

# Languages

## A conversation with Hannah Pinkham

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Hannah Pinkham worked at Reach Academy Feltham in West London for 7 years, most recently as Curriculum Director of Languages. In September 2021 she became Trust Assistant Principal, Research and Development in Modern Foreign Languages at Dixons Academy Trust. She believes that pupils and teachers can benefit enormously from reducing the 'noise' and just focusing on the best knowledge delivered in a memorable way and that this, in turn, will ensure all pupils make exceptional progress.

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Last year we dropped the 'modern' and 'foreign' from the MFL department. French, Spanish and German are not modern and to call them foreign can be othering to many students in our classrooms. Most importantly, pupils did not know what 'MFL' was.

When it comes to teaching and learning languages, being able to pronounce things properly is of central importance. Being able to say things and sound French or Spanish or German feels powerful. Empowering children to be able to read another language and pronounce words accurately is crucial. By the end of key stage 3, students should be able to pronounce the language well and feel excited and proud of having that skill. In addition, a languages teacher would want students to write in the target language accurately, however, being able to speak is the thing

that makes a difference to students. When students claim they can 'do' a language, they are really thinking about whether they can speak it.

An absolutely relentless focus on phonics is what pupils need to begin with. They need to have a teacher who models pronunciation superbly well and who has the highest of expectations for their pupils' pronunciation. Do not say it is perfect if it isn't. Pupils need the chance to make an attempt at saying the words and to get things horribly wrong and to not be laughed at cruelly. Or maybe you do laugh when it is funny, and it is okay, and the teacher might tell a story about when they have got a word wrong in Spanish and it is fine. Sharing and creating a culture of error, where it feels both safe and exciting and the teacher narrates how everyone is making progress together, is so important. Pupils need to feel supported and safe, and they need to keep practising over and over again. You need phonics week one, phonics week two, week three, phonics Year 10, phonics Year 11, phonics at A level. Phonics is not something that students do once, it is something that everyone needs and that should be peppered throughout the curriculum – not a stand-alone lesson never to be revisited.

Starting with a high-quality text is really important. Start with something that is quite dense, challenging and a bit scary when you look at it as a beginner in Year 7. Then slowly add more things to that text, adding different topics and different sentences. At the same time, you need to recycle the same things over and over again. As a department, you need to agree on certain chunks of language that you think are vitally important, powerful and very generative. So, each sentence can lead on to other things and what you offer the students can be adapted easily. So, starting with a shorter text and then repeating some of the content in the next term but adding more material and then, in the third term adding more, building upon the foundations in a very deliberate, generative way.

### **Reach Academy Feltham case study**

The way we have designed key stage 3 at Reach Academy Feltham is around characters from the target language countries. We have a French boy called Pierre, we have a girl from Senegal called Adama and someone from Marseille called Elodie. Then in Spanish, we have Pedro from Madrid, Joaquin from Bolivia, and Marta from Colombia. Over the three or four years of study, these characters write letters to each other.

This gives the children a more believable reason for communicating, and the narrative is much more memorable – otherwise it is just a random text with no sense of narrative interest. As teachers, we simply build the stories around these characters throughout key stage 3 and then at GCSE and A level we still use substantial texts, but we drop the characters because the students have started to see through that as a narrative device by then.

We do tackle grammar; we just do not make verb paradigms explicit in the first few years. We start from what pupils know; for example, for their SATs in primary, pupils will have learnt about nouns and verbs and adjectives, so we can harness that knowledge to talk about singular and plural nouns easily. In Year 7, our pupils learn about negative structures, nouns, gender, numbers, and adjective agreement – all the kinds of normal things that you would expect. They encounter future tenses, past tenses, subjunctives, the imperfect, 'if' clauses. They see lots and lots of different tenses, but we do not say, 'This is an auxiliary verb, and this is a past participle'. We do talk about infinitives, and we talk about pronouns. We do explicitly teach reflexive verbs, so they need to know about subject > verb > object. They cover lots of grammar at key stage 3 but not through traditional verb tables.

Pupils choose their language option (Spanish or French or Dual) at the end of Year 8.

