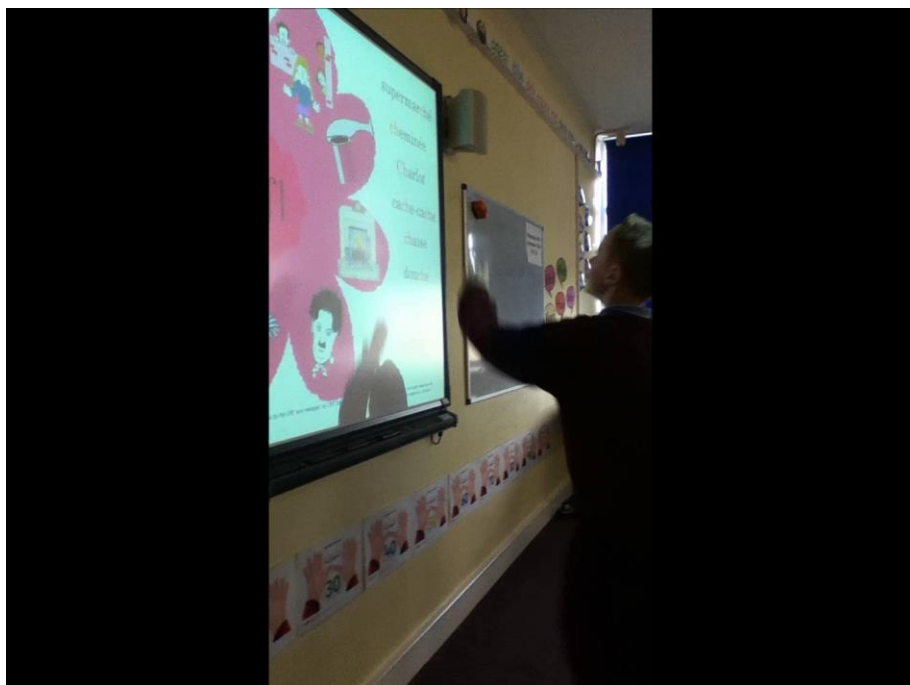
Exploring the sounds of the language





2 Teaching phonics

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





Speaking a foreign language calls on all our senses





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?

Look at the board, please, everyone.

You have five minutes!

Listen carefully.

Show me a green object.



In order to speak we have to listen



Is this
right,
Miss?

You're
cheating!

I don't
understand

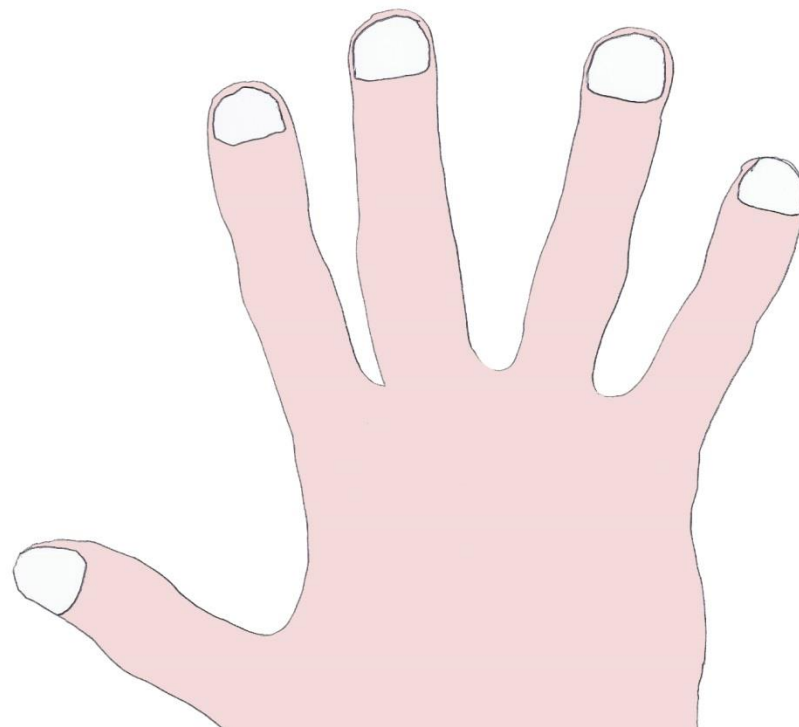
How do you
spell?

