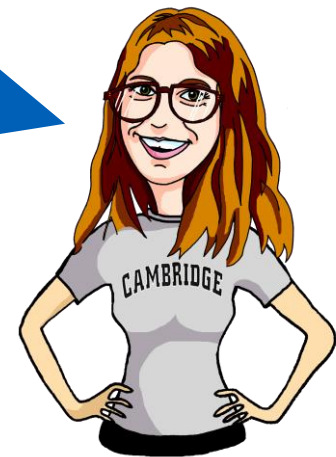


# 10 best bets for the new GCSE

It's more about  
the words!



# Informed debate is the fuel of curriculum development...

Mary Myatt, John Tomsett

With the new GCSE in mind...

- what does success look like in terms of what those students know, understand, and can do in your subject? [Mary Myatt](#)
- if that is your destination, where do you begin and how do you build up to that point? [Mary Myatt](#)
- ...That master question is threefold: what, to whom, and how? [Jerome Bruner](#)
- what do students 'need to know' and what is 'neat to know'? [Dylan Wiliam](#)

# The 'what'

It's more about the words!

## Need to know



**1750 (H) | 1250 (F) words** (AO wordlist)

85% most common 2000 words

15% any frequency

30 multiword phrases

20 cultural items

**Sound-symbol correspondences (SSC)** (Annex E)

**Grammar features** (Annex E)

## Need to do



**Apply these 3 knowledge strands in communication - comprehension (L, R) and production (S, W)**

## Neat to know



??

**What students want to know – i.e., a personalised repertoire**

# Why this new GCSE?

It's more about the words!



- **to increase GCSE (and also A level) uptake**

*Whatever their level of achievement, the vast majority of young people should study a modern foreign language up to the age of 16, and take a GCSE in it.*  
*([MFL Pedagogy Review](#), p.3)*

- **to establish a secure connection between curriculum and assessment, and thereby...**
- **to ensure that outcomes are (largely) determined by learning effort**

“If you keep doing what you’ve always done, you’ll keep getting what you’ve always gotten. To reach a new destination, you must be willing to take a new path.” (paraphrase of Einstein’s Parable of Quantum Insanity)



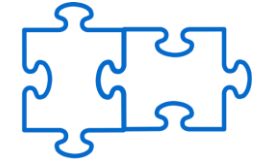
# Session overview

1. Reduce
2. Reuse
3. Recycle



6. Teach the sounds
7. Connect the words
8. Communicate!

SFC (avant tout consonnant)	a	i	eu	e	au
dark	animal	midi	deux	je	gauche
u	ou	SFE (avant tout -e)	é	en/an	on
lu	nous	timide	écrire	enfant	Nord
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		



It's more about the words!

4. Personalise
5. Choose rich content



9. Join up KS2 & KS3
10. Evaluate resources!



# Appearances are deceiving

It's more about the words!

The topics seem very much the same...

The new SAMS look very similar to the current GCSE.

Apart from the dictation and read aloud, I can't see the difference!

An average **54%** of the new word list overlaps with current lists.

An average **46%** is unique to the new word lists.

**A lot has changed.**

# 1. Reduce

It's more about the words!



## Why?



A realistic number of words that students can know (well enough for comprehension and production) after 400-450 hours is **1750** (or substantially fewer for lower proficiency learners, hence **1250** for Foundation). Currently, students enter GCSE with around **850 words**.

## What?



It makes sense to focus learning time on the 1750/1250 words on the GCSE defined list. We have as yet no experience of successfully teaching students this number of words over 5 (or more) years.

## How?



Work out which words you currently teach at KS3/4. Compare them to the words on the GCSE list. Most of us need to reduce the number of words we teach, and align them more closely with the new GCSE list. Around 50% new GCSE words are different from words on previous GCSE lists.

# 1. Reduce

- compiled a list of Y7 words
- pasted them into the MultilingProfiler
- clicked **Profile Text**

The screenshot shows the MultilingProfiler website. At the top left is the University of York logo. The navigation menu includes Home, MultilingProfiler (highlighted), Word Families, FAQ, About, and Contact. The main heading is "MultilingProfiler". Below it, a instruction says "Select the list type and the related options (if any) you want to use to profile your text." There are four dropdown menus: "List type" (NCELP/WJEC GCSE list), "Language" (Spanish), "Tier" (Foundation), and "Modality" (Reading). Below the menus is a "Profile window" containing a list of words. Some words are highlighted in orange, indicating they are not in the chosen list. The words include: ¿Puede...?, repetirlo?, hablar más despacio?, dar ejemplo?, ayudarme?, **firmar mi mérito?**, leerlo?, ¿Cómo estás?, Estoy... **fenomenal.**, bien, **confundido/a.**, cansado/a., enfermo/a., mal / fatal., ¿Cómo?, ¿Qué?, ¿Dónde?, ¿Cuándo?, ¿Quién?, ¿Con quién?, ¿Por qué?, ¿Cuánto?, ¿Cuántos? / ¿Cuántas?, ¿Cuál?, ¿Qué tipo de?, ¿A qué hora?, Tengo... todo correcto., un problema., una idea., hambre., sed., dolor de cabeza., un perro., calor/frío., ¿Cómo fue?, Fue... fácil., difícil., así así., divertido., aburrido., fatal., muy bastante un poco ¿Tenemos que...? trabajar en parejas? escribir? hablar? **memorizarlo?** pegarlo? entregar los cuadernos? ¿Puedo...? **sentarme** allí? ir a mi clase de música? mirar en mi **guía de vocabulario?** ir al baño? trabajar con...? **usar el diccionario?** ¿Cómo se dice...? ¿Cómo se escribe? ¿Qué piensas? Pienso que ...es... Yo también Yo **tampoco** Sí, es verdad / No, es mentira ¿Y tú? No lo sé. No estoy seguro /a Me da igual (=) ¿Te gusta...? ¿Estás loco/a?

[Orange indicates words that are not in your chosen list. Visit the [FAQ](#) page for more information.]

It's more about the words!



¿Puede...?
repetirlo?
hablar más despacio?
dar ejemplo?
ayudarme?
firmar mi mérito?
leerlo?
¿Cómo estás?
Estoy...
fenomenal.
bien
confundido/a.
cansado/a.
enfermo/a.
mal / fatal.
¿Cómo?
¿Qué?
¿Dónde?
¿Cuándo?
¿Quién?

The cover features a cartoon character holding a Spanish flag and a speech bubble that says "Yo hablo Español". Below the character, the word "Español" is written in a large, stylized font. Underneath, it says "Year 7 SL Language Guide". At the bottom, there are two input fields: "Nombre: ....." and "Profesor/a: ....."

The cover features a collage of Spanish-themed icons including a bull, a guitar, a soccer ball, a sombrero, a paella dish, and a sun. The word "Español" is written in a large, stylized font. Below it, it says "Year 7 Language Guide". At the bottom, there are two input fields: "Nombre: ....." and "Profesor/a: ....."

# 1. Reduce

It's more about the words!



## Word Family Statistics - Y7 Spanish old CVC SOW

Total number of the word families from the <b>Y7 old CVC SOW</b> that are in the <b>new GCSE Spanish Foundation (R)</b> list	405
Total number of word families in the <b>Y7 Spanish old CVC SOW</b>	661
Percentage of the word families in the <b>Y7 old CVC SOW</b> that are in the <b>new GCSE Spanish Foundation (R)</b> list	61.3%

- The old SOW teaches nearly twice as many word families as the new LDP one (661 vs 336)
- but 39.7% words are not on the new GCSE list (over teaching)...
- leaving insufficient time for a) personalisation or b) sufficient revisiting.

## Word Family Statistics - Y7 Spanish LDP SOW

Total number of the word families in the <b>Y7 LDP SOW</b> that are in the <b>new GCSE Spanish Foundation (R)</b> list	335
Total number of word families in the <b>Y7 Spanish LDP SOW</b>	336
Percentage of the word families in the <b>Y7 LDP SOW</b> that are in the <b>new GCSE Spanish Foundation (R)</b> list	99.7%

## 2. Reuse

It's more about the words!



### What?



We will want to use and reuse all of the words in two main ways: i) in all modes and modalities (listening, reading, speaking, writing) and ii) across different themes and topics, in different combinations with other words (avoiding too much reliance on set phrases) so that students can manipulate language independently.

### Why?



Doing i) and ii) above strengthens and deepens word knowledge and facilitates independent communication. Deep word knowledge includes being able to use the word independently for communication.

### How?



Planning at overarching and granular levels to ensure that i) we build in word practice that involves listening, reading, speaking and writing, and ii) words are carefully woven into a variety of different themes.



### 3. Recycle

It's more about the words!



**Why?**



Two reasons: i) it takes, on average, at least 10 encounters with a new word to learn it; ii) spaced revisiting is more effective than blocked practice to make knowledge stick.

**What?**



10 encounters is more often than topics repeat in traditional KS3/4 schemes of work.  
The optimal spacing between revisits is also more often than topics repeat in these SOW.

**How?**



Put the word revisiting cycle at the centre of your SOW design.  
This is the 'new path' that leads to the 'new destination'!





# 3. Recycle

“Vocabulary introduction and revision should be carefully planned.” (TSC)

<p><b>wk 2</b></p>	<p>3 4</p>	<p><b>Identity: Describing a person or thing</b></p>	<p>être (je, tu, <b>il/elle</b>) regular adjective gender agreement (as complement to verb only); <b>intonation questions</b></p>	<p>est [5], il<sup>1</sup> [13], elle<sup>1</sup> [38], amusant [467], content [1841], intelligent [2509], méchant [3184], triste [1843], mais [30], ou [33], merci [1070]</p>	<ul style="list-style-type: none"> <li>pre-learning (wk 1)</li> <li>spring test (wk 20)</li> <li>summer test (wk 33)</li> <li>year 8/9 revisited twice</li> <li>Y10/11 revisited three times</li> </ul>	
<p><b>wk 5</b></p>	<p>9 10</p>	<p><b>Identity: Describing a friend</b></p>	<p>être &amp; avoir (je, tu, il/elle) <b>feminisation of job titles (-e)</b> <b>subject pronouns il/elle meaning 'it'</b> <i>indefinite articles</i></p>	<p>il<sup>2</sup> [13], elle<sup>2</sup> [38], <b>ami</b> [467], <b>amie</b> [467], chanteur [3251], chanteuse [3251], femme [154], homme [136], <b>professeur</b> [1150], <b>professeure</b> [1150], drôle [2166], intéressant [1244], <b>faux</b> [555], sympa(thique) [4164], <b>vrai</b> [292]</p>	<p>intelligent [2509], méchant [3184], triste [1843], mais [30], ou [33], merci [1070]</p>	
<p><b>wk 10</b></p>	<p>19 20</p>	<p><b>Activities in class: Saying what people do and like doing</b></p>	<p><b>-ER verbs (je, tu, il/elle)</b> <b>present simple used with its continuous meaning à with certain verbs (at)</b> <b>two-verb structures: aimer + infinitive</b></p>	<p>aimer [242], <b>cocher</b> [&gt;5000], passer<sup>1</sup> [90], porter<sup>1</sup> [105], rester [100], trouver [83], école [477], moment [148], semaine [245], <b>solution</b> [608], uniforme [1801], chaque [151], à<sup>1</sup> [4], avec [23]</p>	<p>faire [25], fais [25], fait [25], ça [54], activité [452], courses [1289], cuisine [2618], devoirs [39], lit [1837], ménage [2326], modèle [958], quoi [297]</p>	<p>est [5], il<sup>1</sup> [13], elle<sup>1</sup> [38], amusant [4695], calme [1731], content [1841], intelligent [2509], malade [1066], méchant [3184], triste [1843], mais [30], ou [33], merci [1070]</p>





rachelhawkes.com/LDPresources/LDPResources.php



Understanding, improving and promoting language learning

Home ▶

KS2 Resources

LDP Resources

Raising the profile projects ▶

Presentations & training ▶

Other Primary Resources ▶

Other Secondary Resources ▶

Links ▶

## LDP Resources 2.0

You will find the revised resources on these links. The missing links will become live as soon as possible.