In Year 9, we start teaching tenses in the way you would expect from a more traditional language lesson. But because the children know where they have seen it, we can say, 'Oh, you know Pedro's letter in Year 7 term 1, he said "voy a ir al teatro", well this is how it actually works.' The pupils have these key sentences firmly in their heads from Years 7 and 8 so they have concrete example structures that we can then unpick in a more abstract way in Year 9. We start with how the grammar works in English and then draw parallels with how it works in Spanish and French. We find that having that concrete sentence or example to build on has made it a lot less challenging for students. We found when they were wrestling with the meaning of the actual sentence, as well as the way it was actually formed, it was far too much cognitive load to manage. That is true for any child, no matter their predisposition for learning languages. Our deepest wish is to make learning a language accessible for all children. For us, that is true inclusion: every single child is able and confident to speak the language.

We started the curriculum redesign very slowly. We introduced the first text with a new batch of Year 7s who had never studied French before. We asked ourselves the questions: 'How can we make sure our workload is manageable but also how can we refine what the children are expected to know and do to ensure true mastery for as many pupils as possible?' We were finding that the high attainers were fine, you can throw higher attainers into any type of teaching and they will generally cope well. We were much more worried about our low prior attainers, our children with poor knowledge of literacy, and we wanted to make sure that those children were able to be successful in languages. Our key measure is whether everyone can 'do' languages; if they can, then it is going really well. If only the top ones are coping, then there is a problem. So, our aim was to scoop up that bottom tier of pupils and to make sure that they were well supported. We felt strongly that, rather than getting them to learn 40 different animals and 10 different colours, etc., we would just cut everything right down to a more manageable and, ultimately, more useful set of phrases. When introducing new language, we give pupils options and the most competent will manipulate the model sentences completely. Crucially, those children who are less confident or have poor prior attainment have had exactly the same example of an exceptional text. They will simply work with that rather than seek to extend it. Far from dumbing down the curriculum, we are ensuring as many pupils as possible have access to the most impressive language.

Essentially for the early graspers, the rich texts provide ample opportunity for greater depth and complexity, but it is not a question of them moving on to new stuff while the others are left behind, it is simply manipulating what is already there. We really try to tap into the notion of mastery, in that as much as possible we do not move on until all children have 'got it', not just because it is on the plan to do something new. The students need to be secure in what they have learnt, rather than race through the scheme of work – the curse of content coverage. Starting with a challenging text from day one could be extremely daunting, but in the right classroom conditions, it becomes high challenge accompanied by low threat. So, students want to go into the deep material because they enjoy feeling clever. If you tell them, 'Oh my gosh, this is so tricky, I didn't do this until A level', they really like that.

A further advantage of this approach is how easily we can weave in a wide range of voices from different cultures but still within the

Francophone context. In a monocultural setting, this is incredibly powerful, but perhaps its power is even greater for those children who recognise themselves and their families in a multicultural school. The power of a high-quality text or story means that pupils know more and they remember more because it is just so seductive. As teachers, we have facilitated that recall through thinking very long and hard about the structures contained in the texts, ensuring constant recycling, and sequencing the narratives very carefully.

The students are building up their reservoir of language knowledge and skills over time and, because the key phrases have gone deep into pupils' DNA, it means that when they are introduced to the structure of grammar, it is logical. They do not have to expend their cognitive energy upon remembering the meaning of words because they have a decent word hoard already. Instead, they can use their cognitive powers on interrogating the grammatical structures of the language they already possess. That is the ultimate aim.

Pedagogically, the texts that we use are parallel texts. The students have the text in the target language, the literal English translation, and the grammatically correct English. We then talk a lot about phonics which is embedded in everything that we do. We spend a lot of time linking spelling to sound. I think this is pretty common in French classrooms now but it is equally important in other languages. I have definitely made the mistake of underestimating the complexity of Spanish phonics as they are so logical but they are only logical to me because I know them. Our approach is rooted in direct instruction: we stand at the front, we use a visualiser, we do not play the, 'Guess what's in my head?' game, we just tell the pupils. We are the experts in the room. Even if there are native speakers, they have rarely, if ever, thought about their language in the way that they need to in order to be really successful.

