**ALL Thames Valley Primary Hub Meeting**

**All Saints Primary School**

**21/3/19**

12 schools represented.

Sue Cave thanked All Saints Primary and Karen Blackham (Primary Language subject leader) for hosting the meeting and for agreeing to take the notes.

**Introduction**

SC welcomed all members. There were teachers from schools in Wokingham, Bracknell, Windsor and Maidenhead, Buckinghamshire and Slough.

**Agenda**

1. Sharing ideas, successes, concerns

2. News Updates

3. Speaking activities and target language

* **Sharing Ideas and Concerns**

The following was discussed:

**Successes**

* Using E-twinning, a school has set up a link with a school in Belgium. They will share information via an interactive website using Google. <https://www.etwinning.net/en/pub/index.htm>
* One school has applied for the International School Award. You need to demonstrate ‘internationalism’ through activities such as language days. It is awarded by the British Council. <https://www.britishcouncil.org/school-resources/accreditation/international-school-award>
* One school has set up a link with a school in Congo. The link was established through connections which a parent had. They have exchanged songs and videos
* One school held a French day last term and linked it with the theme of Harvest. The following day parents were invited into the school and the children shared with them what they had been doing and had learnt.
* **News and Updates**

**ALL Membership**

It costs £50 for a primary school to obtain membership of ALL for a year. Everyone is encouraged to join.

**Free MFL/ICT conference**

This is free to attend and is for both primary and secondary teachers. It will take place on Saturday 27th April at Ashcombe school, Dorking. <https://www.eventbrite.co.uk/e/mfl-twitterati-conference-registration-52421762904>

**BBC Superheroes**

Videos have been produced by the BBC to practise French and Spanish greetings using Premier League native speakers of these languages. <https://www.bbc.com/sport/av/supermovers/47131128?fbclid=IwAR30YEBevYicx6Xl_t_VYH53UGrR00dcEMSMr2tJIpr-07V58giWx0x1fi0>

**French Pop Video Competition**

This is a competition organized by the Institut français for primary and secondary schools to create their own song or rap. The closing date is 5th April. <https://www.all-languages.org.uk/events/competitions/french-pop-video-competition/>

**Cave Languages Support Packages for Schools**

Details of the support which is available for primary schools in 2019-20 is now available on the Cave Languages website. <https://www.cavelanguages.co.uk/support-training>

**Nattalingo Podcasts**

Well worth a listen are the podcasts produced by Nathalie Paris on her website. In the podcasts she discusses various aspects of language teaching to children up to the age of 13. <https://nattalingo.co.uk/category/podcasts/>

**Free German Twilight Up-skilling sessions**

The Goethe Institute is offering 10 sessions of 90 minutes to teachers of German in primary schools who would like to improve their confidence and competence in German speaking. <https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dwb.html>

**Talking French and Talking Spanish Classroom Activity Kits**

Sue Cave has designed these activity kits which have just been published by TTS Resources. There are 40 – 50 activities for getting children speaking in pairs or groups. They can be used for any language topic as they are customisable. They can be used as a carousel within a lesson. The kit includes resources from the TTS range e.g. phonic fans, recordable postcards, puppets, feely bag etc.

<https://www.tts-group.co.uk/talking-french-box-of-activities/1016137.html>

<https://www.tts-group.co.uk/talking-spanish-box-of-activities/1015873.html>

**White Paper – Primary Languages Policy in England – The Way Forward**

This white paper has just been published and makes for very interesting reading. <http://www.ripl.uk/policy/>

The 10 key points from the paper are highlighted here on the Changing phase blogspot <http://changing-phase.blogspot.com/2019/03/primary-languages-white-paper.html>

**Latest News and Updates**

If you want to keep up with the latest news and updates, don’t forget to go the Cave Languages Sharing Good Practice page where links are regularly posted <https://www.cavelanguages.co.uk/sharing-good-practice>

**Free draw for Talking French and Spanish resources**

Names were drawn out of a hat to win the resources from the prototype versions of Talking French and Spanish. There were 2 happy winners.

