
MFL PCK day 2

20th: *online*



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Name



Reading comprehension example



Reciprocal reading teaching



21-Must-Use-Reading-Activities-for-All-Language-Classrooms



A-level Spanish reading info gap



La Armada Invencible



MFL Differentiation strategies



narrow-reading-meteo-teachit-35500



Pygmalion effect



Pygmalion-in-the-Classroom



Reading Article



School floor plan



Steckbriefe

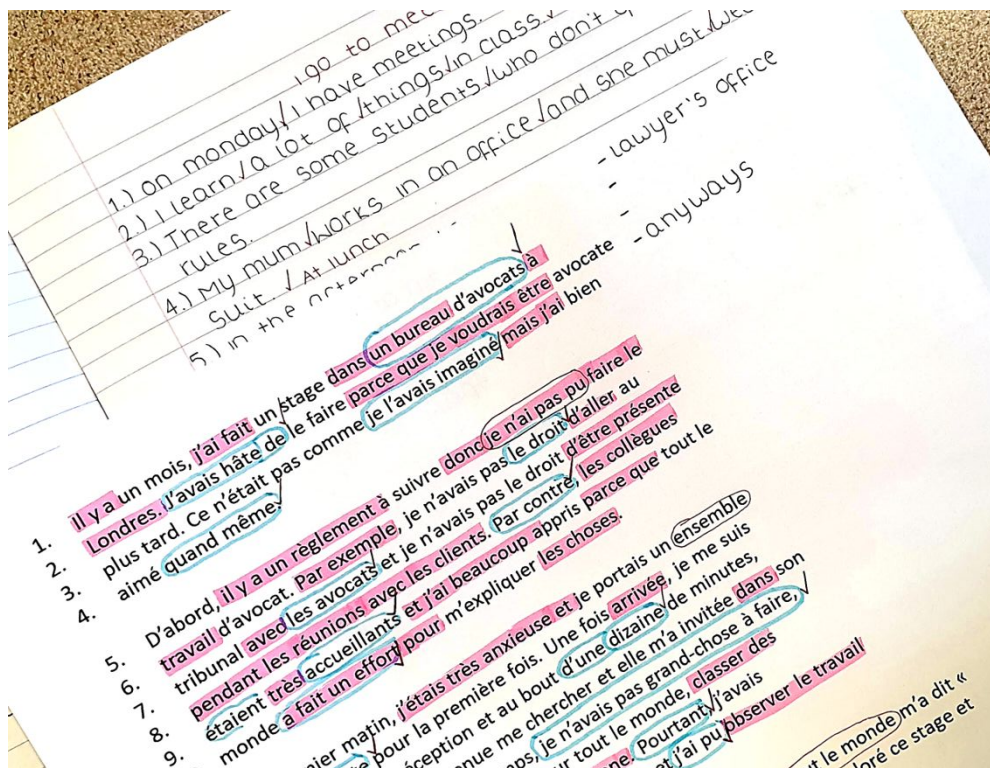
Reading and Differentiation

- Teaching Reading Year 7 to A level
- + Reciprocal reading
- Student task: design a reading comprehension for GCSE. Think about support / chunking text / line spacing / use of image for context
- Sian - 1-2pm Differentiation

TODAY'S OBJECTIVES

- To explore reading strategies
- To evaluate ways of differentiating
- To create a reading comprehension resource

Teaching Reading Year 7 to A level



Narrow reading

Task 1: Read the texts. On Fred's text, underline the parts that are exactly the same in all the texts.

Je suis anglais et j'habite en Angleterre.
J'habite près de Manchester et il pleut souvent. La température est variable.
Hier, il a plu mais aujourd'hui il y a du vent et il fait froid. Demain, il va de nouveau pleuvoir. En hiver, il fait froid et il neige - quelle horreur!

Fred

Je suis français et j'habite sur l'île de la Guadeloupe. J'habite près de Pointe-à-Pitre et il fait chaud toute l'année. La température est de 29 degrés en moyenne. Hier, il a fait chaud mais aujourd'hui le temps est très humide et il fait beau. Demain, il va pleuvoir. En hiver, en général, il fait chaud et il y a du soleil.

Lucas

Je suis français et j'habite en France.
J'habite près de Nice et il fait beau la plupart de l'année. La température est variable. Hier, il a fait gris mais aujourd'hui il fait beau et il y a du vent. Demain, il fera chaud. En hiver, il y a parfois du vent, mais il fait souvent beau - c'est fantastique!

Hugo

Je suis canadien et j'habite au Canada.
J'habite près de Montréal et il fait assez froid la plupart de l'année. La température est variable. Hier, il a neigé mais aujourd'hui il fait moins froid et il pleut. Demain, il va de nouveau neiger. En hiver, il fait froid et il neige souvent - j'adore faire du ski.

Olivier

Task 2: Find the French.

1. I am

.....

2. I live near

.....

3. tomorrow

.....

4. in winter

.....

5. today

.....

6. the temperature is

.....

Task 3: Answer the questions.

1. Who lives in a rainy country?

.....

2. Who likes snow?

.....

3. Who doesn't have changeable temperatures?

.....

4. Which two people mention rain tomorrow?

.....

5. Which two people mention wind?

.....

Task 4: V, F ou PM? Vrai (true), faux (false) ou pas mentionné (not mentioned)?

1. Olivier n'aime pas skier.
2. À Nice, demain, il va faire chaud.
3. Lucas aime le temps qu'il fait en Guadeloupe.
4. Hier à Manchester, il y a eu de la pluie.
5. Il ne neige jamais en Guadeloupe.

Task 5: In each text, highlight the time phrases.

Task 6: Choose a text to translate into English.

Task 7: Write your own text using the ones provided to help you.