<a href="#">Year 7 French</a>	<a href="#">Year 7 German</a>	<a href="#">Year 7 Spanish</a>
<a href="#">Year 8 French</a>	<a href="#">Year 8 German</a>	<a href="#">Year 8 Spanish</a>
<a href="#">Year 9 French</a>	<a href="#">Year 9 German</a>	<a href="#">Year 9 Spanish</a>

These teacher-created, research-informed resources are a revised version of the original versions still available here: [resources.ldpedagogy.org/](https://resources.ldpedagogy.org/).

Revisions were informed by teachers who have been using the resources for 1-4 years, are currently ongoing and will be rolled out during this academic year, ahead of teaching. This [README](#) has detail about the revisions.

### Frequency rankings of vocabulary introduced this week (1 is the most common word in French):

aller [53], va [53], vais [53], vas [53], caisse [1881], collège [2116], jour [78], parc [1240], poste [489], samedi [1355], train [232], où [48], comment [234], quand [119]

### Frequency rankings of vocabulary revisited this week (1 is the most common word in French):

2.1.2 - êtes [5], sommes [5], sont [5], frère [1043], parent [546], sœur [1558], jeune [152], ouvert [897], sage [2643], strict [1859]

1.2.4 - demander [80], montrer [108], parler [106], penser [116], rester [100], école [477], exemple [259], raison [72], normalement [2018], que [9]

# Session overview

1. Reduce
2. Reuse
3. Recycle



It's more about the words!

## 4. Personalise



## 5. Choose rich content



## 6. Teach the sounds

SFC (avant tout consonnant)	a	i	eu	e	au
darx	animal	midi	deux	je	gauche
u	ou	SFE (avant tout -e)	é	en/an	on
lu	nous	timide	écrire	enfant	Nord
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

## 7. Connect the words



## 8. Communicate!



## 9. Join up KS2 & KS3

## 10. Evaluate resources!



## 4. Personalise

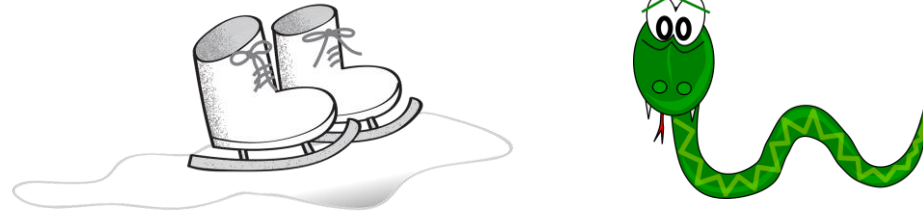
It's more about the words!



**Why?**



Two reasons: i) a defined word list means that we can; ii) it is motivating.



**What?**



Students can add words to their repertoire that are important to them and gain credit for them in production.



**How?**



Build in frequent opportunities to prompt students to do this. It's not necessary for all other students to learn the same words – that is exactly what clarification strategies like 'Comment dit-on' are for.

# Describing me and others

5

Rouge term 1

**écouter** A. Écoute. Tick I, you, he or she. Write . or ?

	I	You	She	He	?
Ex.				✓	.
1					
2					
3					
4					
5					
6					

B. Écris le numéro.

sad	_____
short	_____
amusing	_____
tall	_____
English	_____



**parler** Écoute. Write M (male), F (female) or M/F (could be either).

1
2
3
4
5
6

Write your favourite words in French, here.

**vocabulaire**

**écrire** Écris. Complete each English sentence with an adjective. Then write your sentence in French.

- \_\_\_\_\_ (He is \_\_\_\_\_).
- \_\_\_\_\_ (She is \_\_\_\_\_).
- \_\_\_\_\_ (She is \_\_\_\_\_).
- \_\_\_\_\_ (He is \_\_\_\_\_).
- \_\_\_\_\_ (She is \_\_\_\_\_).

27

# Saying what I and others have

9

Rouge term 1

**prononcer**

[ch]  
[to look for]  
**chercher**



If you have a different pet, write the French word for it, here.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Saying what I have and someone else has
- Asking what questions

**lire** Write down the key language for this week.

avoir	un animal
j'ai	un chien
il a	un chat
elle a	une photo
quoi	ou



**vocabulaire**

**Asking questions**

Remember! To change a statement into a yes/no question, raise your voice at the end.

C'est un chat. C'est un chat ? Non, c'est un chien.  
It's a cat. Is it a cat? No, it's a dog.

To ask an information question (e.g., what?) raise your voice and put a question word at the end:

C'est **quoi** ? → **What** is it? C'est un chat. → It's a cat.

In English, we put the question words at the start.

**lire** C'est 'un' ou 'une' ?

un

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

une

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- peluche
- animal
- cheval
- photo
- ballon
- cahier
- orange
- bouteille
- chat
- chien
- banane

26



# Les couleurs du monde magique

Rose comme les fleurs de Belgique,  
Blanc comme la neige fantastique,  
Noir et blanc comme le zèbre d'Afrique,  
Bleu comme le ciel de Martinique,  
Jaune comme le soleil de Jamaïque,  
Vert comme le palmier de tropiques,  
Marron comme le phasme magnifique,  
Noir comme les notes de musique.



By Harry  
Todd. 7N



# 4. Personalise



## Week 3

Hola Soy Poppy ✓  
 Estoy en <sup>mi clase de</sup> español ✓  
 Estoy muy tranquila pero cansada ✓  
 A veces soy alta y a menudo correcta ✓✓

---

Hola soy molly ✓ (2) | HOUSE POINT! 😊  
 Estoy en Inglaterra ✓ ✓✓ Detailed with connectives and time phrases - well done for using your language guide correctly to add in other words  
 Estoy muy alegre y simpática ✓  
 Todos los días <sup>estoy</sup> soy <sup>estoy</sup> menudo correcta (tired is a feeling not a characteristic)

Ⓣ Accents on words  
 sf. simpática x 3  
 Simpática  
 Simpática  
 Simpática

It's more about the words!



## Week 8

Week 8 Writing

Tengo una amiga y es amable ✓  
 Mi amiga Lily es tan honesto <sup>feral</sup> y <sup>gracy</sup> ~~gracy~~ <sup>doesn't change</sup> ~~gracy~~  
 Tengo <sup>una</sup> amiga Scarlett's genial Pero muy amable ~~es~~  
 Mi amiga scardett <sup>es</sup> muy graciosa. <sup>she is</sup>  
 Tengo una amiga muy alta y siempre amable ✓  
 muy bien 😊 (25) | HP 😊 Ⓣ only change o/a - gracy stop amable no more

✓ Excellent detail - wide range of adjectives



# 4. Personalise



It's more about the words!



- 90 words**  
**Topic: La Música**
- A singer you like or don't like
  - A festival you went to
  - Your plans to listen to music in the future
- 1 HP 😊

- WWW / EBI – Teacher Assessed**
- Time Phrases ✓
  - Past / present / future ✓
  - Opinion phrases ✓
  - Range of adjectives ✓
  - Intensifiers and connectives ✓
  - Accents / spellings ✓
  - Idioms/fancy structures ✓
  - Covered all points ✓

Normalmente, yo escucho a unas canciones de Taylor Swift. En mi opinión, sus letras son muy imaginativas, y su voz es muy preciosa. Suelo escucharla con mi hermano pequeño, y a veces mis amigas también. Sin embargo, no soporto Justin Beber. NO aguanto su voz, y me irrita.

48

El verano pasado, fui a Benicassim; una festival de música en España. Fue <sup>sp</sup> muy bueno; <sup>change to Spain</sup> mi familia y yo <sup>la = it</sup> disfrutamos. Primero cantamos las canciones, luego descansamos, porque <sup>tuvimos (past)</sup> tenemos sueño. Fue ~~una~~ divertidísimo; lo pasé bomba!

81

la disfrutamos we enjoyed

En el futuro, me gustaría ~~ir~~ <sup>ir</sup> a una festival de música <sup>sp</sup> de Taylor Swift; es ~~mi~~ <sup>super guay!</sup> mi cantante favorita. En mi opinión, iba a ser ~~El ambiente será~~ muy emocionante.

112

**90 Word Writing Mark Scheme**

Mark	Comment for Content	Mark	Comment for Quality of Language
9-10	An excellent answer that covers all bullet points. Meaning is clear and a lot of information is given. Opinions are expressed	5-6	A variety of vocabulary is used. Complex structures are attempted and there is an attempt at three tenses which are usually successful. Errors are mainly minor but some more serious errors may occur.
7-8	A great answer covering all bullet points. Meaning is mostly clear with occasional mistakes. Quite a lot of information is given. Opinions are expressed.	3-4	Some variety of vocabulary and there may be some attempt at complex structures. There are attempts at at least two tenses, but they may not always be successful. There may be frequent errors, but the response is more accurate than inaccurate.
5-6	A good answer covering nearly all bullet points. Meaning is mostly clear, but there may be frequent mistakes. A lot of information is given. An opinion is expressed	1-2	The range of vocabulary may be repetitive. Sentences are short and may not be properly constructed. There may be frequent major and minor errors.
3-4	A reasonable response covering more than one bullet point. Meaning is usually clear, but there may be lots of mistakes. Information is given. An opinion is expressed	Content: 10 /10      Quality: 5 /6	
1-2	A limited response is given. Meaning is not often clear and there may be mistakes. There may not be an opinion given.	Total: 15 /16      FUT: all	

# 4. Personalise



It's more about the words!



