

WELCOME !

Welcome to the twelfth edition of the MFL Sunderland Primary Newsletter. The aim of the newsletter is to keep all teachers and headteachers informed of the latest developments in primary language teaching nationally, regionally and within the local authority.

Previous editions of the newsletter can be found on the MFL Sunderland website, at www.sunderlandschools.org/mfl-sunderland/primary-newsletters.htm

Please email comments and feedback to clare.seccombe@gmail.com

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THE FUTURE OF PRIMARY LANGUAGES

Following the publication of the schools' White Paper "The Importance of Teaching" in November 2010, Primary Languages have been in a state of limbo. Language professionals and associations have been working hard over the last two months to elicit some kind of response from the DfE about their future. Here is the latest response from Mr Gove's office:

Thank you for your email and e-card of 6 December to the Secretary of State, regarding the importance of language teaching in primary schools. As a member of the Secretary of State's correspondence team I have been asked to reply, and I apologise for the delay in doing so.

The Coalition Government is fully committed to the teaching of languages in schools, not only for its social and economic benefits, but also because learning a language helps pupils to understand the different cultures of people around the world.

*We know that primary school teachers and others have worked very hard over the last few years to stimulate an early interest in language learning, and a recent NFER study showed that 92 per cent of primary schools are now teaching foreign languages within class time at Key Stage 2. The Government believes that learning a language at primary school can inspire children with a love of languages that will stay with them throughout their secondary education and beyond. **Given the importance of language learning, and the benefits of an early start, Ministers expect that the majority of primary schools that are already teaching languages will continue to do so.***

On 7 June 2010, the Minister of State for Schools announced that we would be carrying out a review of the National Curriculum to return it to its original purpose - a core national entitlement organised around subject disciplines. The review will consider the place of languages within the National Curriculum in both primary and secondary schools, and will ensure that our core curriculum can compare with those of the highest performing countries around the world. In designing the new curriculum, we plan to consult a wide range of academics, teachers and others with an interest in what is taught in schools. More details about how to contribute to the review will be announced shortly via our website at <http://www.education.gov.uk/>, and I hope that you will feel able to respond.

The aforementioned curriculum review (<http://tinyurl.com/curriculumreview>) was launched on 20th January and closes on Thursday 14th April. Question 20 deals with Modern Foreign Languages.

The first results of the curriculum review will be announced in Autumn 2012. Until that time the teaching of a foreign language in KS2 remains an entitlement.

"THEN AND NOW" - CONFERENCE 2011



Following the success of our Primary Languages conferences in 2009 and 2010, we are delighted to announce our conference for 2011—"Then and Now".

This FREE conference will take place on Thursday 17th March at the Sandhill Centre, and full information can be found on the flyer which is at the end of this newsletter.

We are offering a wide range of workshops to suit all levels, and if you enjoy singing in the classroom you will not want to miss the keynote address.

We look forward to seeing you there ! To guarantee your place, please book by Friday March 4th.

REALISING THE STRATEGIC IMPORTANCE OF LANGUAGES

The above event was held on January 11th in Newcastle, and the keynote addresses were given by Baroness Jean Coussins, Chair of the All-Party Parliamentary Group on Modern Languages, and Richard Hardie, Chair of financial services firm UBS Ltd.. You can download the transcripts of their addresses and other useful information here <http://www.linksintolanguages.ac.uk/events/2210>.

Many primary, middle and secondary schools from the region were represented, and delegates were overwhelmingly in support of teaching languages in KS2.

"If you really want to get under the skin of another culture, you need their language, not just a louder voice than your own." Baroness Coussins

MODERN LANGUAGES: ACHIEVEMENT & CHALLENGE

This month Ofsted has published its latest report into Modern Language teaching across Key Stages 2, 3 and 4. Generally speaking, Primary Languages are reviewed favourably. This is from the executive summary of the report:

Key findings

- Achievement was good or outstanding in just under six out of ten of the primary schools visited. Pupils made most progress in speaking and listening because this was where most emphasis was placed in lessons. Although there were good examples of systematically planned reading, these were rare and even more so for writing.
- Pupils' enjoyment of language learning in the primary schools visited was very clear. They were usually very enthusiastic, looked forward to lessons, understood why it was important to learn another language and were developing a good awareness of other cultures.
- Teaching was good in two thirds of the 235 lessons observed. Despite some occasional shortcomings in pronunciation and intonation, primary teachers' subject knowledge and their teaching methods were predominantly good.
- Senior leaders were very committed to introducing modern languages into primary schools. The initiative featured well in whole-school planning with a clear rationale for how and when it would be taught and by whom. Weaknesses lay in assessment, and the monitoring and evaluation of provision, often because leaders did not feel competent enough to judge language provision.