Strategies for reading (Harris, 1997)

- 1 Recognising the type of text; poem, newspaper article, brochure?
- 2 Examining pictures, the title, etc. for clues.
- 3 Going for gist, skipping inessential words.
- 4 Saying the text out loud and identifying 'chunk boundaries'; how a sentence breaks down and which parts of it to work on at one time.
- 5 Using knowledge of the world to make sensible guesses.
- 6 Picking out cognates.
- 7 Substituting English words, e.g. 'she something on his head'.
- 8 Analysing unknown words, breaking a word/phrase down and associating parts of it to familiar words, e.g. 'hochgewachsen'.
- 9 Identifying the grammatical categories of words.
- 10 Using punctuation or clues; question marks, capital letters, etc.

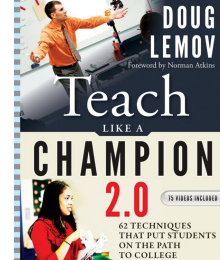


Pachler and Field (2003)

Table 6.3 Reading (and responding): an overview

from
preparatory activities
reading for gist/detail (content)
focussing on linguistic structures and forms
rebuilding
to

Lesson structure (Lemov, 2015)



Step	Lesson Segment	Who's Doing?	Typical Statement
1	I	I do.	"The first step to adding fractions with unlike denominators is to make the denominators equal."
2	We	I do; you help.	"OK, now let's try it. How did we say we were going to make our denominators equal, Martin?"
3	We	You do; I help.	"OK, Camilla, you take us through this. What's the first thing I should do?"
4	You	You do ...	"Now that we've solved this example, try one on your own."
5	You	And do ... and do ... and do.	"Great; we're starting to get this. There are five more in your packet. Take six minutes and see how many you can get exactly right. Go!"

You might see that cycle repeat in 10- to 15-minute sequences over the course of a lesson, like this:

Read (I) 5 min
Discuss/Interpret (We) 5 min
Write (You) 5 min
Read (Control the Game) (I) 3 min
Discuss/Interpret (We) 6 min
Write (You) 4 min

Or it might look something like this (I/We/You/I/You):

Read (I) 5 min
Analyze/Discuss/Explicate (We) 5 min
Write ("Stop and Jot") (You) 3 min
Read (I) 3 min
Write ("Stop and Jot") (You) 4 min

Typology of tasks (Heafford, 1990)

PUPIL ACTIVITIES OF LOW VALUE

- 1 Choral/individual repetition.
- 2 Reading aloud from the textbook.
- 3 Reading out dialogues/role-plays.
- 4 Translating.
- 5 Copying from board/book.
- 6 Word-searches.

PUPIL ACTIVITIES OF MIXED VALUE

- 1 Doing drill-like activities.
- 2 Pupil-pupil dialogue.
- 3 Receiving grammatical explanations.

PUPIL ACTIVITIES OF HIGH VALUE

- 1 Listening to the target language.
- 2 Replying to questions in the FL.
- 3 Asking questions in the FL.
- 4 Engaging in dramatic activities.
- 5 Increasing active/passive vocabulary.
- 6 Reading silently.
- 7 Relating language to social/cultural context.
- 8 Doing written work of an error-avoiding nature.

Teacher-led reading

Guided Reading: The teacher guides the students through a text, discussing vocabulary, grammar points, and comprehension questions as they go.

Interactive Read-Aloud: The teacher reads a story and stops at certain points to ask predictive or analytical questions, encouraging students to engage with the text actively.

Scaffolded Reading: Providing students with pre-reading questions or a glossary of key terms to help them understand the text.

Touch Go Reading: The instructor taps a child when it's his or her turn to read.

Reading aloud/Popcorn/Round-Robin reading

Whole class: teacher model expressive reading; build confidence and fluency

Echo Reading: Students echo back what the teacher reads, mimicking his or her pacing and inflections.

Popcorn Reading: A student reads orally for a time, and then calls out “popcorn” before selecting another student in class to read.

Partner Reading: Two-person student teams alternate reading aloud, switching each time there’s a new paragraph. Or they can read each section at the same time.

**ensure that the texts chosen are appropriate for students’ proficiency levels to avoid frustration*



~ PRACTICE 1 ~

Reading aloud

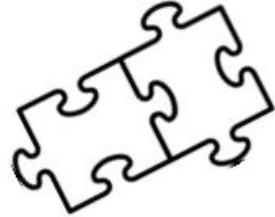
Reading aloud

Quand j'étais petit, je voulais être professeur
comme ma mère. Maintenant j'ai envie de devenir
pompier, car on aide beaucoup de personnes. Il faut
être courageux, mais à mon avis c'est passionnant !



* silent letters are underlined





Putting the pieces together

Activities that enable pupils to show a flowing understanding of the full text

- Simple factual description answers (in TL or English) moving through each chapter.
- 100 word summary in TL / English
- Tweet it?
- Emoji story
- Chapter summary in pictures – one card per chapter and put chapters in correct order.

**Jigsaw
reading**

Cut out the lines to any text and jumble them up. Ask students to rearrange them in the correct order.

Text jigsaw

When he nothing shines upon,

When the blazing sun is gone,

Twinkle, twinkle, through the night.

Like a diamond in the sky.

Then you show your little light,

Up above the world so high,

How I wonder what you are!

Twinkle, twinkle, little star,

Ejercicio 1

You will receive nine cards, which form the story of the invasion of 'The Spanish Armada' in 1588. Reconstruct the story by placing the cards in the correct sequence.

Ejercicio 2

- Unscramble these words.
- Match them to the definitions.



OCRAB	ÑECSONA	TEDOCNANAM	ALOFT
GROFAUNAI	ATTRONEM	SOFRA STUBLERO	

	Hogueras en la costa para avisar a la gente de una invasión.
	Cuando un buque se hunde en el mar.
	Buques que se encienden para destrozar otros buques.
	Muchos buques que navegan juntos.