Home **MultilingProfiler** Word Families FAQ About Contact

## MultilingProfiler

Select the *list type* and the related options (if any) you want to use to profile your text.

List type	Language	Tier	Modality
GCSE: AQA list	Spanish	Higher	Reading

Profile window ?

Normalmente yo escucho a unas canciones de Taylor Swift. En mi opinión sus letras son muy **imaginativas** y su voz es muy preciosa. Suelo escucharla con mi hermano pequeño y a veces mis amigas también. Sin embargo no **soporto** a Justin Bieber. No aguanto su voz y me **irrita**.

El verano pasado fui a Benicassim; un **festival** de música en España. Fue **buenísimo**; mi familia y yo lo disfrutamos. Primero cantamos las canciones, luego descansamos porque tuvimos sueño. Fue divertidísimo; lo pasé **bomba**.

En el futuro me gustaría ir a un **festival** de música de Taylor Swift; es mi cantante favorita. En mi opinión va a ser **súper** guay. El ambiente será muy emocionante.

# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



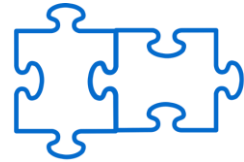
5. Choose rich content



6. Teach the sounds

SFC (sans final consonne)	a	i	eu	e	au
doux	animal	midi	deux	je	gauche
u	ou	SFE (sans final e)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

10. Evaluate resources!





## 5. Choose rich content

It's more about the words!

Multiling  
Profiler



futbolfrances.com

• 5 de diciembre de 2023

# JUDE BELLINGHAM PROMETE HABLAR ESPAÑOL PARA DARLE ALEGRÍA A LOS FANÁTICOS DEL REAL MADRID



Compartir este artículo 



## 5. Choose rich content



“muy feliz, muy feliz”

“el mejor equipo del mundo...para mí”

<https://www.youtube.com/watch?v=KpUuErsjxBs>

🏠 > Sport > Football

## The departing Gareth Bale has found a language barrier between him and the Real Madrid fans' affections



Follow ▾

JIM WHITE



Despite the trophies he has won, Bale has not been taken into the hearts of the Real Madrid fans  
CREDIT: GETTY IMAGES

<https://www.telegraph.co.uk/football/2019/07/22/departing-gareth-bale-has-found-language-barrier-real-madrid/>

## 5. Choose rich content

### JUDE BELLINGHAM PROMETE HABLAR ESPAÑOL PARA DARLE ALEGRÍA A LOS FANS DEL REAL MADRID

El jugador Jude Bellingham (20 años, 103 millones de euros, 17 partidos y 15 goles en todas las competiciones esta temporada) hace un debut increíble con el Real Madrid. Sobre el campo de fútbol, el jugador inglés pone de acuerdo a todos marcando goles importantes con su nuevo equipo.

Pero el ex jugador del Dortmund sabe que todavía necesita mejorar en un punto: su capacidad para hablar y comprender el español. «Sé que no les gusta a los fans en un aspecto... Todavía no hablo español. Lo siento, pero estoy encontrando dificultades con este idioma. Es muy difícil para mí. En cualquier caso, prometo el mayor esfuerzo, aprenderlo, está seguro”, aseguró el británico durante una entrevista con el medio Tuttosport.

Lo suficiente como para encantar aún más a los fans del Real Madrid.

la capacidad – capacity | goles - goals



# Session overview

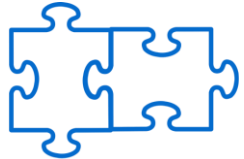
1. Reduce
2. Reuse
3. Recycle



6. Teach the sounds

SFC (short for consonant)	a	i	eu	e	au
dax	animal	midi	deux	je	gauche
u	ou	SFE (short for vowel)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



It's more about the words!

4. Personalise

5. Choose rich content



9. Join up KS2 & KS3

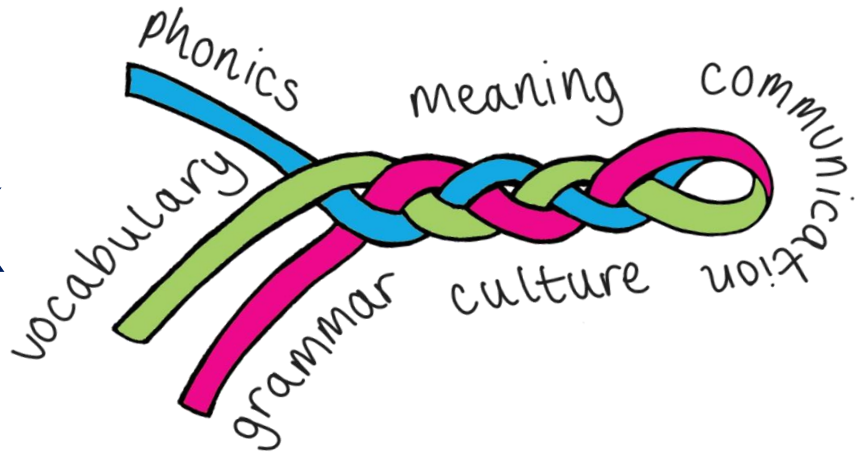
10. Evaluate resources!





¡Descanso!

**BREAK**



# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



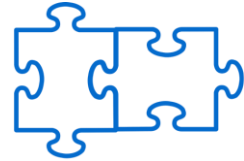
5. Choose rich content



6. Teach the sounds

SFC (sans fin)	a	i	eu	e	au
dark	animal	midi	deux	je	gauche
u	ou	SFE (sans fin)	é	en/an	on
lu	nous	timide	écrire	enfant	Nord
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

10. Evaluate resources!



# 6. Teach the sounds

It's more about the words!



a alto	e elefante	i idea	o yo	u universo	ll libro llamar
ca casa	co comer	cu cuerpo	ce cerca	ci cierto	z zona
ga ganar	go gol	gu preguntar	ge gente	gi imaginar	j ojo
ñ mano español	v celebrar ver	rr pero perro	h hablar	porque qui guerra gui guitarra	z Welt Zug

SFC [silent final consonant] danX	a animal	i midi	eu deux	e je
u tu	ou nous	SFE [silent final -e] timidaX	é [é/-er/-ez] écrire	en/an enfant
ain/in train	ê/è tête	ai vrai	oi voir	ch chercher
qu question	j/soft jour	-tion Attention!	ien bien	ç/soft c ici

wir	finden	Liebe	ich	Buch	schreiben
o wo?	o Kopf	u du	u Punkt	er er	er wieder
r reden	r Uhr	v vor	s sollen	ß groß	
ü Tür	ü fünf	ö schön	ö plötzlich	ä spät	ä lächeln
au Haus	eu Deutschland	äu Mäuse			
-d und	-ig richtig	st- stark	sp- spielen	j ja	th Theater

## 6. Teach the sounds

It's more about the words!

Dictation =  
phonics +  
vocabulary +  
grammar

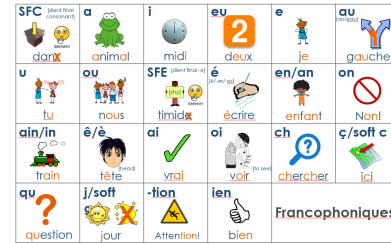
Only 2 or 3  
words will be  
'off-list'.

# Phonics

Read aloud =  
phonics +  
vocabulary

SFC danz	a animal	i midi	eu deux	e je	au gauche
u tu	ou nous	SFE timide	é écrire	en/an enfant	on Non!
ain/in train	ê/e tête	ai vrai	oi voir	ch chercher	ç/soft c ici
qu question	j/soft jour	-tion Attention!	ien bien	Francophones	

1. Ensure students know the words on the list as well as possible, including their spelling.
2. Integrate phonics with your grammar teaching. The stronger the grammar knowledge, the easier transcribing is.



You will now hear 4 short sentences.

Listen carefully and using your knowledge of French sounds, write down in **French** exactly what you hear for each sentence.

You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.

Use your knowledge of French sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

**[8 marks]**

**Sentence 1**      **M1**    J'aime bien / le cinéma.

**Sentence 2**      **F1**    Ma copine / est jolie.

**Sentence 3**      **M2**    Le lundi / on mange / du poulet.

**Sentence 4**      **F2**    Vous portez / une belle / chemise.

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below.

The maximum mark for Section B at Foundation tier is **8**. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
4	4	The meaning of the spoken extracts is always or almost always communicated clearly
3	3	The meaning of the spoken extracts is mostly communicated
2	2	The meaning of the spoken extracts is sometimes communicated
1	1	The meaning of the spoken extracts is rarely communicated
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier

Level	Mark	AO3
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier



Eugénie is organising props for the show.



écouter

Eugénie apporte quoi ? Écoute. C'est 'le', 'la' ou 'les' ? Écris le mot.



écrire



1

la liste



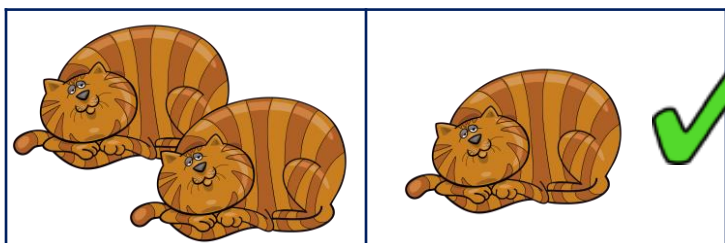
2

les dessins



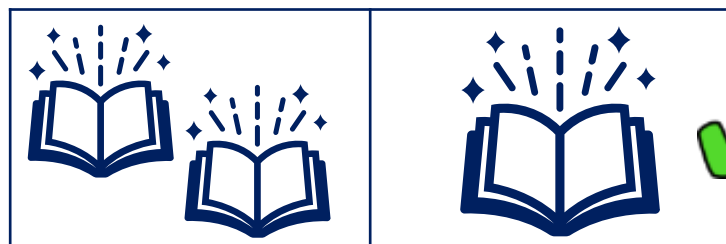
3

le chat



4

le livre



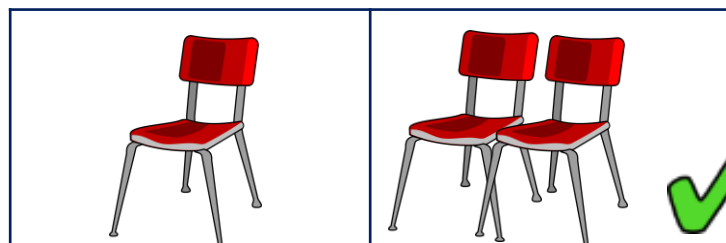
5

les magazines



6

les chaises



# Max aime quoi ?



écouter



Écoute les messages de Max. Il aime quoi ?