I know lots of trainees and some more experienced teachers worry about what to do if students ask them a word they do not know. Well, this is a great opportunity, especially if you yourself are not a native speaker of the language you teach. It is so powerful to model that you as a confident, successful communicator in the language do not know every single word. It works in reverse too, if you have learnt English as a foreign language, you may not know the English word pupils want the Spanish, French or German for. It is fine. Being really open to making mistakes and modelling how you

want them to approach language learning: high expectations of yourself but open to learning all the time. This is also what success looks like.

Obviously, our curriculum is not perfect: we have just completed an overhaul of the Year 9 schemes of learning as we are finding that our Year 7s and 8s are starting Year 9 in a much better position than previously. It is a constant process; the curriculum is a very live thing. Every time you get data or interact with children, you are getting more information about how to make it better. It is not just a document that you stick on a spreadsheet and say, 'See you later.' It has got to be real.

People often ask about 'progression' as pupils move up the school. Hopefully you will note from the example texts that they become significantly more complex throughout pupils' time in key stage 3. From Year 9, pupils start to see blogs and articles which serve as models of the kind of writing they are required to do at A level and GCSE. Apart from that we basically keep to the same model. A level students still need to be guided by a teacher and we are still the experts in the room. If a method is working in key stage 3, why would you suddenly change it? GCSE languages are taught in a similar way, but we have more listening and readings from textbooks and past papers. It is the same for A level. We have not suddenly stripped away all the scaffolding and models just because they are suddenly 17 years old. If anything, the demands of the A level curriculum mean such an approach is even more necessary. Pupils still start with a dense, complex text and this helps to ease them into A level studies in a way they are very familiar with. For external pupils it works just as well – they have a very clear model of success. In this way, as at key stage 3, students' learning is not disembodied – they are learning the new vocabulary, grammar and expressions in a concrete context. It means the prosody of talking carries a lot of the understanding over time, actually saying it in context. The language has not been separated out in a very reductionist way which means that the burden of having to learn things by heart is diminished. They still have to learn a lot by heart, but the rhythms of the spoken language are more likely to become ingrained in their linguistic DNA.

Such an approach definitely feels risky – all teachers worry about not teaching everything in the curriculum. It is important to feel confident as a classroom teacher and as a leader to make a conscious decision not to teach everything. Having the confidence to reduce the enormous

amount of content we are expected to cover in favour of mastering a smaller amount of knowledge is so hard but crucial. People will (rightly) ask why you have chosen this instead of that, what you have got rid of and why. It can be scary to have those conversations but as long as you can justify your decisions it will be fine. People ask 'What if this word comes up?', I take the view that there are always unknown words in exams and real-life conversations – that is okay and normal, we do not need to worry about it and pupils do not need to worry about what they do not know.

### **Assessment**

In addition to the texts themselves, the other part of our curriculum that looks quite different is our key stage 3 assessments. You have to assess what the students have been taught. You need to know whether the information that you have spent so long preparing has actually been secured in their brains, and if not, which bits have not stuck. After the first term in which students have encountered the language, their assessment consists of reading some lines aloud that contain familiar and unfamiliar words to see whether they can actually read the target language aloud accurately. Then we assess writing certain things from memory and we complete some dictation tasks. The assessment has to answer the question, 'Have we actually got this thing into their heads and if not, let's do something about that?' As a result, our assessments are fairly narrow and pupils are not tested on anything that is not in our texts. This ensures the data provided by these assessments is useful and tells us something about our teaching.

We are big fans of retrieval practice – our pupils have knowledge quizzes once or twice a week depending on how often we see them. These are not 100% planned in advance of the term. We want to give the teacher some flexibility there. The quiz might be on specific lines of the text that they have studied recently, or recycling knowledge that is going to be pertinent to upcoming learning. We include some things that we have done in previous years or previous cycles, some things that we are doing at the moment and then we have some more grammatical questions. We might ask, 'What is a noun? And we have definitions of key metalanguage which have been agreed with the English department. From Year 9, we might ask, 'identify the auxiliary verb in this sentence' and read an English or French sentence aloud.

Assessment is both formal and informal and it is diagnostic. It informs our teaching and informs the children about themselves as well. In recent years, we have moved away from punishing pupils for low test scores which has had a positive impact on attainment.