Ejercicio 3

Replace the infinitives in brackets with the correct form of the preterite tense and translate the sentences into English.

1. Unos barcos ingleses _____ (ver) la Armada.
2. El barco inglés _____ (ser) más rápido que el barco español.
3. Los españoles no _____ (poder) enviar sus soldados.
4. Los ingleses _____ (pedir) municiones.
5. Los ingleses _____ (seguir) a los españoles.
6. Los ingleses no _____ (tener) municiones



Student-led reading

Read, Cover, Remember, Retell: Students read a section of text, cover it, remember what they read, and then retell it in their own words

Silent Reading: Allowing time for silent reading can help students process the language at their own pace and can be followed by group discussions or comprehension activities

Read and Role Play: Having students read a dialogue or scene and then act it out, which can help with understanding character perspectives and emotions

Reader's Theater: Students perform a script based on a text. This helps with understanding dialogue and emotional nuances in the language.

Literature Circles: Students choose books to read and meet regularly to discuss them, taking on different roles such as summarizer, questioner, or connector

Speed Reading: Timed reading activities that encourage students to read quickly and efficiently, often followed by comprehension questions

Reading Relay: A competitive game where teams race to read and understand a text, answering questions to move forward

Reading Stations: Different stations are set up in the classroom, each focusing on a specific aspect of reading, such as vocabulary, comprehension, or grammar

Four Corners: A statement related to the text is read, and students move to a corner of the room based on their level of agreement, where they discuss their viewpoint

Hot Seat: A student sits in the “hot seat” and answers questions from the class about a character or situation from the reading

Semantic/story Mapping: Creating visual webs that connect words and ideas to enhance vocabulary and comprehension



Hallo! Ich heie Karin. Ich bin acht Jahre alt und habe eine Schwester.

Ich habe einen Hund und ein Kaninchen.

In meiner Freizeit gehe ich spazieren.
Ich fahre gern Rad und jeden Abend
sehe ich fern.



Ich heie Thomas. Ich bin sieben Jahre alt. Ich habe zwei Brder.
Ich habe auch eine Katze und eine Schildkrte.

In meiner Freizeit treffe ich mit
meinen Freunden. Wir fahren Rad
oder hren Musik.

- 1) There are six posters around the room about different people. Read each of them, then fill in the grid in English using the information on the posters.



	Name	Age	Brothers and sisters	Pets	Hobbies
A					
B					
C					
D					
E					

2) Use the posters to find the German for the following phrases:

a. My favourite sport

b. When the weather is bad

c....I stay at home

d. In summer

e. I play tennis when the weather is fine

.....

.....

f. My favourite hobby

g. Every Saturday evening

Authentic text

Et toi, tu fais quoi sur Internet ?

Dans cette classe de CM1, près de Toulouse, la majorité des élèves vont sur Internet, surtout le week-end. Ce qu'ils aiment faire ? Jouer à des jeux et regarder des vidéos. Mais, pour beaucoup, le temps d'écran est limité : le contrôle parental bloque tout au bout d'un moment. Ils te racontent...



Pourquoi en parle-t-on ?

Parce que le 6 février, c'est le Safer Internet Day, la journée internationale pour un Internet plus sûr. À cette occasion, des ateliers sont proposés dans les écoles et les collèges, jusque fin mars.



« J'ai le droit d'aller sur Internet **1 heure par jour**, avec ma tablette. Je vais sur YouTube et **je regarde des *shorts*, des vidéos sur le sport et des youtubeurs**, comme MrBeast, Michou et Inoxtag. Je les aime bien, parce qu'ils font des trucs rigolos. En plus, MrBeast a aidé une association pour les chiens ! »

Allan, 9 ans

Gabrielle | le 13/02/2024 à 21:03

[Signaler un abus](#)

Je suis pas trop d'accord avec toi Lexy. Si il y avait pas de contrôle parental, ce serait n'importe quoi. Imagine un peu ce qui se passerait. Sinon, tu peux demander à tes parents de rallonger d'une dizaine de minutes le contrôle parental pour les messages.

Carine | le 07/02/2024 à 11:35

[Signaler un abus](#)

3 élèves ont réagi à l'article et souhaitent apporter leurs commentaires:

Inaya, 10 ans cm2:

J'aime bien faire des vidéos, regarder Michou et Inoxtag, et j'aime aussi regarder Tiktok. Je me mets des fois des alarmes. Ou c'est ma Maman qui me dit quand j'arrête.

Tylian, 10 ans cm2:

Sur Internet j'aime aller sur Youtube et aller sur des sites de jeux. Je gère mon temps en mettant un minuteur d'une heure. Et j'aime aller sur Poki (un site de jeux vidéo). Et aussi sur Youtube par exemple je regarde Michou, Inoxtag, Batzair, Zetfar et Wazz, Diabolofeat35. Et j'aime regarder des films sur Netflix Prime vidéo et Disney+.

Emma, 10 ans cm2:

J'aime aller sur Internet pour regarder Youtube. Et aller sur Snapchat pour parler à mon meilleur ami ou ma meilleure amie et aussi à la famille. Et sur Tiktok pour passer le temps. Ou sinon je vais sur Internet pour aller sur l'ENT.

Read the description of where the classrooms are in this school and label them on the plan.

Voici un plan de mon collège.

En bas, au rez-de-chaussée, nous avons la bibliothèque entre les toilettes des filles et la salle de maths.

La cantine, où je mange à midi, se trouve à côté de la salle de maths, et la salle des professeurs est entre la cantine et les toilettes des garçons.

Le bureau se trouve en face de la salle des professeurs et à côté du théâtre.

Derrière la bibliothèque il y a le gymnase où je joue au basket avec mes copains et les courts de tennis sont devant le théâtre.