1 sport | musique ✓

5 moto ✓ | cheval

2 chanson | livre ✓

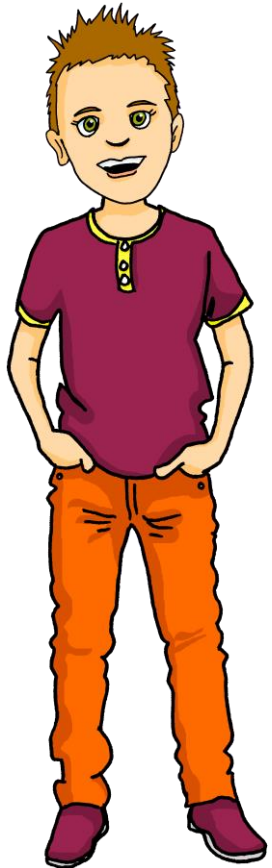
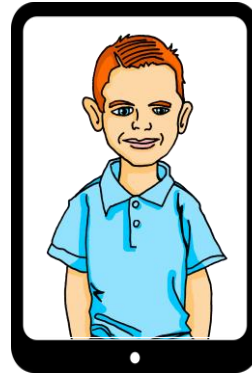
6 chanson ✓ | mot word

3 magazine ✓ | télévision

7 voyage ✓ | visite

4 groupe | personne ✓

8 réponse | message ✓





## 6. Teach the sounds

- Add the GCSE sound-symbol correspondences (SSCs) to your KS2/3/4 SOW
- Gather ideas and resources for introducing and practising them
- Identify additional sounds of the language (e.g., liaison) and resources
- Apply a systematic practice schedule
- Assess phonics knowledge during KS2/3/4

## 6. Teach the sounds – early stages

- Present the SSC with a ‘source’ word (and gesture, if desired)
- Practise pronouncing a small set of ‘cluster’ words
- Listen to distinguish the SSC (from (an)other similar SSC) in familiar and unfamiliar words
  - Minimal pairs
  - Odd one out
  - Silence !
  - Identifie la SSC Tally
- Read aloud to practise decoding using familiar and unfamiliar words
  - Prediction
  - Find the rhyme
  - Using cognates

# Follow up 1:



Écoute. L'intrus, c'est quoi ?

You may hear soft [g/j], hard [g] or [gn], which sounds like the 'gn' in lasagne.



prononcer

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>

Follow up 1:

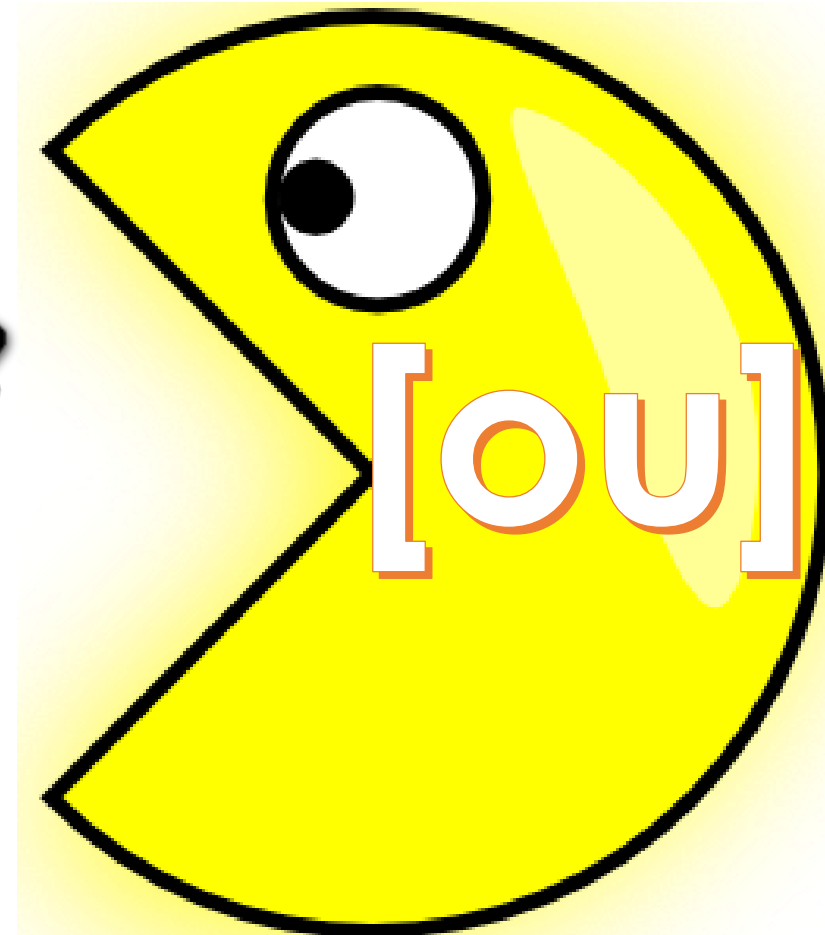
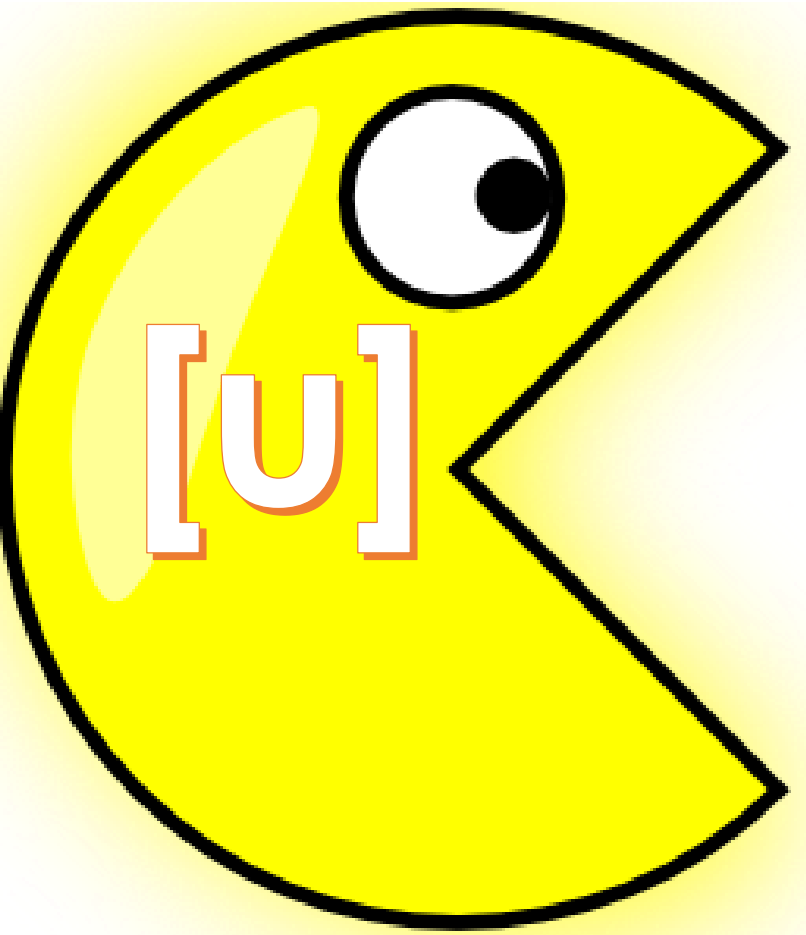
[u] tu

[ou] nous



écouter

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---



# Follow up 1: A Écoute et écris. [ou] ou [au] ?



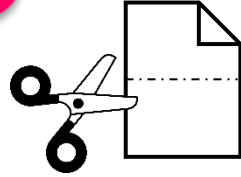
**B** Say these words one after the other as quickly as you can. Your partner will check.

1



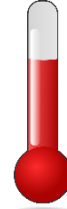
g â t e \_ \_

2



c \_ \_ p e r

3



c h \_ \_ d

4



t \_ \_ r n e r

5



c h \_ \_

6



é p \_ \_ l e

7



\_ \_ b l i e r

8



p \_ \_ l e t

9



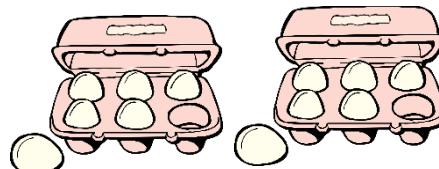
c a d e \_ \_

10



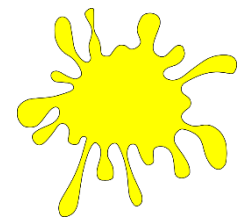
d r a p e \_ \_

11



d \_ \_ z a i n e

12



j \_ \_ n e





1. culture
2. sud
3. routine
4. cousin
5. nougat
6. bambou
7. courgette
8. figure
9. capture
10. brochure
11. aventure
12. blouse

[ou]

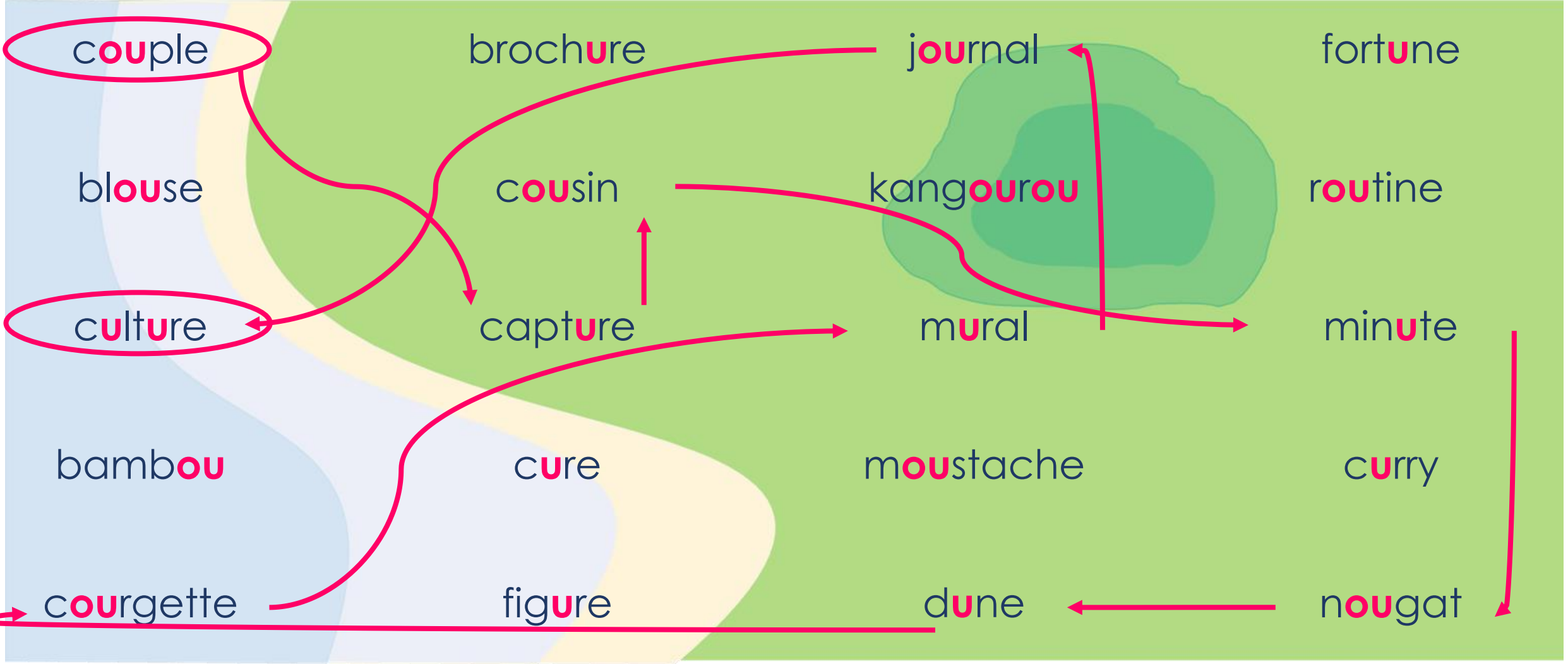
# Une route compliquée [1/2]