Recommendations

Primary schools should:

- build on their good work in speaking and listening, including language learning strategies and knowledge about language, to develop pupils' early skills in reading and writing
- ensure intercultural understanding is built into work where it does not yet feature prominently.

It is also worth noting here one of the recommendations made to secondary schools:

"Secondary schools should consider, as a matter of urgency, the implications of recent developments in primary languages for their curriculum in Year 7 and how they build on students' prior attainment."

MARDI GRAS ET CARNAVAL

Tuesday 8th March is the rather sedate Shrove Tuesday and Pancake Day in the UK. In France it's Mardi Gras. "Mardi Gras" means "Fat Tuesday", and is traditionally the day when people eat up all the fatty foods in their cupboards before the fasting of Lent begins. They make beignets, a kind of doughnut, bugnes and crêpes.

Momes.net has a beautiful, printable crêpe recipe <http://www.momes.net/dictionnaire/c/chandeleur/fiche-recette-crepe-a-imprimer.html> which is ideal for introducing children to French handwriting. You can consult the same website for practice sheets for writing letters in the French way <http://www.momes.net/education/ecriture/graphismes.html> (scroll down to the bottom to the "par ordre alphabétique" section). Why not challenge your class to write their names in the French style - cross-curricular art.

On the subject of crêpes, there are plenty of ready-made ones available in the supermarkets these days. You could invite your class to try crêpes with different fillings and then express some simple opinions about what they like and don't like. For example:

J'aime	<i>I like</i>
Je n'aime pas	<i>I don't like</i>
Je préfère	<i>I prefer</i>
la crêpe au jambon	<i>the pancake with ham</i>
la crêpe au fromage	<i>the pancake with cheese</i>
la crêpe à la confiture	<i>the pancake with jam</i>
la crêpe au citron	<i>the pancake with lemon</i>

Here is a lovely poem about eating crêpes:

Quand on fait des crêpes chez nous, Ma mère vous invite.	<i>When we make pancakes at our house, My mother invites you.</i>
Quand on fait des crêpes chez nous, Elle vous invite tous!	<i>When we make pancakes at our house, She invites you all!</i>
Une pour toi, une pour moi, Une pour mon p'tit frère François.	<i>One for you, one for me, One for my little brother François.</i>
Une pour toi, une pour moi, Une pour tous les trois!	<i>One for you, one for me, One for all three of us!</i>

The period leading up to Mardi Gras is Carnaval. People dress up, eat what they want and generally celebrate. One of the most famous carnivals in France is Carnaval de Nice, which starts this year on 18th February and finishes on 8th March. Find out more at www.nicecarnaval.com where you can also read about the history of the Carnival in English. There is information about the carnival characters here <http://tinyurl.com/yc385fd> and some online colouring in French here <http://www.coloriage.tv/arlequin-coloriage> If you would like to make some Carnaval masks with your class, there are some templates and instructions here <http://www.teteamodeler.com/boiteaoutils/creativite/fiche256.asp#a>



bugnes



beignets de Carnaval

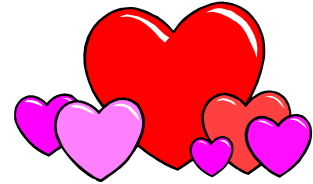
YOUR FREE RESOURCE

This issue's free resource is a short text describing the origins of Valentine's Day. Reading skills in the foreign language were identified in the recent Modern Languages Ofsted report as being a weakness in KS2, and this activity sets out to show you and the children that reading and working out the meaning of a longer text is not as difficult as you might think.

The resource shows some activities that the children can do to help them to understand it. You will find some more possible activities in this document <http://www.sunderlandschools.org/mfl-sunderland/resources/textexploit.doc>. This resource is most suitable for Y5 and Y6.

L'origine de la Saint Valentin

Le quatorze février c'est la Saint Valentin.
Valentin est le patron des amoureux.



Il y a plusieurs versions de l'histoire du Saint Valentin.

Par exemple: Saint Valentin est un prêtre qui était emprisonné et décapité le quatorze février.