Finalement, au premier étage, la salle de musique se trouve entre la salle de langues et la salle de sciences.

le gymnase

les toilettes
des filles

la
bibliothèque



la cantine

le bureau

la salle des
professeurs

le théâtre

les toilettes
des garçons

les courts de
tennis

Biografía de Gabriel García Márquez

A. Using the English question prompts in brackets, ask your partner a question in Spanish to complete your missing information. You will need to use the preterite tense!

Gabriel García Márquez nació en (*Where?*) , Colombia, el 6 de marzo de 1927. Tuvo (*How many?*) hermanos pero creció como hijo único con sus abuelos maternos pues sus padres se fueron a vivir, cuando Gabriel tenía (*How old?*)..... , a la ciudad de Sucre, donde nacieron la mayoría de sus hermanos.

Gabriel García Márquez aprendió a escribir a los cinco años, en el (*Where?*) de Aracataca donde estudió hasta (*When?*) , cuando murió el abuelo y se fue a vivir con sus padres a Sucre, de donde salió para estudiar interno en el colegio San José, de Barranquilla, donde, a los diez años ya escribía versos humorísticos. En 1940 (*What happened?*) de Zipaquirá, una experiencia realmente traumática para él.

Biografía de Gabriel García Márquez

B. Using the English question prompts in brackets, ask your partner a question in Spanish to complete your missing information. You will need to use the preterite tense!

Gabriel García Márquez nació en Aracataca, Colombia, el (*When?*)
Tuvo diez hermanos pero creció como (*How?*) con sus abuelos maternos
pues sus padres se fueron a vivir, cuando Gabriel tenía cinco años, a la
(*Where?*) , donde nacieron la mayoría de sus hermanos.

Gabriel García Márquez aprendió a escribir a los (*How old?*) años, en el colegio
Montessori de Aracataca donde estudió hasta 1936, cuando (*What happened in 1936?*)
..... y se fue a vivir con sus padres a Sucre, de donde salió para
(*Why?*) , de Barranquilla, donde a los diez
años ya escribía versos humorísticos. En 1940 ingresó en el internado del Liceo Nacional de
Zipaquirá, una experiencia realmente traumática para él.

Reading mapping activity

Create a map and notes of the text:

- Draw outline of the text
- Record under each heading key points from each section
- Include a labelled frame of any photographs or diagrams
- Share Reading Maps with a partner to check for understanding

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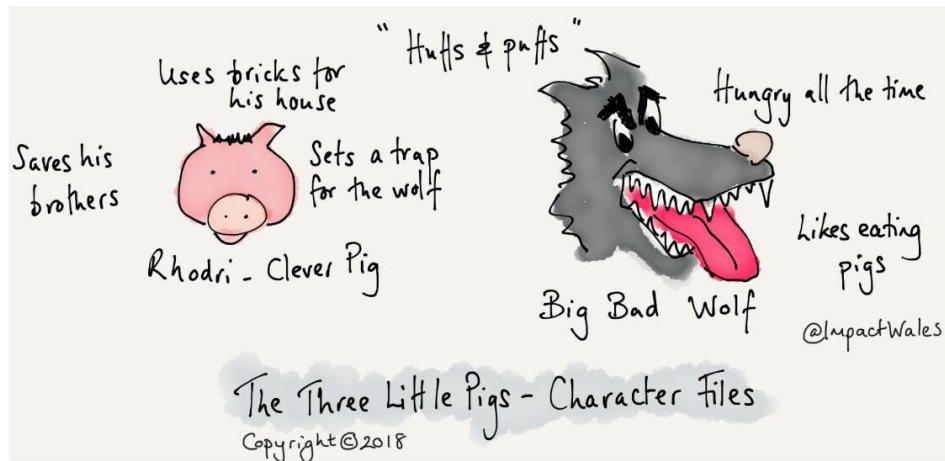
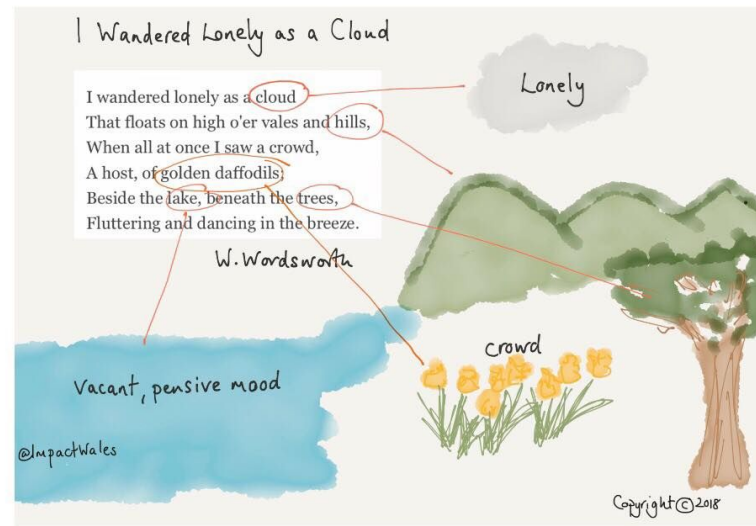


I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

W. Wordsworth

@ImpactWales



Reciprocal reading

FFT Reciprocal Reading (2023/24 trial)

FFT

[The project](#)

[Why are we funding it?](#)

[How are we evaluating it?](#)

[When will the evaluation report be due?](#)

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Project info

Independent Evaluator

◆ Behavioural Insights Team

Trial to test the impact of Reciprocal Reading, a 12-week, targeted, structured approach to teaching reading comprehension.

Pupils: 3600 • Schools: 300 • Grant: £942,150

Participating settings: 300

4 main strategies

Predicting: Students make predictions about what will happen next in the text based on clues from the content or their prior knowledge.

Clarifying: Students identify and clarify words, phrases, or concepts in the text that they find confusing or difficult to understand.