### **What should a senior leader ask a languages subject leader?**

I would say that the most common question asked by non-specialist senior leaders is about target language. It is a really easy thing to ask about as it is so obvious to non-specialists but it is a huge question. Senior leaders should ask about **target language** but not because they think that a teacher not using target language is bad. The key issue here is not how much target language but how much thought the languages subject leader has put into their department's use of the target language. How much are the students using target language across a series of lessons? Is what they are saying accurate?

Senior leaders should interrogate how grammar is taught and they need to differentiate between grammar and tenses. Do teachers start with example sentences in the target language? Do they start with English sentences? Why? How they teach metalanguage and how they check that pupils actually understand the metalanguage that they are using is really important. If, as a senior leader, you consider yourself to be 'bad at languages' this is ideal. If the subject leader can explain the approach clearly to you then it is probably going to be working well in the classroom too.

The same is true of vocabulary teaching. Are they introducing vocabulary in context? Are they using single word lists? Is the chosen approach facilitating pupils' use and recall of the language in their speaking and writing not just in vocabulary tests? Are pupils able to spell and read the words or phrases accurately with correct accents? How are teachers ensuring this is the case? If you teach 20 different words for food, fine, but if the pupils cannot use those words to say 'I eat X', 'I would like to buy X' or 'I'm going to eat X' it is not very useful. Rather than teach 20 different words, better to teach just three or four and give pupils some useful structures in which to use them.

Ask how they teach listening and reading. Pupils typically perform worse in these exam papers. How is the subject leader ensuring these skills are explicitly taught rather than just tested with activity after



## Languages

activity? How is their department teaching children how to decode individual sounds, how to link up those sound-spelling relationships?

If the languages department is using a textbook, ask how they are exploiting it fully. Textbooks never have enough recycling of content so how are teachers tackling this? How much do subject leaders understand about the choices made in the sequencing of topics, grammar points and choice of texts and activities?

More niche questions include how the subject leader is gradually building up pupils' skills to ensure they could be successful at A level and beyond. In what small ways are they preparing key stage 3 pupils for an A\* in a few years' time? Languages uptake at A level is declining – how is the subject leader addressing this? I do not in any way want to encourage such things as a one-off assembly or a display about footballers speaking French. Rather, how is the department demystifying success in languages throughout their pupils' time at school to ensure an A level in a language does not seem as unattainable as it may have at the start?

Something that is really unique to a languages department is the inclusion of target language culture. It is often what got us into learning languages so this is frequently something departments do well. Senior leaders should interrogate whether this is embedded in the curriculum (and, therefore, given equal standing to grammar and vocabulary) or whether it is treated as an optional extra on a drop-down day or similar. How much do pupils know about target language culture? Do pupils only learn about baguettes and berets or is their learning more varied and inclusive?

People have very differing views on motivation in language learning. For some departments this means lots of games, for others true motivation only comes from progress. Ask your subject leader how they motivate pupils in their subject? What is the perception of languages in the school amongst staff and pupils? Does this suggest pupils are motivated and successful in languages lessons? Although I have nothing against games when chosen wisely, I would say that I never see games in history or science or maths. Languages are not different from other subjects. Languages are something we learn because learning is good and leads to more learning. If the languages department are using games, that is not necessarily a bad thing, but ask, 'What is the purpose of this game? Is that the most efficient way to get that knowledge into

people's brains?' There are so many easier ways of ensuring pupils are successful that are much more labour light and impact heavy.

I imagine this goes for any subject but ask how the subject leader is facilitating mastery of whatever content is being taught. Can pupils retrieve the meaning of the phrase or tense? Can they write it, spell it and say it accurately? All those things are about knowing. So, knowing something in some subjects might be writing it down and using it in an essay, but pupils in languages lessons need to be able to hear it when it is spoken; read it when it is written, write it down and say it accurately in order to truly know it.

Similarly, general subject leader questions might cover how they decided to teach this topic, at this time? How does it link to something that came before and how does it link to the next thing? How are they preparing pupils for learning that is going to be harder? If you are using a different approach then the answer might just be that is the next thing in the textbook, but then you could begin to question why the makers of the textbook have done that? They have put a lot of work and money into that so interrogate that and use that as something to learn from. I do not think a textbook is a bad thing, but if you do not use it properly it can be a huge waste of money.

## **Languages background**

From the 1830s, French and German began to be offered in the emerging major public schools. The second half of the twentieth century shifted to become more inclusive and languages were offered in all comprehensive schools, to pupils across the full ability range.