Prononce les mots.



prononcer

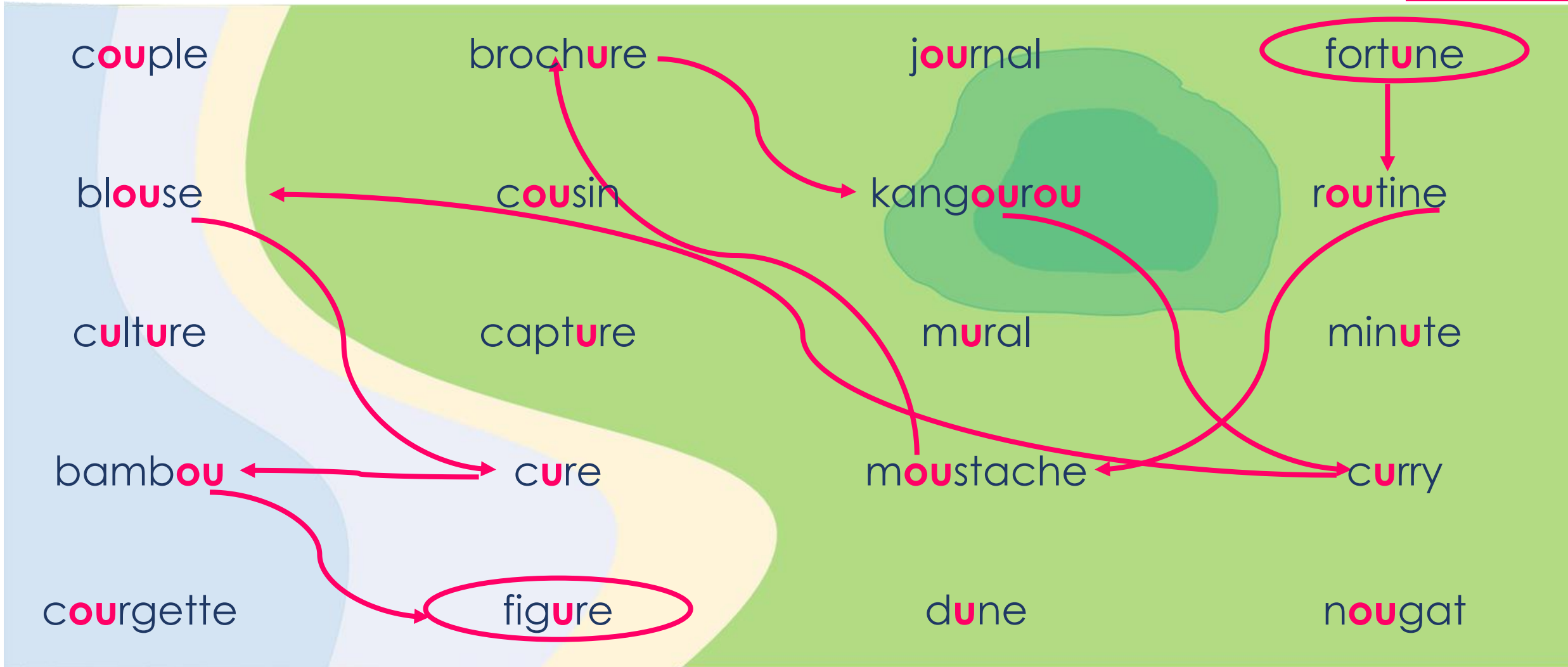




# Une route compliquée [2/2]



prononcer



## Follow up 2



## Parle en français et décris le temps\*

le temps -  
weather



parler

1 À Calais il fait mauvais.

2 À Bordeaux il fait chaud.

3 À Blois il fait froid.

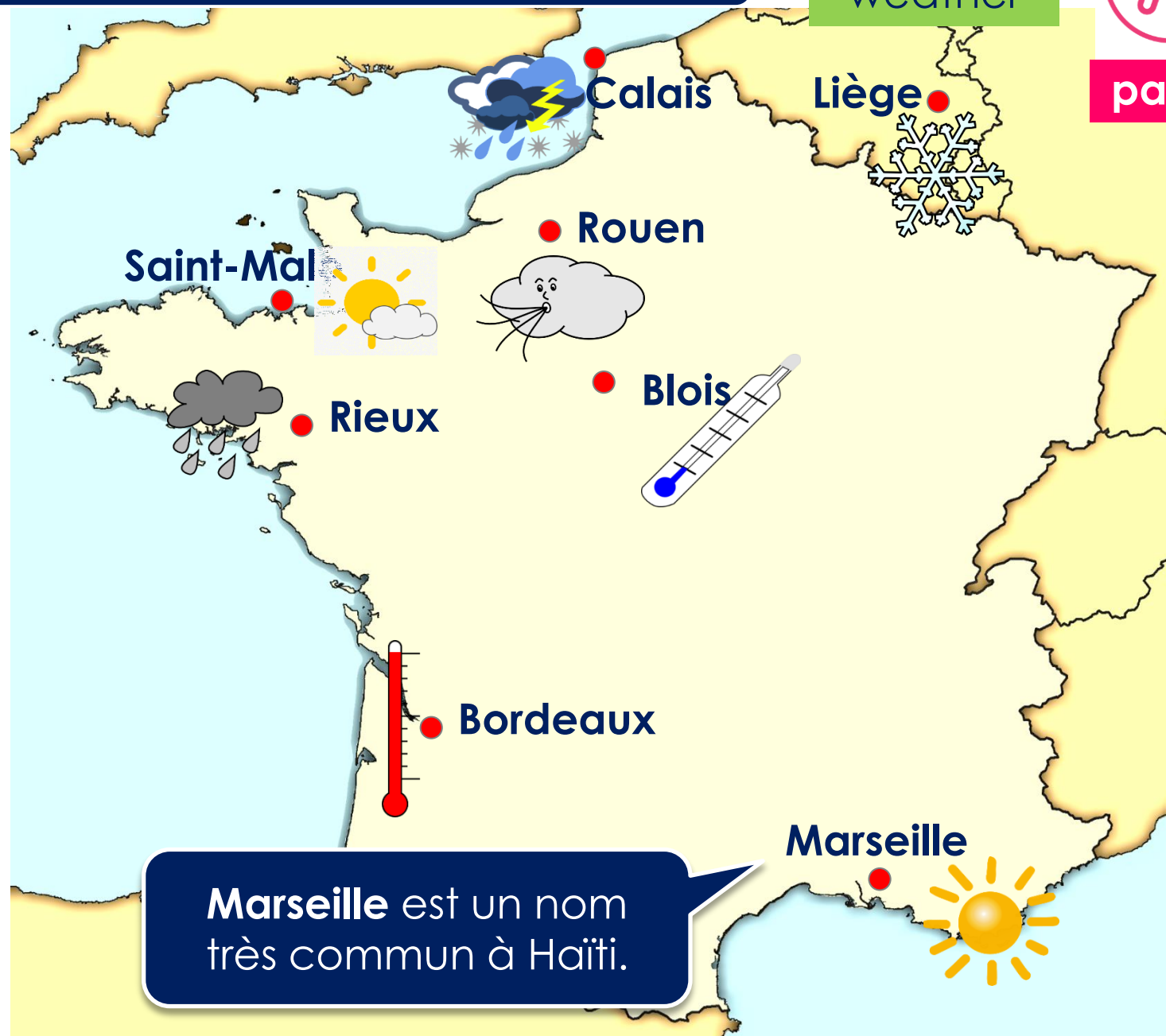
4 À Saint Malo il fait beau.

5 À Rouen il fait du vent.

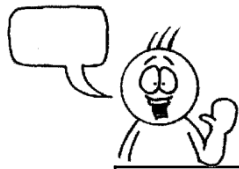
6 À Rieux il pleut.

7 À Marseille il fait du soleil.

8 À Liège il neige.



# Trapdoor



1 Salut ! Je suis

Lucas.
Manon.
Benoit.
Beau.

2 J'ai un frère,

Laurent
Adrien
Aubin

3 et une sœur,

Aimée.
Eugénie.
Léontine.

4 J'habite à

Nancy, en France.
Miragoane, à Haïti.
Gatineau, au Québec.

5 J'aime mon collège,

André Malraux.
Cite Doret
Le Tremplin

6 Ma professeure préférée est Madame

Fournier
Blaise
Chaput

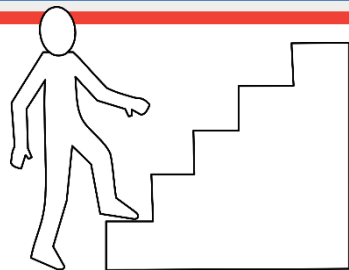
7 et tout le monde est

mémorable.
merveilleux.
exceptionnel

# 6. Teach the sounds – developing the knowledge

## ▪ Dictation

- Pairs of / several SSC
- Whole words
- Whole sentences / extracts (peer working)



pass it on! 

running dictation 

## ▪ Read aloud

- rhymes
- poems
- tongue twisters
- song extracts

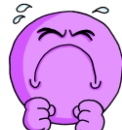








3 = 2 = 1

Characters

## ▪ Combine with:

- grammar knowledge
- cultural information
- vocabulary revision

trapdoor

 difficile	 lent(e)	 important(e)
 curieux/ curieuse	 jeune	 sérieux/ sérieuse
 prudent(e)	 méchant(e)	 rapide

## 6. Teach the sounds

- Listen to a sentence. Wait a few seconds. Write it down. Ensure comprehension.