Questioning: Students generate questions about the text, including literal questions about the content as well as higher-order thinking questions that require deeper analysis and interpretation.

Summarizing: Students summarize the main ideas or key points of the text in their own words, demonstrating their understanding of the material.

Predict:

Based on what you've read and what you know, what do you think will happen next?

What clues helped you to think about what will happen next?

Is your prediction logical?



Clarify:

Was there a word you weren't sure about? What is it? What page is it on?

What can we predict it means?

How can we check it?



Were there any ideas that were confusing to you or that you don't understand?

What strategies can we use to figure this out?

Question & Connect:

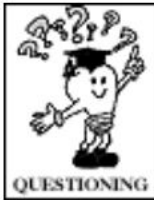
Is there anything that you did not understand?

Is there anything that did not make sense?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?

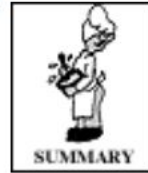


What are you curious about?

Summarize:

What are the most important ideas or events?

What does the author want you to remember or learn from this?



What is the most important information in this passage?

What was this passage mostly about?

In your own words...

Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).

Prediction:

Support:

Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.

Questions: For each main idea listed, write down at least one question.

Main Idea 1: _____

Question 1: _____

Main Idea 2: _____

Question 2: _____

Main Idea 3: _____

Question 3: _____

1. Put students in groups of four.
2. Distribute one notecard to each member of the group identifying each person's unique role.
 - a. summarizer
 - b. questioner
 - c. clarifier
 - d. predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
 - unclear parts
 - puzzling information
 - connections to other concepts already learned
 - motivations of the agents or actors or characters
 - etc.
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Pre-teaching

Prior to lesson, the core language would be pre-taught.

Hand-write the texts or at least tweak pre-existing material to contain:

- Core language from the unit being studied
- Structures that have been explicitly revised/taught during the unit
- Language from previous topics
- A small amount of 'unknown' language that can be gleaned from context

The lesson structure (example)

Starter task: review pre-taught vocabulary (display challenging words)

Predict: students highlight known words, predict topic, author, questions

Clarify: students identify and review unfamiliar words, teacher clarifies

Question: students answer challenging questions independently

Summarise: students write third person account of text





Clarifier:
My grief is sharp.
Shade - colour in lightly
little bits of wood
arms of light
confused.
friend who is
you.

Summer
Sunnier
Ligan was believing in
will make her realize
found the end of the
free new world want to
long with the the long

The
OXFORD
Junior
DICTIONARY

RECIPROCAL READING 2021

FVWL Regional Improvement Collaborative

FVWL RIC Reciprocal Reading



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Reciprocal Reading

Endorsed by Education Scotland

Using Sophisticated Picture Books & Process Drama to Engage Early Years Students with the Critical Strand



eprints.qut.edu.au

FVWL RIC Reciprocal Reading: Quick Introduction



Video • 01:56

Adobe Spark Video

Article by Kelley Stricklin



Hands-On Reciprocal Teaching: A Comprehension Technique

Kelley Stricklin

PDF

compintervention1

Approaches

Highland Literacy

Reciprocal Reading

What is Reciprocal Reading?

Reciprocal Reading refers to an activity in which pupils become the teacher in small group reading situations. In Reciprocal Reading, the pupils are involved in teaching and learning within a mixed ability peer group. This peer encouragement leads to pupils more active role in the learning, increasing experience and gain confidence in their



Introduction to Reciprocal Reading



YouTube

Intro to Reciprocal Reading

Dr Kylie Bradfield (University of Stirling) has worked with the RIC to develop and deliver our programme.

RR Resources



twinkl.co.uk

What is Reciprocal Reading?

More Fab Four!

compstrat.weebly.com



The Fab Four

EEF Improving Literacy (KS1)



PDF

KS1 Literacy Guidance - Poster

Article by Miguel Guhlin



blog.tcea.org

Reciprocal Teaching with Popular Reading Apps

Strategy cards included.

"Think Alouds" Article

EEF Improving Literacy (KS2)



PDF

KS2 Literacy Guidance - Poster

RR in Practice



ccea.org.uk

Reciprocal Reading in Practice | CCEA

ASCD Website: The Fab Four



ascd.org

Books

Pre-Reading Activities

1. “Find The Word” Reading Aloud Activity (Pair Work)

Put students in pairs and provide them with one copy of a text. Have a secret list of words at the ready and call them out, at random, one at a time. Allow time for students to scan the text for the word they hear. The first person in the pair to point correctly at the word in the text gets a point. Make sure you set sound level rules, as well as clear guidance on how the class should be silent ready for the next round.

2. “Reading Aloud” Task (Pair Work / Small Group Work)

Provide students with a ‘chunky’ text split into paragraphs. Advise that each student in the pair/group must read one paragraph aloud. If the person has an issue pronouncing a word, he/she must circle it and if they come across a word they don’t understand, they must underline it. Allow students to discuss their problem areas in pairs and then in fours. Go around making a note of the common issues and write on the board with whole group choral work and discussion at the end.

3. “Team Reading Aloud” – Pronunciation Reading (Whole Group)

Split the classroom in two and assign all students in each team a number and repeat (using the same numbers) with the other team. Provide students with a ‘chunky’ text for reading and set each team off with 20 points. The aim of the activity is to be the team to finish with the most

Post-Reading Activities

1. **True or False? – Post-Reading Activity (Alone)**

Once students have read the text through properly, allow them 5 minutes to create a list of true or false statements. These can be given to a peer to answer if time allows.

2. **Summarise The Text – Post Reading Activity (Individual)**

Once students have read the text, advise that they must underline the key messages, depending on the size of the text. I recommend advising a maximum number. Students must then combine and re-word these ideas to summarise the whole text in a set number of words.