For a while, as part of the national curriculum introduced in 1988, most pupils learned a foreign language. In 2004, however, a modern language ceased to be compulsory at GCSE, although a language should still be taken until age 14. A language is now included in the EBacc, which pupils in England will earn by studying English, mathematics, science, history or geography and a modern foreign language until they are aged 16.

To help us get our bearings, it is worth quoting the purpose of languages from the national curriculum programme of study:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and

## Languages

deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.<sup>1</sup>

The national curriculum for languages aims to ensure that:

all pupils understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.

Once the important statements have been revisited, it is helpful for subject leaders and coordinators to discuss and agree with colleagues on the reason why their subject, in this case languages, is important for the pupils in their school. One way of doing this is to draw on a quote, in this case a Czech proverb: 'You live a new life for every language you speak. If you only know one language, you only live once.' This kind of prompt allows us to formulate our way of stating the importance of the subject. We might agree or disagree with such a statement and, in doing so, come to a form of words that expresses our view of the importance of this subject, in this school. This moves us away from the territory of 'We teach this subject because of the SATs or GCSEs.' While the external tests and exams are important, they are not the totality of the subject.

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1 [www.bit.ly/3Az47ZF](http://www.bit.ly/3Az47ZF)

## Professional communities

Subject associations are important because at the heart of their work is curriculum thinking, development and resources. The subject association for languages is the Association for Language Learning and it should be the case that any member of staff with responsibility for a subject should be a member of the relevant subject association, paid for by the school.

Twitter subject communities are important for the development of subject knowledge because it is here that there are lively debates about what to teach, how to teach and the kinds of resources that are helpful. For languages, it is worth following @All4Languages and the hashtags #MFLchat, #MFLTtwitterati and #Languages.

There is an excellent example of drawing pupils in *Telling Tales in Latin*, a clever book about Ovid writing stories that introduces pupils to vocabulary and grammar in a structured, careful way. Right from the start, pupils are encouraged to see the links between the Latin vocabulary and words in English. What this means is that, very early on, pupils gain confidence because they realise that they can begin to make sense of it. And the great thing is that the teacher does not need to know Latin in order to work through the activities with pupils.

Interestingly, the programme of study at key stage 2 allows for the teaching of any modern or ancient foreign language. There are excellent resources for teaching Latin to young children. Minimus is a Latin course based on a real family who lived at Vindolanda in 100 AD: Flavius, the fort commander, his wife Lepidina, their three children, assorted household slaves, their cat Vibrissa, and Minimus the mouse. It is a great way in, not just to the language but to the lives and preoccupations of Romans living in England 2000 years ago.

## LINKS

BBC Primary Languages – [www.bbc.in/3iT4nwg](http://www.bbc.in/3iT4nwg)

Mama Lisa's World: International music and culture – [www.bit.ly/3k10yVr](http://www.bit.ly/3k10yVr)

DuoLingo, a free language learning app – [www.duolingo.com](http://www.duolingo.com)

Teaching Latin to Primary Children – [www.bit.ly/3iWq7Yh](http://www.bit.ly/3iWq7Yh)

St Peter's Latin programme for key stage two – [www.bit.ly/3mec3vd](http://www.bit.ly/3mec3vd)

Curriculum 2014 Best Practice - Foreign Languages – [www.bit.ly/3srJvzv](http://www.bit.ly/3srJvzv)

Goethe Institut: German for children – [www.bit.ly/2VXw7qN](http://www.bit.ly/2VXw7qN)

Spanish Resources – [www.bit.ly/37TFcTS](http://www.bit.ly/37TFcTS)

Italian Resources – [www.bit.ly/3gc1khf](http://www.bit.ly/3gc1khf)