Hear: J'adore les émissions de sport. [WAIT]

Write: **J'adore les émissions de sport.** | I love sports programmes.

- Give the sentence in English. Read the French. Students write the French.

Read: The car is black.

Hear: La voiture est noire.

Write: **La voiture est noire.**

- Listen to a sentence, write the English. Then translate it into French.

Hear: Vous portez une chemise.

Write: You (all) wear/are wearing a shirt.

Write: **Vous portez une chemise.**



Remember that **in English**, every word has **one syllable** that is pronounced **more strongly** than the other syllables in the word. We call this **primary stress**.

**French words do not** have primary stress. **All syllables** are sounded fairly **equally**, with a slightly stronger stress on the **last syllable**. Listen to the difference...

revolution

identity



révolution

identité

# Stress patterns

Lis les mots en anglais et français, puis écoute.

parler

anglais

français

1 sentiment sentiment

2 independence indépendance

3 liberty liberté

4 government gouvernement

anglais

français

5 attention attention

6 experience expérience

7 symbol symbole

8 Algerian algérien



Lee las noticias con tu compañero. ¿Puedes seguir el paso del teleprompter?

1. **Carlos** nació y creció en una **ciudad** en zona difícil en el **centro** de México.
2. “Un día después de la **escuela** volví a **casa** en **coche** **con** mi tío.”
3. Un **chico** **corrió** **hacia** un edificio **cerca** -  
era el principio de un **conflicto** entre varias bandas diferentes.
4. Defendió a los hijos de un **vecino** en la **calle**, pero después desapareció.  
El **silencio**  **cubrió** la zona.



# Online-Austausch

Du hast ein Profil geschrieben.  
Lies deinen Text vor. Dann beantworte die  
Fragen von deinem/deiner Partner\*in.



sprechen



Ich heiÙe Tom, aber mein Name ist auch Conchita, wenn ich in Shows singe. Österreich ist meine Heimat und ich habe hier studiert. Conchita ist keine Österreicherin, sie ist in Südamerika geboren. Ich singe sehr gern Lieder und ich habe in einer Boyband gesungen, aber jetzt arbeite ich solo. 2014 habe ich den Eurovision Song Contest gewonnen.



Ich heiÙe Ben Neumann, ich bin 16 Jahre alt und ich bin Surfer. Und ich bin blind. Bei jedem Wetter surfe ich auf dem Fluss Eisbach hier in München. Er fließt\* durch den Englischen Garten. Als ich klein war, bin ich Ski gefahren. Dann hat ein Gendefekt mich blind gemacht. Ich höre das Wasser und ich verstehe das Wasser, wenn ich surfe.

fließen – to flow



# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



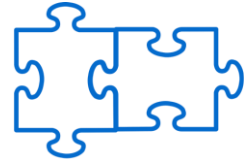
5. Choose rich content



6. Teach the sounds

SFC (avant tout consonnant)	a	i	eu	e	au
darc	animal	midi	2 deux	je	gauche
u	ou	SFE (avant tout oi)	é	en/an	on
lu	nous	timid	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



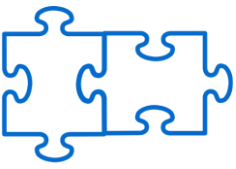
9. Join up KS2 & KS3

10. Evaluate resources!

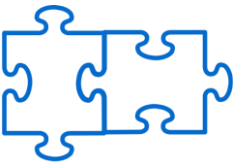


## 7. Connect the words

It's more about the words!



- How do you teach grammar structures currently?
- Is the grammar taught at KS3 mapped to grammar in the new GCSE?
- Is the sequence strong? (i.e., most frequent and/or most regular taught and practised first?)
- Does the sequence take account of cross-linguistic difficulty?
- Are new structures presented clearly and briefly?  
Is the new grammar practised in listening and reading, before production?
- Is grammar revisited systematically and the same grammar practised in different contexts/themes?



can include:


- **morphology** (the form of words)
- **syntax** (the order of words in a sentence)
- **phonics** (the sound-writing relationship (Fr, Gm, Sp))
- **polysemy** (words with multiple meanings e.g., **à** (to, at, in), **en** (in, on, at, during, for))
- **additional and omitted words** (e.g., articles, **的**, measure words)
- **parts of speech** (e.g., same words with different functions **在** (verb) **在** (preposition))
- **high-frequency idioms** (e.g., **tener/avoir** meaning 'be', there is/are → **有**)

Lucía habla con una amiga y hace preguntas sobre tecnología.

Es Lucía ('yo') en el presente o Daniel ('él') ayer?

Luego, elige la respuesta correcta (e.g. a, b, c) para cada pregunta (1, 2, 3).

leer

 Preguntas	yo (normal- mente)	él (ayer)	Respuestas posibles
1. ¿Cuándo usó el ordenador? <input type="checkbox" value="f"/>		✓	a) En realidad no, solo pocas.
2. ¿Publicó muchas fotos? <input type="checkbox" value="a"/>		✓	b) Seis, aunque ella no tiene móvil ahora.
3. ¿Por qué siempre paso mucho tiempo en las redes sociales? <input type="checkbox" value="e"/>	✓		c) En mi página Instagram.
4. ¿Cuántos mensajes de texto envió a Virginia? <input type="checkbox" value="b"/>		✓	d) El cine español.
5. ¿Dónde dejo un comentario? <input type="checkbox" value="c"/>	✓		e) Pues ¡porque son divertidas!
6. ¿Qué tema presentó en la clase online? <input type="checkbox" value="d"/>		✓	f) Ayer.





? or .	用英语写
<b>1</b> .	You are English.
<b>2</b> ?	Where am I?
<b>3</b> ?	What time is it?
<b>4</b> ?	Who are you?
<b>5</b> .	You are there.
<b>6</b> .	It's nine o'clock.

Person A liest den Text. Person B hört zu.  
*Pay attention to the syllable stress!*



lesen / sprechen

## Das perfekte Rezept für eine Boyband

Für diese Art Projekt gibt es ein optimales System. Das Prinzip ist klar und das Konzept einfach. Jede Person hat ihre Funktion: Eine Person schreibt den Text, eine Person schreibt die Musik, und so weiter. Die Kommunikation und Akzeptanz in der Gruppe sind ein internationales Erfolgsrezept für Top Hits in den Charts.

der Erfolg – success



# dans (in, (in)to)

Polysemy



You have learnt that **dans** means 'in'.

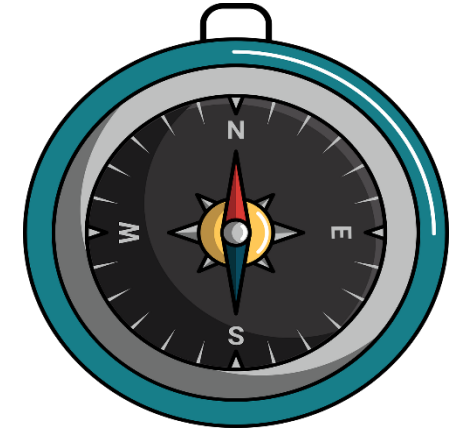
**Je suis dans le Nord.**

? I am **in** the north.

**Il est dans l'Est.**

? He is **in** the east.

⚠ Note the capital letters on the cardinal points in French.



After aller, **dans** means 'into' or just 'to'.

**Je vais dans le Sud.**

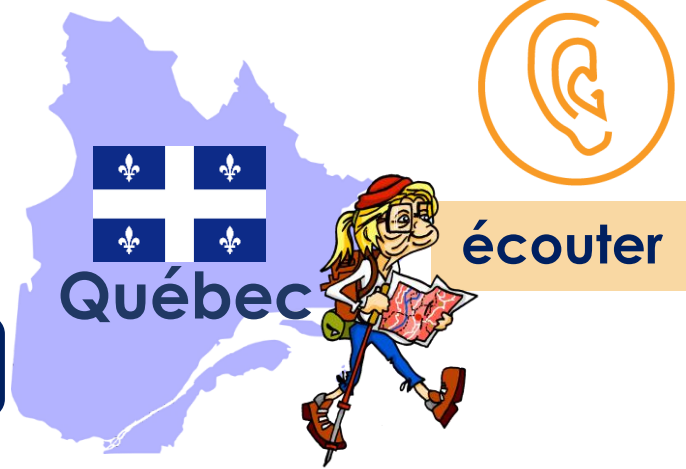
? I go | I am going to the south.

**Elle va dans l'Ouest.**

? She goes | is going to the west.



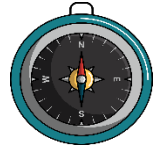
# The next day Mylène is still looking for Aunt Renée.




Mylène parle au téléphone.



Écoute. Qui va dans quelle direction ?

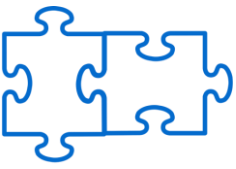
C'est Mylène (je) ou Renée (elle) ? Écris la direction en anglais.

	Mylène (je) 	Renée (elle) 	to/in	
1		✓		
2		✓		
3	✓			

	Mylène (je) 	Renée (elle) 	to/in	
4	✓			
5		✓		
6	✓			

## 7. Connect the words

It's more about the words!



- Practising the most important grammar often and in depth
- Presenting new grammar
  - short introduction explains how the feature communicates meaning
  - specific L and/or R activity practises the feature in contrast with another
  - further examples targeted for comprehension in longer texts
  - active productive manipulation
- Revisiting KS3 grammar (light touch) at KS4



# Giving instructions or recommendations

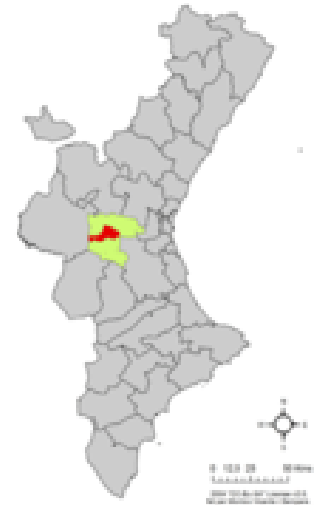
## Using the imperative

gramática

We use the **affirmative imperative** to tell somebody to do something or give instructions. It is also known as a **positive command**.

The **imperative** is a mood, rather than a tense. The action still takes place in the present, but the verb endings are different.

When talking to somebody familiar to you, using **tú**, the **affirmative imperative** is the same as the **3<sup>rd</sup> person singular** form of the verb.



For –ar verbs, the ending is -a:

¡**Mira** la calle!      *Look at the street!*

¡**Tira** el tomate!      *Throw the tomato!*



The **negative imperative** i.e. telling somebody **not** to do something, is formed differently.