Miss, what's
the French
for puppy?



4 Songs, rhymes and poems

Que fait ma petite main ?
Que fait ma petite main ?
Elle caresse : doux, doux, doux
Elle tape : pan, pan, pan
Elle gratte : grr, grr, grr
Elle chatouille : guili, guili, guili
Elle pince : ouille, ouille, ouille
Elle danse : hop, hop, hop.
Que fait ma petite main ?
Au revoir !



Samantha



Elle caresse, doux, doux



Sam



Elle gratte, grr, grr

Abigail



Elle chatouille, guili, guili

Ryan



Elle pince, ouille, ouilli



Sarah



Elle vous dit : 'Au-revoir, au-revoir!'



If you can't say it, sing it!



The image displays four staves of musical notation for the song "Everyone knows this.....". Each staff begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The first staff contains a sequence of eight quarter notes: G4, A4, Bb4, C5, Bb4, A4, G4, and F4. The second staff contains six notes: G4, A4, Bb4, C5, Bb4, and A4, with the notes Bb4 and C5 highlighted in yellow. The third staff contains eight eighth notes: G4, A4, Bb4, C5, Bb4, A4, G4, and F4, with the first four notes highlighted in green. The fourth staff contains six notes: G4, A4, Bb4, C5, Bb4, and A4, with the notes Bb4 and C5 highlighted in yellow.

Everyone knows this.....



Further support



■ <http://tiny.cc/ALLLiterature>

■ <http://all-literature.wikidot.com>



Themes

Literature

What is literature?

What do language teachers do with it?



This page forms part of ALL's project to support language teachers with integrating literature into their schemes of work in national curriculum key stage 2 and 3 (for 7-14 year-olds) as required by the latest version of the national curriculum.

In response to messages on ALLnet in Spring 2014, members have asked for some initial advice and information on related issues.

The project itself will be publishing in due course (late in 2014 or in 2015)

- a database of literature resources selected, trialled and evaluated by language teachers
- examples of the activities they use alongside the 'literature'
- and practical advice

In the interim, this page lists some starting points, references, starter ideas for texts and links. With thanks to those who have submitted these suggestions

These notes are not comprehensive. Please send further suggestions to info@ALL-languages.org.uk.



The wiki features the generous contributions of UK Language teachers – case studies focussing on the uses of Literature and Texts with 7 – 14 year-olds in the Language classroom. You can read their suggestions and contributions freely below. If you have a contribution to make, you need to create an account with 'wikidot' and join this site. Click on the grey button in the top right corner. To contribute please click below! Click here to make a new entry? Further content is listed on the right-hand bar of this Home Page. ALL cannot be responsible for the accuracy of the references, although links were checked at the time of their contribution. The editorial group has tried to acknowledge any copyright issues. If there are others, please advise us at info@ALL-languages.org.uk and we will attempt to rectify or remove any offending material.

[Click here to make a new entry for the wiki.](#)

Once you have created and saved a page, click on the 'files' button at the bottom of the page to attach any sort of file. You also use this button to view files already attached.

Use the search box in the side bar to search for particular topics.

- Latest texts**
- [Cogs de combat - lignes 1-23](#) (Contributor: Bernard Clark)
 - [Dofa Pita Pitura](#) (Contributor: Erzi Culshaw)
 - [Lettre de Marie Curie](#) (Contributor: Sarah Brough)
 - [La plaza tiene una torre](#) (Contributor: Erzi Culshaw)
 - [Khargosh \(Usdu\)](#) (Contributor: Kausar Ali)



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| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | ✓ | | ✓ | | | |
| 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 | | ✓ | | ✓ | | | |
| Read carefully and show understanding of words, phrases and simple writing | | ✓ | | | | | |
| Appreciate stories, songs, poems and rhymes in the language | | | | ✓ | | | |
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