## The core texts of Reach Feltham’s key stage 3 languages curriculum

Year 6 Spanish Term 1
<p>Querido Juan:</p> <p>Buenos días, me llamo Pedro. Vivo en Madrid, en España con mi familia. Tengo once años y mi cumpleaños es el nueve de julio.</p> <p>Tengo el pelo marrón y corto y tengo los ojos azules. Mi hermana tiene el pelo largo y rubio. Mi madre dice que soy muy simpático pero mi padre piensa que también soy trabajador. De vez en cuando soy un poco perezoso pero mi hermano es bastante activo así que jugamos al fútbol juntos porque lo encuentra divertido. También me gusta leer libros ya que es sumamente interesante. Sin embargo, odio ver la televisión dado que es aburrido.</p> <p>El fin de semana pasado fui al cine, pero el fin de semana que viene voy a hacer mis deberes porque es muy importante. ¿Y tú Juan? ¿Dónde vives? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? Describe cómo eres?</p> <p>Un beso, Pedro</p>
Year 7 Spanish Term 2 – Pedro Weeks 1-3
<p>Querida Marta:</p> <p>¿Cómo estás? <b>Espero que todo vaya bien.</b></p> <p>Actualmente estoy de vacaciones. Normalmente voy al sur de España. Nos encanta ir a Granada visto que hay mucho que hacer. En Granada hay un palacio muy famoso que se llama “el Alhambra” y hay muchos monasterios antiguos. Viajamos en avión porque es rápido y práctico. Nos alojamos en un albergue juvenil y hacemos muchas actividades. <b>Me apasiona</b> sacar fotos, nadar en el mar y probar comida nueva.</p> <p>Sin embargo, este año voy a ir a Bilbao en el norte de España con mis primos. En Bilbao hay una galería de arte que se llama el “Guggenheim” y <b>se puede</b> hacer el Camino de Santiago. Vamos a viajar en autocar y vamos a alojarnos en un hotel de lujo. Voy a tomar el sol voy a comer muchos helados. Es más, voy a comer mi comida española preferida – la paella. <b>¡Qué sabrosa!</b> ¡Va a ser asombroso!</p> <p>Nos vemos pronto, Pedro</p>

## Year 7 Spanish Term 2 – Marta Weeks 4-6

Querido Pedro:

**Acabo de leer tu email.** Normalmente paso mis vacaciones en la playa en Cartagena en el norte de Colombia. Viajo en coche con mi familia ya que es barato. Nos alojamos en una tienda de camping – pienso que es divertido. Allí, hace calor y casi nunca llueve así que nado en el mar todos los días. Además, pruebo la comida tradicional – hay muchos mariscos y pescados. **¡Qué rico!**

Gracias por organizar las vacaciones en Madrid. Me encantó visitar a tu familia. Fuimos en avión y nos quedamos en una pensión. El primer día fui al Museo Nacional del Prado donde vi muchas obras de arte. **Después de hacer eso,** comí una paella en un restaurante. Desafortunadamente, la comida era asquerosa. Luego, visité otros sitios turísticos de la ciudad e hice muchas actividades.

Felizmente, hacía calor y no llovía durante todo el viaje. **¡Tuve mucha suerte!**

Hasta pronto,

Marta

## Year 7 French Term 1

Chère année sept,

Bonjour! Je m'appelle Pierre et j'habite à Paris en France avec ma famille. J'ai onze ans et mon anniversaire est le trois mai. J'ai les cheveux blonds et courts et j'ai les yeux bleus. Je ressemble à mon frère mais ma soeur a les cheveux longs et bruns et elle a les yeux marron. Je suis très gentil, mais je suis aussi trop bavard. **Si je suis honnête, ma mère dit que** je suis très drôle, **mais mon père pense que** je ne suis pas travailleur. De temps en temps, je suis un peu paresseux mais mon frère est assez actif donc nous jouons au foot ensemble parce qu'**il le trouve** amusant.

J'aime manger du chocolat parce que c'est délicieux, et j'aime aussi lire des livres parce que c'est intéressant. Cependant, **je dois avouer que** je n'aime pas regarder la télé parce que c'est barbant.

Le weekend dernier je suis allé au cinéma. Par contre, le weekend prochain je vais faire mes devoirs car c'est vraiment important.

J'ai beaucoup de questions pour vous!

- Comment t'appelles-tu?
- Quel âge as-tu?
- Quelle est la date de ton anniversaire?
- Tu es comment?
- Qu'est-ce que tu aimes faire?
- Qu'est-ce que tu n'aimes pas faire?
- Qu'est-ce que tu as fait le weekend dernier?
- Qu'est-ce que tu vas faire le weekend prochain?