# La Tomatina

Daniel está en Buñol para la Tomatina. Ana le manda unos mensajes. Le hace unas preguntas y le da algunas instrucciones.

leer



Lee las frases y escribe:

¿? si es una pregunta (**present tense verb ending -as**)

¡! si es una instrucción (**imperative verb ending -a**)?

\**aplastado* = *squashed*

\**el camión* = *lorry*



1 ¿Viajas en el tren de las ocho?

1. Are you travelling on the train at 8?

2 ¿Usas gafas para proteger los ojos?

2. Are you using any glasses to protect your eyes?

3 ¡Intenta llegar temprano!

3. Try to arrive early.

4 ¿Llevas ropa cómoda?

4. Are you wearing comfortable clothes?

5 ¿Tiras muchos tomates a otras personas?

5. Do you throw lots of tomatoes at other people?

6 ¡Evita estar cerca de los camiones!

6. Avoid being near the lorries!

7 ¡Lanza solo los tomates aplastados\* a los demás!

7. Throw only squashed tomatoes at the others!

8 ¡Explica qué te influyó para participar en la Tomatina!

8. Explain what influenced you to participate in the Tomatina!

Daniel está hablando con su amigo sobre la Tomatina.  
 ¿Habla sobre **qué hace normalmente (-o)** o **da una instrucción (-a)**?



	Normalmente 'I'	Instrucción 'You'	
1		✓	...arrive in B <u>midday</u> .
2	✓		...enjoy thi
3		✓	...visit the r
4	✓		... mee the <u>town</u>
5	✓		... watch th the pole to get the <u>nam</u> .
6		✓	...take lots of pictures <u>please</u> .

\*el palo = stick, pole



El palo jabón – the first event of the Tomatina festival, people fight to climb to the top of a greasy pole to claim a leg of ham from the top.



Lee esta conversación entre Daniel y su amigo Lorenzo en Buñol. Completa los verbos con 'o', 'as' or 'a'. Luego escucha y comprueba las respuestas.

leer/escuchar

- **Hola, Lorenzo. ¿Cómo estás? Sabes que tú siempre me hablas de Buñol y la Tomatina. Escucha, la semana próxima estoy en Buñol para participar en la Tomatina por primera vez.**
- ¡Qué bien! Es una fiesta excelente. Yo disfruto mucho esta fiesta loca. ¿Cuándo llegas tú a Buñol? Normalmente yo quedo con mis amigos a las diez cerca del ayuntamiento.
- **Yo viajoo desde Valencia el miércoles por la mañana. ¿Me esperas allí?**
- Sí, pero a veces vienen más de 30.000 personas al pueblo y hay muchas colas. Entonces, te recomiendo: llega a Buñol mucho antes de las doce, cuando empieza. Yo siempre llego temprano a la plaza y miro a las personas que suben al palo para coger el jamón. Saco muchas fotos.
- **¿Llevas ropa blanca?**
- Pues sí, es la tradición. Otras dos reglas importantes son: evita romper las camisetas de los otros y tira solo tomates aplastados. Y, por favor: ¡solo hasta la una! Finalmente, después de la fiesta, visita el resto de este pueblo increíble.





Lee esta conversación entre Daniel y su amigo Lorenzo en Buñol. Completa los verbos con 'o', 'as' or 'a'. Luego escucha y comprueba las respuestas.

leer/escuchar

Higher

- **Hola, Lorenzo. ¿Cómo estás? Sabes que tú siempre me hablas de Buñol y la Tomatina? Escucha, la semana próxima hago una visita a Buñol para participar en la Tomatina por primera vez.**
- ¡Qué bien! Es una fiesta excelente con orígenes muy interesantes. Yo disfruto mucho esta fiesta loca. ¿Cuándo llegas tú a Buñol? Normalmente yo quedo con mis amigos a las diez cerca del ayuntamiento.
- **Yo viajo desde Valencia el miércoles por la mañana. ¿Me esperas allí?**
- Sí, pero a veces vienen más de 30.000 personas al pueblo y hay muchas colas. Entonces, te recomiendo: llega a Buñol mucho antes de las doce, cuando empieza. Yo siempre llego temprano a la plaza y miro a las personas que suben el palo para alcanzar el jamón. Saco muchas fotos.
- **¿Llevas ropa blanca?**
- Pues sí, debido a la tradición. Otras dos reglas importantes son: evita romper las camisetas de los otros y lanza solo tomates aplastados. Y, por favor, ¡solo hasta la una! Finalmente, después de la fiesta, visita el resto de este pueblo histórico.



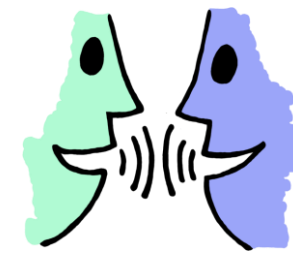


Daniel tells his friend Lorenzo that will come to Buñol 1) next week to 2) to take part in the Tomatina festival for the first time.

His friend, Lorenzo says that he really 3) enjoys this crazy festival and asks when Daniel will arrive. He says that he normally meets his friends at 10 o'clock 4) near the town hall.

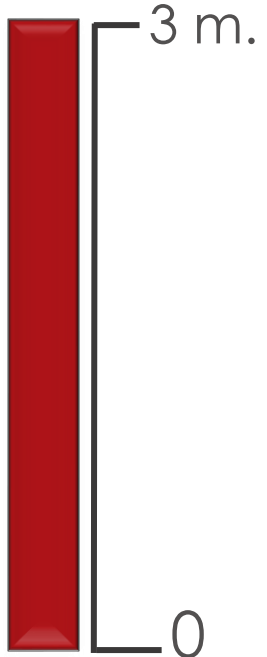
Daniel says he is coming from Valencia on Wednesday morning. Lorenzo replies that he will wait for Daniel, but tells him to much earlier than 12 because 5) there will be lots of queues. Lorenzo always arrives early and watches 6) the people trying to reach the ham. Lorenzo explains that wearing white is tradition. Two important rules are to 7) avoid breaking t-shirts of others and to only throw squashed tomatoes and only until 1 o'clock. He encourages Daniel to visit the rest of the 8) incredible / historical town.

# Practicamos la pronunciación



hablar

- Hola Lorenzo, ¿cómo estás? Sabes que siempre me hablas de Buñol y la Tomatina? Escucha, la semana próxima estoy en Buñol para participar en la Tomatina por la primera vez.
- Qué bien. Es una fiesta excelente. Disfruto mucho esta fiesta loca. ¿Cuándo llegas a Buñol? Normalmente encuentro con mis amigos a las diez cerca del ayuntamiento.
- Viajo desde Valencia miércoles por la mañana. ¿Me esperas allí?
- Sí, pero a veces vienen más de 30.000 personas al pueblo y hay muchas colas. Entonces llega a Buñol mucho antes de las doce, cuando empieza. Siempre llego temprano a plaza y miro a las personas que suben el palo para alcanzar\* el jamón. Saco muchas fotos.



Tiempo

\*alcanzar (H) = to reach

# Hablamos sobre la fiesta.

escuchar / hablar

**Estudiante A:** pregunta a tu compañero/a sobre la Tomatina.

**Estudiante B:** escucha la pregunta de tu compañero/a. Usa el folleto\* “Los mejores consejos para la Tomatina” para dar la respuesta a tu pareja. Faltan algunas palabras por el zumo\* de tomate. **Debes responder con la forma correcta del verbo correcto desde la caja amarilla.**

**Estudiante A:** escribe la respuesta en inglés.

¿A qué hora llego?

**Estudiante A**

1. What time shall I arrive?



Before midday.

mirar  
llevar  
sacar  
usar  
disfrutar  
llegar

Llega antes de mediodía.

**Estudiante B**

\*el folleto = flyer  
\*el zumo = juice

## Los mejores consejos para la Tomatina

1. ~~lleva~~ zapatos cómodos.
2. ~~lleva~~ ropa blanca.
3. ~~llega~~ antes del mediodía.
4. ~~lleva~~ sólo tomates aplastados\*.
5. ~~lleva~~ tu billete por internet.

# Estudiante A

# Respuesta en inglés

**hablar /  
escuchar**

1. What do you do after the party?

---

2. What do I wear on my feet?

---

3. How do I buy a ticket?

---

4. How do I arrive there?

---

5. What time do you arrive?

---

6. How do you pass the time until midday?

mirar	tirar
llevar	evitar
sacar	lanzar
usar	viajar
disfrutar	intentar
llegar	visitar

## Los mejores consejos para la Tomatina

1. ~~Usa~~ zapatos cómodos.
2. ~~Usa~~ ropa blanca.
3. ~~Ve~~ antes del mediodía.
4. ~~Compra~~ sólo tomates aplastados\*.
5. ~~Compra~~ tu billete por internet.
6. ~~Es~~ tirar tomates después de la 1 en punto.
7. ~~Ve~~ el resto de la ciudad.
8. ~~Ve~~ en el tren desde Valencia.
9. ~~Es~~ no romper las camisetas de los demás, es una regla importante!
10. ~~Ver~~ cómo la gente sube al palo\* antes del mediodía.
11. ~~Tomar~~ muchas fotos
12. ~~Disfrutar~~ la fiesta!

\*el palo = pole

\*aplastado = squashed



## Estudiante B

1. How long do you throw tomatoes for?

---

2. Do you wear old clothes?

---

3. Can I take photos?

---

4. Do I throw tomatoes?

---

5. Do I need to know any important rule?

---

6. Another thing that you recommend?

---

Respuesta en inglés

**hablar /  
escuchar**

## Estudiante A

1. What do you do after the party?

*¿Qué haces después de la fiesta?*

2. What do I wear on my feet?

*¿Qué llevo en los pies?*

3. How do I buy a ticket?

*¿Cómo compro un billete?*

4. How do I arrive there?

*¿Cómo llego allí?*

5. What time do you arrive?

*¿A qué hora llegas?*

6. How do you pass the time until midday?

*¿Cómo pasas el tiempo hasta el mediodía?*

Respuesta en inglés

Wear white clothes.

*Lleva ropa blanca.*

Only until 1 o'clock.

*Tira tomates solo hasta la una.*

Yes, take lots of photos!

*Sí, toma/saca muchas fotos.*

Throw only squashed tomatoes.

*Tira/lanza solo tomates aplastados.*

Try not to break the t-shirts of others.

*Intenta no romper las camisetas de los otros / los demás.*

Enjoy the festival.