3. **Re-write The Text – Reading Activity (Alone)**

After reading (and depending on the length of the whole text), students must re-write the text in the first, second or third person singular. If the text is long, then advise that they should pick out a certain number of paragraphs.

4. **Walking Text – Reading Comprehension Activity (Individual)**

Instead of getting students to read the texts in their seats, print out a few copies. Ensure the text is enlarged and in paragraphs with line numbers. Then, chop them up with numbers, indicating the paragraph number on each and stick them around the room. I

1. Page 146

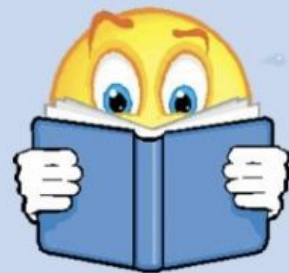
Trouve exemples de vocabulaire français pour chaque catégorie

a - Une matière _____

b - Un objet dans la classe - - - - -

c - Un endroit au collège _____

**d - verbe au passé ○



2 Read about Henri's first day at secondary school. Are these sentences true (T), false (F) or not mentioned in the text (NM)?

Le premier jour d'école

Dimanche soir, mes parents m'ont aidé à préparer mes affaires. Le lendemain matin, mon père m'a emmené au collège en voiture parce que c'est assez loin. J'ai retrouvé mes copains quelque part dans la cour. Le principal nous a appelés chacun notre tour pour nous indiquer notre classe. Arthur et Thomas étaient dans la même classe que moi et j'ai sauté de joie. Dans la salle de classe, notre professeur principal avait notre emploi du temps et on a visité les bâtiments. Les cours ont commencé à huit heures trente. Moi, j'ai passé une heure dans le gymnase et une heure dans les labos. À la récréation, j'ai retrouvé mes copains et j'ai joué au foot avec eux dans la cour. Ensuite, j'ai rencontré mon prof d'anglais qui, lui, est très sympa. À midi, c'était l'heure de manger, maintenant ce n'est plus la cantine comme à l'école primaire mais le self. Moi, je préfère le self car il y a plusieurs choix de desserts et d'entrées. L'après-midi, j'ai accompagné mes copains aux cours de maths, d'histoire-géo et de musique. Enfin, ça a sonné à seize heures. Quelle journée fatigante! J'ai changé de salle de classe six fois, mon cartable était très lourd et mes professeurs, quant à eux, ne se sont pas rappelés mon prénom. Mais pour moi le collège est fabuleux! Cela me fait penser à une immense maison avec beaucoup d'habitants à l'intérieur.



Learning Focus

Getting a pass in listening and reading exam style questions after discussing and employing useful strategies

Extra:

What phrases could you steal?

Je suis passionné de hockey sur glace et *quand on est allés au Canada, on a vu un match de l'équipe de Toronto*, c'était extraordinaire. *Si je peux, l'été prochain, je ferai un stage de hockey pendant un mois avec des joueurs de l'équipe de France!* J'adore jouer au hockey. **Alex**

J'aime jouer au foot. Avec mon père, *quand on peut, on va voir les matchs du PSG*, c'est-à-dire le Paris St-Germain. *Quand j'avais six ans, je voulais devenir joueur de foot professionnel* parce que je rêvais de jouer comme Ronaldo! **Brice**



Using common patterns between French and English when reading

J'ai découvert l'équitation quand j'avais dix ans, lorsque mes grands-parents m'ont acheté un poney pour mon anniversaire. Maintenant, j'ai un cheval qui s'appelle Lucky et tous les weekends, *j'adore partir en balade dans la campagne avec lui.* **Lucie**

J'ai toujours aimé faire du sport et lorsque je suis allée en vacances dans les Alpes, j'ai découvert l'escalade. Tous les mercredis je m'entraîne sur un mur d'escalade au lycée. *Quand j'aurai dix-huit ans, je voudrais escalader le mont Blanc.* **Sara**

	information about now	information about the past	information about the future
Alex			
Brice			
Lucie			
Sara			

Vocab

Quand - when
 L'équipe - team
 Je peux - I can
 On peut - one can
 Prochaine - next
 Un stage - training
 Pendant - for/during
 Joueur - player
 J'avais - I had
 J'aurais - I would have
 Devenir - to become
 Lorsque - since
 Je rêvais - I used to dream
 Un mûr - a wall
 Lycée - sixthform
 Balade - walk/trip
 Découvrir - to discover

La Mort du Crocodile

Le pauvre crocodile est mort
et tout le monde regarde son corps.
Il flotte dans la rivière -
Son nez, son ventre, ses pattes en l'air.
La grenouille et l'hippopotame
sont tout en pleurs devant ce drame.
La pieuvre, penchée sur une roche,
sort un mouchoir de sa poche;
elle cache sa tête dans ses bras
et s'écrie: "Oh, là, là! là, là!"
Et même le poisson lève la tête
et dit: "Dis donc! la pauvre bête!"
L'oiseau ouvre tout grand ses yeux;
le serpent siffle son adieu.



Et quelqu'un caché dans un trou
dit: "Oh, il est mort! bou-hou-hou!"

Le renard et l'écureuil

près de l'arbre, sont en deuil.

Seule la fourmi qui dort
ne sait pas qu'il est mort.

Quelle scène si triste à la rivière;

même la feuille tombe par terre,

car c'était le crocodile préféré

de tous les animaux de la forêt.



Vocabulaire

patte(f) - paw
pencher - to lean
mouchoir(m) - hanky
poche(f) - pocket
cacher - to hide

bête(f) - creature
siffler - to hiss
rive(f) - bank
sage - wise
barrir - to trumpet

quelqu'un - someone
en deuil - in mourning
feuille(f) - leaf
tomber - to fall
par terre - to the ground

Figure 6.2 *La mort du crocodile*

ACH NEIN!