L'histoire raconte que les enfants aimaient beaucoup Valentin. Il était leur ami. Pour le réconforter, les enfants lui passaient des messages d'affection à travers les barreaux de sa cellule. C'est peut-être l'explication des petits mots qu'on échange, avec des fleurs et des cadeaux, le quatorze février ?

1. Look at the title and the pictures. What do you think the text is about ?
2. Underline all the French words that you know. Tell the others on your table what they mean.
3. Circle the cognates.* Share the cognates that you have found with the others on your table.
4. Use a French dictionary to find the English meanings of these words:
amoureux plusieurs prêtre leur mot cadeau
You could also use an online dictionary like www.wordreference.com
5. When you have completed activities 1, 2, 3 and 4, have a go at explaining in English what the text is telling you.

*A cognate is a French word which looks very like an English word, and means the same as that English word. For example "papier" and "paper".

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**TEACHER'S
SHEET**

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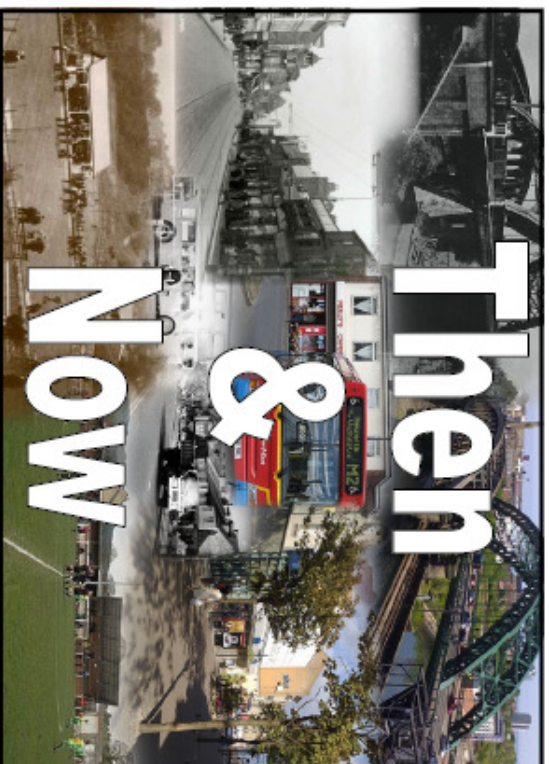
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The origin of Valentine's Day.

The 14th February is Valentine's Day.
Valentine is the patron (saint) of lovers.

There are several versions of the story of St Valentine.
For example: St Valentine is a priest who was
imprisoned and decapitated on the 14th February.
The story says (recounts) that children loved Valentine a lot.
He was their friend. To comfort him, the children
passed messages of affection through the
bars of his cell. It's perhaps the explanation of the
little words that we exchange, with flowers and gifts,
on 14th February?



Sunderland LA Primary Languages Conference 2011

Thursday 17th March

12.30 - 4.00

Sandhill Centre
Grindon Lane
Sunderland
SR3 4EN

- FREE half-day conference
- Practical workshops to develop language learning and teaching techniques for KS2
- Ideas, activities and resources to take back to the classroom
- Lunch provided from 12.30

Workshops:

1. That's a date
This workshop will present lots of ideas and strategies for teaching large numbers, sequencing, dates, years and timelines. Cross-curricular maths and history!
2. Places in town
We'll be using "Il y a" to say what there is and what there isn't in a town, then using connectives to build longer sentences and compare towns in the past and the present.
3. Find the difference
Understanding a longer piece of text is not as challenging as you might think. This workshop will look at strategies for reading and understanding a longer text, as well as vocabulary building, adjectival work, antonyms and description.
4. E-portfolio
Find out how you can use ICT to record pupils' work and progress. This will be particularly useful for transition to Year 7.
5. Fun with phonics

A hands on session looking at the sound-spelling relationship in French and how this helps our children to pronounce words independently. Lots of practical ideas and a CD of resources to take home. (The ideas can be adapted to any language.)

"Then & Now" is Unit 22 of the TDA (formerly QCA) Scheme of Work (<http://bit.ly/asvxxl>) for KS2 MFL.

It will comprise one of the Year 6 units in the Sunderland Scheme of Work for French.

How to book your place:

Email your name, school and TWO workshop choices to clare.seccombe@gmail.com before Friday 4th March.

Who is the conference for ?

- Primary MFL co-ordinators
- Primary teachers who teach a language
- ITT students
- FLAs
- Secondary MFL teachers with a responsibility for KS2-3 transition.