Gros bisous,

Pierre

Year 9 French Term 1

Cher Paul,

**Je viens de lire ton email. J'espère que tout va bien.**

J'habite à Feltham qui est une ville assez grande dans l'ouest de Londres. **J'y habite** avec ma famille monoparentale et je m'entends assez bien avec elle. L'aéroport d'Heathrow est situé dans le nord-ouest et **il y a toujours beaucoup de monde.** Cependant, mon père habite à Staines et **il dit que c'est très divertissant. Quelle chance!** Heureusement mes cousins habitent en Espagne. **Je le trouve formidable** car il y a beaucoup de choses à faire.

**Je dirais que** je m'entends bien avec ma mère car elle m'écoute et elle m'aide avec les devoirs. Je suis un bon élève car je finis mes devoirs et je réussis mes examens. Par contre, ma soeur n'est pas une bonne élève. Elle ne finit pas ses tâches domestiques et elle ne réfléchit pas. J'ai de bons rapports avec mes grands-parents mais ils sont très sévères et **ils me punissent tout le temps.**

J'aide ma mère avec les tâches domestiques à la maison. Par exemple, je fais la vaisselle, je descends la poubelle et je m'occupe de mon petit cousin. Ma soeur vend des journaux pour gagner de l'argent de poche et nous rangeons la chambre ensemble et **je le trouve fatigant** mais utile.

Pendant la semaine, je finis mon travail de je vais au centre-ville pour faire du shopping avec mes amis. **Après avoir fait ça,** nous allons chez Nando's. Le week-end, je fais de la natation à la piscine puisque je suis un grand fan de Tom Daley. Cependant, mon meilleur ami Paul joue au tennis et il fait du yoga car il aime être en bonne forme. Moi, je préfère aller à la bibliothèque vu que j'adore lire des romans. Paul **croit que** c'est barbant mais **je ne suis pas d'accord.** Le soir, nous faisons du patin à roulettes au parc. **Je le trouve vraiment relaxant.**

Actuellement, je n'ai pas beaucoup de temps libre pour regarder la télé. Ma mère adore regarder des films d'horreur au cinéma mais **ça me fait peur.** Moi, je suis fanatique des comédies étant donné que **ça me rend content.** Chez mon père nous regardons des émissions sur Netflix. **Je m'intéresse aux** policiers donc mon émission préférée est Lupin. Mon père préfère les jeux télévisés mais **ça m'énerve.**

Aimes-tu les réseaux sociaux? J'utilise souvent TikTok et je m'abonne à beaucoup de personnes célèbres. Ma mère utilise Facebook et elle partage des photos tout le temps. J'utilise rarement Facebook car c'est démodé. De temps en temps, je télécharge de la musique et je reste en contact avec mes copains en envoyant des textos. Cependant, après le collège j'adore tchatter en ligne.

Néanmoins, il y a beaucoup d'inconvénients des réseaux sociaux. Par exemple, récemment j'étais victime de la cyberintimidation et maintenant **je n'ai pas confiance en moi.** Parler aux gens inconnus n'est jamais une bonne idée. **De plus,** mon père a été victime d'arnaque et de vol d'identité. Malheureusement, il a perdu beaucoup d'argent. **Quel dommage!**

Gros bisous,

Mohammed

### **Three documents for your senior leader line manager to read about languages**

1. Smith, S. and Conti, G. (2019) *Breaking the Sound Barrier: Teaching Language Learners How to Listen*.
2. Lund, J. (2017) 'Aides Memoires' [www.bit.ly/3sz8JMv](http://www.bit.ly/3sz8JMv)
3. Sealy, C. and Bennett, T. (2020) *The researchED Guide to the Curriculum*. Woodbridge: John Catt Educational. This is not subject-specific but much of our thinking is represented here.

### **Five questions for your senior leader line manager to ask you about languages**

1. How do you view motivation in languages? How does your curriculum reflect that?
2. How are grammar and vocabulary taught in your department? Why have you chosen that way? How do you know it is successful?
3. How are ensuring that all pupils are confident and able to speak accurately in the target language?
4. How are you preparing pupils for success at A level? How are you ensuring pupils can consider A level languages as a realistic option for them?
5. How is target language culture embedded in your schemes of work? Are you offering pupils opportunities to learn about places way beyond their experience?