Das ist für Wolfi ein typischer Schultag...



Brusquement, il s'est levé, a marché à grands pas vers une extrémité de son bureau et a ouvert un tiroir dans un classeur. Il en a tiré un crucifix d'argent qu'il a brandi en revenant vers moi. Et d'une voix toute changée, presque tremblante, il s'est écrié : « Est-ce que vous le connaissez, celui-là ? » J'ai dit : « Oui, naturellement. » Alors il m'a dit très vite et d'une façon passionnée que lui croyait en Dieu, que sa conviction était qu'aucun homme n'était assez coupable pour que Dieu ne lui pardonnât pas, mais qu'il fallait pour cela que l'homme par son repentir devînt comme un enfant dont l'âme est vide et prête à tout accueillir. Il avait tout son corps penché sur la table. Il agitait son crucifix presque au-dessus de moi.

L'Étranger
Albert Camus

Pupil as translator

- P translates extract with help from T where necessary.
- Pupils can pre-prepare vocab for their given paragraph as homework.
- Builds confidence
- T can then delve into some language work e.g. underline all the imperfect tense verbs here.
- T can help guide ideas on what the author might be trying to tell us here.

Habitación blanquísima del interior de la casa de Bernarda. Muros gruesos. Puertas en arco con cortinas de yute rematadas con madroños y volantes. Sillas de anea. Cuadros con paisajes inverosímiles de ninfas o reyes de leyenda. Es verano. Un gran silencio umbroso se extiende por la escena. Al levantarse el telón está la escena sola. Se oyen doblar las campanas.

(The bright white interior of Bernarda's house. Thick walls. Arched doorways with canvas curtains edged with tassels and ruffles. Rush chairs. Paintings of non-realistic landscapes with nymphs and legendary kings. It is summer. A vast shadowy silence fills the scene. When the curtain rises the stage is empty. The tolling of bells is heard. The Servant enters.)

La casa de Bernarda Alba

Federico García Lorca

Reading for analysis

- What is the author trying to tell us through the description of the house?
- What is the significance of it being summer?
- What mood is prevailing on the stage?
How do we know this?

	El Bautizo <i>(The Baptism)</i>	El perro y el gato <i>(The dog and the cat)</i>	El viejo revólver <i>(The old revolver)</i>	La Semana Santa <i>(Holy Week)</i>	La visita a las cuevas <i>(The visit to the caves)</i>
¿Qué pasó? <i>(What happened?)</i>					
¿Qué nos dice del personaje de Paco? <i>(What does this tell us about Paco's character?)</i>	La familia de Paco es izquierdista y trabajador.				
Vínculos a su vida adulta / su muerte <i>(Links to his adult life / his death)</i>	De adulto, Paco impulsa la reforma agraria y por esto, se mete en líos con las tres familias pudientes y las autoridades nacionalistas.		De adulto, Paco aventaja a las guardias y huye cuando ha sido detenido. Toma las armas de las guardias del duque y úsalas para protegerse cuando está en el monte.	La escena de muerte de Paco es presentada como la crucifixión de Cristo. Mosén Millán traiciona a Paco como Judas.	Su pasión por la justicia social y la importancia que pone en ayudar a la gente va a causarle problemas con las autoridades nacionalistas en la vida adulta.

Le Petit Chaperon rouge

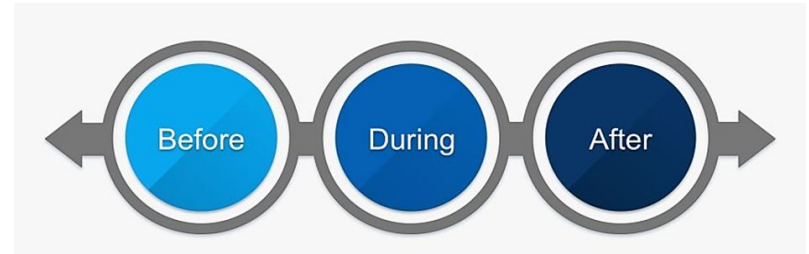
Il était une fois, il y a très longtemps, une petite fille qui vivait dans un village. Sa mère et sa grand-mère l'aimaient beaucoup. Un jour, sa grand-mère lui a donné un petit chaperon de couleur rouge. Le chaperon lui allait si bien que tout le monde appelait la petite fille le Petit Chaperon rouge. Un beau matin de printemps, sa mère a fait une galette et lui a dit :

- Grand-mère est malade. Apporte-lui cette galette et ce petit pot de beurre.
- Alors le Petit Chaperon rouge est partie chez sa grand-mère qui habitait un peu loin. Pour aller chez sa grand-mère, le Petit Chaperon rouge devait traverser la forêt et le Petit Chaperon rouge a rencontré Monsieur le Loup. Le loup était tout noir. Il avait les yeux jaunes et il avait l'air très méchant. Le loup voulait manger la petite fille mais, comme il y avait des bûcherons, le loup avait peur. Il lui a demandé où elle allait. La petite fille ne savait pas que c'est dangereux de parler à un loup. Elle lui a répondu :
- Je vais voir ma grand-mère. Je lui apporte une galette et un petit pot de beurre.
 - Est-ce que ta grand-mère habite loin d'ici ?
 - Oui, c'est très loin.



Before reading

- Activate background knowledge
- Clarify new vocabulary
- Preview texts
- Set a purpose
- Make predictions
- Ask questions about the text/topic



During reading

Read the text and take notes

Highlight and record key words or phrases

Use key words/phrases to capture the main points

Share and compare

Record any questions and responses if required.

After reading

Identify information

Extract information

Recall information

Reflect on information

Seek coherence and summarise text

Revisit and revise predictions

Generate further questions about the text and your understanding

Evaluate your reading and judge against goals

Book ticking challenge

Can you tell me a book that...