*Disfruta la fiesta.*

## Estudiante B

1. How long do you throw tomatoes for?  
*¿Cuánto tiempo tiras tomates?*

Respuesta en inglés

Visit the rest of the town.  
*Visita el resto del pueblo.*

2. Do you wear old clothes?  
*¿Llevas ropa vieja?*

Comfortable shoes.  
*Lleva zapatos cómodos.*

3. Can I take photos?  
*¿Puedo sacar fotos?*

Book the ticket on the Internet.  
*Reserva el billete en Internet.*

4. Do I throw tomatoes?  
*¿Tiro/lanzo tomates?*

Arrive with the train from Valencia.  
*Llega con el treno desde Valencia.*

5. Do I need to know any important rule?  
*¿Necesito saber alguna regla importante?*

Arrive before midday.  
*Llega antes de mediodía.*

6. Another thing that you recommend?  
*¿Otra cosa que recomiendas?*

Watch the people climbing the pole.  
*Mira las personas que suben el palo.*

# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



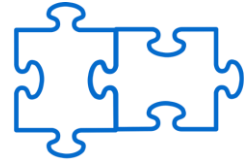
5. Choose rich content



6. Teach the sounds

SFC (sound from consonant)	a	i	eu	e	au
doux	animal	midi	deux	je	gauche
u	ou	SFE (sound from vowel)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

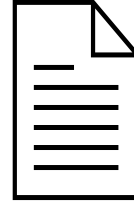
10. Evaluate resources!



## 8. Communicate!



It's more about the words!



- What sort of questions will pupils be asked?
- What language will they need?

Personal information

Opinions and reasons

Past actions and events

Future plans

Description

**Personal Answers – NOT a high frequency vocabulary answer**





## 8. Communicate!

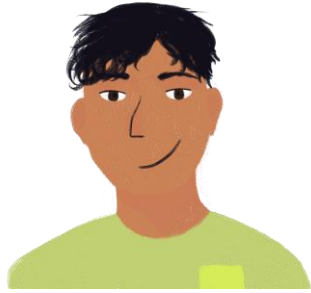
It's more about the words!



Me gustan las ciencias porque puedo hablar con Alice, sobre todo si trabajamos juntas. Pero si tengo que trabajar con Vincent prefiero trabajar en silencio. Por desgracia a Vincent le gusta trabajar conmigo. Fui a ciencias y yo quería trabajar con Alice pero Alice no quería trabajar conmigo. Yo trabajaba en silencio, pero Vincent hablaba y el profesor me gritó. Me hubiera gustado trabajar con Alice.

Me gustan las ciencias porque puedo hablar con **Alice**, sobre todo si trabajamos juntas. Pero si tengo que trabajar con **Vincent** prefiero trabajar en silencio. Por **desgracia** a **Vincent** le gusta trabajar conmigo. Fui a ciencias y yo quería trabajar con **Alice** pero **Alice** no quería trabajar conmigo. Yo trabajaba en silencio; pero **Vincent** hablaba y el profesor me gritó. Me hubiera gustado trabajar con **Alice**.

1 Abdel



nice, open, calm

2 Amir



tall, fast, funny

3 Amandine



nice, open, calm

4 La prof de Léa



tall, nice, strict

5 Stéphanie



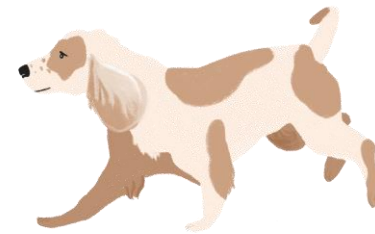
short, intelligent, funny

6 Bilal



tall, intelligent, strict

7 Apollon



big, fast, well-behaved

8 Noura



short, nice, young



I am calm.



Je suis calme.

She is small.



Elle est petite.

You are pleased.



Tu es content.

We are funny.



Nous sommes amusants.

You (all) are interesting.



Vous êtes intéressants.

We are sad.



Nous sommes tristes.



A



B



### Example sentences that pupils may produce:

1. Il y a des personnes (A + B)
2. Il y a trois personnes (B)
3. Il y a deux garçons. Ils sont jeunes. (B)
4. Il y a sept personnes (A)
5. Le ciel est bleu (A)
6. Ils mangent (A + B)
7. Ils sont dehors (A + B)
8. Il/un garçon mange un fruit (A)
9. Il y a une table (A)
10. Il y a une maison (A)
11. Il y a deux frères (B)
12. Ils sont contents (A + B)



A



B





Ma mère joue du **[foot/piano]**. Ma sœur joue au **[rugby/violon]**. Mon père joue au **[golf/flûte]**, mais je préfère jouer du **[badminton/saxophone]**.

Beaucoup de mes amis jouent de la **[pétanque/clarinette]**, mais j'ai une amie qui aime jouer au **[tennis/tuba]**.

\* la pétanque = boules, a French sport

Décris le temps libre des personnes sur les photos.  
Et toi ? Qu'est-ce que tu fais dans ton temps libre?



**Des mots importants**  
qui ?  
pourquoi ?  
est-ce que ?  
quel(le) ?  
comment ?  
quand ?  
parce que  
aimer

Chez toi, qui fait le ménage ?

Chez moi, je fais le ménage avec mon frère.

Pourquoi ?

Parce que j'aime aider ma mère. Elle est toujours travailleuse.

Est-ce que tu aimes faire le ménage ?

Non !



# Qui fait quoi dans ta famille ?

parler

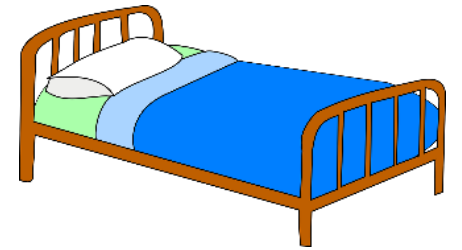
respond to  
emails



wash  
the car



make  
the bed



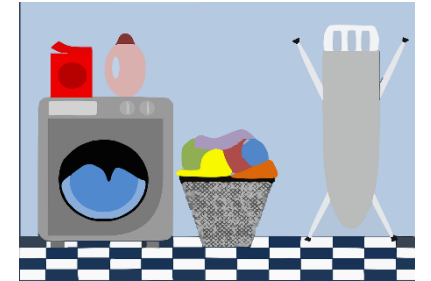
work in the  
garden



do the  
cooking



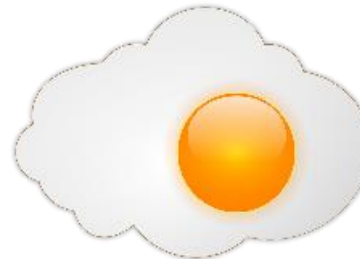
wash the  
clothes



do the  
housework



prepare the  
breakfast



learn a  
language



# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



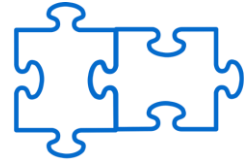
5. Choose rich content



6. Teach the sounds

SFC (about 1000 consonants)	a	i	eu	e	au
dax	animal	midi	deux	je	gauche
u	ou	SFE (about 1000 vowels)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

10. Evaluate resources!





# 9. Join up KS2 & KS3

It's more about the words!



## AQA French SAMS: Foundation Writing Task 1

Mon collège est très grand et moderne. J'aime le professeur d'anglais. Il est sympa et drôle. A midi, je mange mon déjeuner et je parle avec mes amis. Je joue au football et je fais de la danse. C'est super.  
(40 words)

rachelhawkes.com language learning website

- Home
- KS2 Resources
- LDP Resources
- Raising the profile projects
- Presentations & training
- Other Primary Resources
- Other Secondary Resources
- Links
- Contact

### KS2 Languages

These primary schemes of work (including resources), created for the Cam Academy Trust schools, are freely available for any teachers to download, adapt and use with their classes.

You will find the full SOW and resources on these links.

Y3/4 French:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>
Y5/6 French:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>
Y3/4 Spanish:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>
Y5/6 Spanish:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>
Y3/4 German:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>
Y5/6 German:	<a href="#">Autumn</a>	<a href="#">Spring</a>	<a href="#">Summer</a>

These 4-year, fully adaptable, free French, German and Spanish KS2 SOW and full (audio-enabled) lesson resources have between 91-96% overlap with all of the new GCSE word lists (AQA, Edexcel, Eduqas).



# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



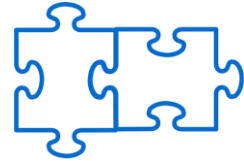
5. Choose rich content



6. Teach the sounds

SFC (about francophonism)	a	i	eu	e	au
doux	animal	midi	deux	je	gauche
u	ou	SFE (about francophone)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

10. Evaluate resources!



# 10. Evaluate resources

It's more about the words!



- What is the assumed starting point for the new GCSE book? i.e., which words from the GCSE word list are assumed to have been taught and practised at KS3?
- How many times do these KS3 words reappear for revisiting in the GCSE book (so they're not forgotten)?
- How many planned encounters are there for each 'new' KS4 word in the book?
- Can you guarantee that all words (new and revisited) appear a minimum number of times, as part of a spaced revisiting schedule?
- Are you including off-list words in the book? If so, what is the proportion of on- and off-list words? How are you identifying these for the students/teacher? E.g., are you glossing them on the page?
- Do the listenings **only** include words from the word list as a general rule? Is any listening material with off-list words explicitly identified?
- How are the F/H books designed to work with mixed tier classes?
- How have you planned out the spaced revisiting of all the words?



# Session overview

It's more about the words!

1. Reduce
2. Reuse
3. Recycle



4. Personalise



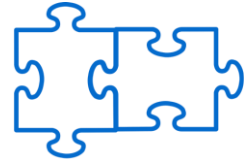
5. Choose rich content



6. Teach the sounds

SFC (about 1000 consonants)	a	i	eu	e	au
dax	animal	midi	deux	je	gauche
u	ou	SFE (about 1000 vowels)	é	en/an	on
tu	nous	timide	écrire	enfant	Non!
ain/in	é/è	ai	oi	ch	ç/soft c
train	tête	vrai	voir	chercher	ici
qu	j/soft	-tion	ien	Francophoniques	
question	jour	Attention!	bien		

7. Connect the words



8. Communicate!



9. Join up KS2 & KS3

10. Evaluate resources!



# Informed debate is the fuel of curriculum development...

Mary Myatt, John Tomsett

With the new GCSE in mind...

- what does success look like in terms of what those students know, understand, and can do in your subject? [Mary Myatt](#)
- if that is your destination, where do you begin and how do you build up to that point? [Mary Myatt](#)
- ...That master question is threefold: what, to whom, and how? [Jerome Bruner](#)
- what do students 'need to know' and what is 'neat to know'? [Dylan Wiliam](#)

# SWOT analysis

	Helpful (to preparing students for the new GCSE)	Harmful (to preparing students for the new GCSE)
Current practice	Strengths	Weaknesses
Next practice	Opportunities	Threats



# 10 best bets for the new GCSE

Any questions?

