

Judith Woodfield
CLIL - BOGOF Two for the price of one

Lots of free gifts
A way of raising achievement, motivating, inclusive, great for transition, AfL, transferable skills

Bordesley Green Girls
Visual learning as key to issues faced.

Janet Lloyd
Progress and creativity in the primary curriculum and the implications for KS3

Languages open doors - and the doors don't shut in that six week gap.
It doesn't matter where kids come from, they can learn a language.

Enabling pupils to make substantial progress in one language
Appropriate balance of spoken written language
Lay foundations for further foreign language teaching at Key Stage 3

Talk with each other not at them

A child's voice on grammar

Kati Szeless
Can high quality language learning have a positive effect on children's literacy development?
An EEF-funded research project

National research programme
Kati and Therese
Behalf of CfBT and education endowment fund

Why?
Statutory primary langs
Reactions heads and governors
Findings of DfE languages support programme Jan2012-Mar2013

Background
CILT new literacy CPD course
Research report of University of Columbia 2002 (looked at all current research into L2 effect on L1 literacy skills - all backed up this thesis that L1 competences almost always positive although all evidence from French immersion projects)
Development of children's L2 reading skills to enhance L1 reading competence - lots of cross over of skills between the two but no coherent strategy
Early drafts 2010 of a coherent plan/strategy - talked to Prof Ernest Macaro - unable to develop further when CILT subsumed.
Project from OU: PMFL has manifest facilitative benefits on developing L1 literacy skills

intervention

Took QCA SoW for KS2 French
TDA adaptations
Linked to now National curriculum programmes of study Sept 2013

show teachers how to compare elements of grammar and phonology, to reinforce English spelling rules, to broaden children's vocabulary by discovering new words

Into each lesson, 3 new strands of literacy to coincide with Ts ideas

As above

Grammar

Spelling

Etymology

Sample

34 schools

3x1 day course to schools

Y3 and/or 4 London Bristol Brighton NE

Minimum 2 form entry with class teacher responsible for MFL input (so one form as control)

One form has 18 week intervention from Jan 2014; other class doesn't

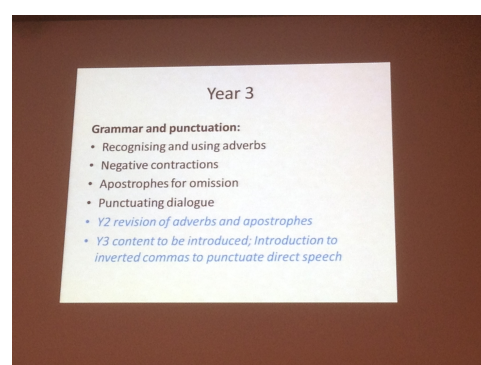
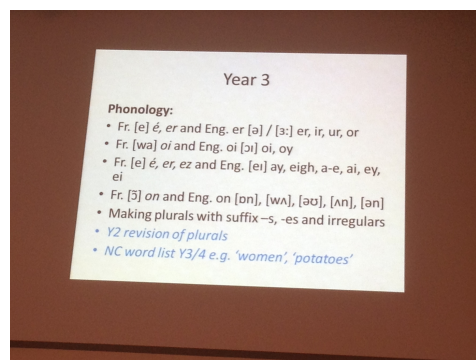
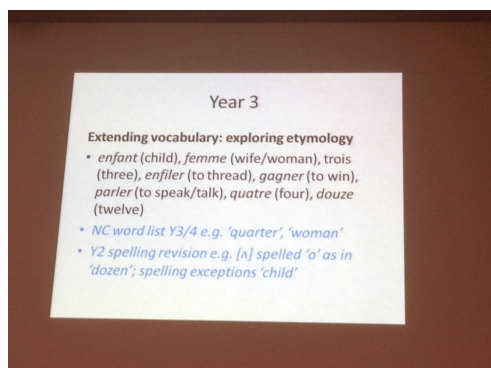
Evaluation by IoE through baseline testing, observations, evaluations, interviews, teaching records

Eg one to one vocab test, whole class spelling, attitudinal tests for Ps and Ts

Hope report published in Jan 2015

Currently just finished 3 days of training

Now offering to other class teacher!



T reactions -

First impressions

- "Children have been really engaged and positive to learn French weekly."
- "Excited! The children look forward to the French lessons. They spontaneously start conversations in French."
- "Good level of participation, positive and unselfconscious."
- "The visual activities games and flashcards are good for lower ability pupils, too."

- "Children are really concentrating with pronunciation and high expectations are being met."
- "I am impressed by the amount of French the children have learned in a short time. Much more than our previous programme."
- "Writing and their ability to have a go – amazing!"
- "How they can relate the French to the English."
- "That children can see the links between French and English."

First impressions

- "There are good links with what is happening in Literacy lessons."
- "They loved finding new words and sounds."
- "It's worked well – the lower ability are working with the more able."
- "They enjoyed breaking down words, seeing that they mean and where they come from."
- "Children like comparing French and English rules."

- "I've been surprise and reassured how seamlessly the activities have integrated into the usual planning."
- "Children are noticing words that 'meet the rule' across the week."
- "It's supporting the lower ability children in grammar and phonics."
- "How the more able pupils have enjoyed learning about word origins and making links."
- "Children noticing that elevator comes from the French *lever*."

First impressions

- "Children are applying what they've learned to literacy lessons e.g. phonics and punctuation."
- "Speech marks being used in writing in topic lessons."
- "Children are using the ! in topic and English lessons."
- "Children are now able to discuss singular and plural nouns more confidently."

- "Children noticing silent letters during guided reading."
- "Referencing back to sounds and vocabulary e.g. treasure and leisure during discussion and story writing."
- "Children have been frequently using the extended vocabulary in their writing."
- "Children used the word 'verdant' in their science topic."

Hopefully units of work will be made available by CfBT for y3/4 but not sure if funds to develop y5/6

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