* **Speaking Activities**

**The following was discussed:**

* The specific objects related to speaking in the KS2 Programme of Study were identified: Speak in sentences, using familiar vocabulary, phrases and basic language/ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help/present ideas and information orally to a range of audiences/describe people, places and things orally and in writing

**The following ideas were shared:**

**Single words and speaking in sentences**

* Encourage children, through a language scaffold to create sentences using different word classes and relate to grammatical knowledge in English
* Play some music, the children move around the room, when the music stops they ask a question of the child nearest to them and then continue
* A child must select 5 questions and ask each one of a different child
* Children must guess and predict what you are thinking or their partner is thinking
* Each corner of the room is allocated a word. Each child chooses a corner saying the word as they walk towards that corner. One of the four cards with the word on it is drawn and if it is the corner chosen by a child, they win a point
* Trying using Makaton signing to support language acquisition and production
* Present a series of flashcards which the children say in sequence, keep repeating this but take away a card each time until the children say the whole sequence with the flashcard support
* Say a sentence and tell the children to record it in their head until you take your finger off the ‘imaginary pause button’. Lengthen the amount of time on each go
* Agree on a secret signal whilst a child is out of the room e.g. scratching nose. The child enters the classroom and the others start to repeat the first word in a list, on seeing the secret signal they move to the next word in the list and so on until the child discovers what the secret signal is
* Slowly reveal a familiar object from a bag and the children try to name what it is before it is fully revealed
* Show images of familiar vocabulary, remove one when the children are not looking and they must name which one has been removed
* Provide a language scaffold and tell the children that you have selected a sentence. Divide the class into two groups and they take it in turns to guess the sentence
* Provide a language scaffold and divide the class into two groups. One group selects a sentence without the other group seeing. This latter group says aloud sentences using the scaffold. For every sentence which is not the one chosen by the other group, they win a point. Their turn is over when the sentence is guessed.

**Conversations, Questions and Answers**

* Provide puppets for the children to create conversations
* In a circle a child asks a question to the person next to them and this child replies and then asks the question of the next child and so on
* Use a cube with plastic wallets and write a question and put in each face of the cube. Throw the cube to a child and they must try to answer the question. Alternatively, children create their own cubes/3D shapes from paper and write on the faces of the shape the questions to be practised.
* Give each child either a question or a matching answer written on a card. The children must circulate and ask the question to others and try to find the person who has the answer to their question.
* Create loop cards with question and answers. Each card has a question and answer. When they hear a question which matches their answer, they should read out the answer and then read the question so that someone else can answer.
* Create cards with all the questions which they have been practising, in pairs they ask the questions on the cards to their partner and see who can get the most correct
* 4 volunteers are chosen and one stands in each corner of the room. One of the remaining children in the class asks a question in the foreign language. The first volunteer to answer the question correctly (by ‘buzzing’ first either with an actual buzzer or buzz word) moves clockwise to the next corner and the child in that corner is ‘out’. This continues until only one child remains who is declared the winner. If the question is answered incorrectly the child is ‘out’.
* Select 3 children to leave the room. Whilst they are out of the room, a soft toy is distributed. All the children, including the one with the soft toy, puts their hands under the table. The 3 children outside the room return and ask a question of any child in the room, this child replies. The other 2 children do likewise. This continues until the child with the toy is questioned. The child replies and then shows the toy, this questioner is the winner. Either use the same question to be asked for all 3 volunteers or a different one for each child.
* All the children stand up and each child takes it in turns to say one word of the question to be practiced. The child who is next to speak after the last word of the question is ‘out’ and sits down. This continues until only one child remains.
* One child stands with their back to the class and asks a question, one child behind their back replies disguising their voice. The questioner tries to guess who it is.
* Give a list of choices e.g. find someone who likes cheese/doesn’t like cheese, likes football/doesn’t like football. The children circulate to find one child for each category by asking and answering the questions.
* To practise several questions, invite children to stand at the front of the class with a card with an answer to one of the questions to be practiced. Divide the class into two groups; a child from each group takes it in turns to ask a question of a child at the front, if the question and answer match they win a point for their team and that question card is removed from the front of the class.

**Present to a range of audiences**

* Present the new language which has been learnt in a school assembly
* Record a presentation of new language and put on the learning platform
* Children make recordings using ‘recordable postcards’ (TTS resources) and display in the classroom
* Year 6 retell familiar stories to younger learners in the school
* Put on a fashion show to practise clothes vocabulary
* Put on a play in the foreign language ’12 petites pieces à jouer’ and ‘Fun French Fairy Tale Plays’ published by Brilliant Publications have some great ideas
* Children pretend to give a weather report

**Target Language**

* The consensus was that not much was used except for familiar classroom instructions and the start and end of the lesson
* The idea which had been tried to encourage spontaneous conversation was to provide a mat of key phrases and every time a spontaneous piece of language was produced by a child this was recorded. The child who had made the most effort at the end of the year was given a certificate. Spontaneous award certificate available for download here <https://www.cavelanguages.co.uk/sharing-good-practice>

**Next Meeting: Thames Valley Primary MFL Hub**

In keeping with the agreement that the day for the meeting would alternate between Wednesdays and Thursdays, the next meeting will be on **Wednesday 12th June** 4.15-5.45pm at **All Saints** Primary School, Wokingham RG40 1UX**.**

The theme of the next meeting will be **‘Using songs to teach a language’**

Sue Cave

26/3/19