...has a girl in the leading role?	...has a title which is 7 words long?	...is set in France?	...includes some time travel?
...has a football team in it?	...includes the death of a main character.	...has a map at the front?	...is set in the Victorian period?
...one of the characters is a ghost?	...has a prologue?	...involves some kind of crime?	...has a picture of some food on the front cover?
...is about Christmas?	...that has a happy ending?	...has a boy in the leading role?	...made you scared at some points?
...is not set on Earth?	...that features a mythical beast?	...could make somebody cry?	...deals with an aspect of war?
...made you laugh at some point?	...had a surprise ending?	...is written in the 1 st person?	...has a one word title?
...is set in the underworld?	...has at least one character falling in love?	...involves a trip or a journey?	...doesn't have a happy ending?
...involves magic?	...made you think a certain way about something?	...is over 500 words long?	...involves talking animals?

[Resource View](#)[Activity View](#)[Activities](#) / [Text](#) / [Words](#) / Jumbled words[Random](#)[Activities](#)

Jumbled words

[With TTS audio](#)

The text has been split into 12 sections. For each section, click on the words in the correct order to rebuild the text.

Dear Sharon,

My name is Elena Lopez and I am in the third year of E.S.O. (=year 10 in the UK) at the Misterio de Elche school. I am very happy to have you as a pen pal, as I'd love to know things about England. I like learning English and want to perfect it as soon as possible.

I am 15 and my birthday was on September 30th. My father works for a bank in Elche and my mother is a secretary in the hospital.

[] [],

[] [] [] [] [] [] [] [] [] [] [] []
[] [] [] [] [].

[me](#)[tercero](#)[instituto](#)[en](#)[elche](#)[la](#)[estoy](#)[llamo](#)[ESO](#)[elena](#)[lópez](#)[el](#)[de](#)[y](#)[misterio](#)[de](#)[en](#)[querida](#)[sharon](#)

0/12: 0%

Jumbled words



Restart





[Activities](#) / [Text](#) / [Blocks](#) / Multi-choice (1 in 3)



Random



Activities



Multi-choice (1 in 3)



No TTS audio



The text has been broken down into 14 sections. Choose each time from the 3 options to rebuild the original text.

I got up at seven o'clock and I had a shower in the bathroom. I had breakfast in the kitchen, and then I cleaned my teeth. I left the house at eight o'clock to go to school. I took the bus, and I arrived at school at a quarter to nine. I had lunch in the canteen at one o'clock. I left school at half past three and I went home

Your text goes here as you rebuild it...

petit déjeuner dans la cuisine, et puis
je me suis

Je me suis levé à sept heures et je me

suis douché dans la salle de bains. J'ai
pris le

0/14: 0%

1 in 3 ▾



Restart ▾





Match - Snake

L1 text >> L2 text



Find the missing letters hidden in snake form in the letter grid. Click and drag to fill in the missing letters. Incorrect removed, and the initial letter is shown 10 seconds into each question.

I read for a bit = j'ai lu un peu

3 2 4 5

.	b	.	.	.	.	j
.	l	.	.	l	i	a
é	.	l	.	u	u	n
m	.	l	è	u	e	p
.	.	.	v	.	j	.
.	b	r	d	.	.	t
.	.	b	h	r	v	i



Match - Invaders

L1 text >> L2 text



Click on the letter buttons to fill the missing letters in the matching items that appear. Don't let the invaders reach the bottom! You have 3 lives.

0 1 9 0



I had a wash = je □□ □□□□ □□vé

m i s e l s a u



01:53



F



Restart



Your task

Design a reading comprehension for GCSE with 140-150 words.

Think about support / chunking text / line spacing / use of image for context.

Use the model worksheet as a guide.

Spanish reading:

<https://blog.readlang.com/ultimate-guide-to-spanish-websites-for-beginners-to-practice-reading/>

<https://www.fluentu.com/blog/spanish/spanish-reading-practice/>

French reading: <https://www.learning-french-online.org/reading>

<https://www.1jour1actu.com/>

Ces outils numériques permettent de publier et d'échanger des messages, des photos, des vidéos, avec ses proches comme avec le monde entier ! Il existe des dizaines de réseaux sociaux utilisés par des milliards de personnes !

On crée un compte, à l'aide de son mail, de son numéro de téléphone et de sa date de naissance. Les créateurs de ces applis ont en effet fixé à 13 ans l'âge requis pour se créer, seul, un profil. Certains pays, comme la France, réfléchissent à le passer à 15 ans et à obliger ces entreprises à vérifier l'accord des parents.

En étant connecté au monde entier, on peut tomber sur des personnes malintentionnées ou sur des contenus inadaptés. Cachés derrière l'écran, certains osent plus facilement se moquer et s'insulter que dans la « vraie » vie. Une nouvelle forme de violence s'est développée sur les réseaux sociaux : le cyberharcèlement.

LECTURE: À quoi ça sert, les réseaux sociaux ?

Ces outils numériques permettent de publier et d'échanger des messages, des photos, des vidéos, avec ses proches comme avec le monde entier ! Il

- 5 existe des dizaines de réseaux sociaux utilisés par des milliards de personnes !



- On crée un compte, à l'aide de son mail, de son numéro de téléphone et de sa date de naissance. Les créateurs de ces applis ont en effet fixé à 13 ans l'âge requis pour se créer,
- 10 seul, un profil. Certains pays, comme la France, réfléchissent à le passer à 15 ans et à obliger ces entreprises à vérifier l'accord des parents.

Text is in a
readable font
e.g Calibri

LECTURE: À quoi ça sert, les réseaux sociaux ?

1.5 line
spacing

Ces outils numériques permettent de publier et d'échanger des messages, des photos, des vidéos, avec ses proches comme avec le monde entier ! Il

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Text is divided
into chunks

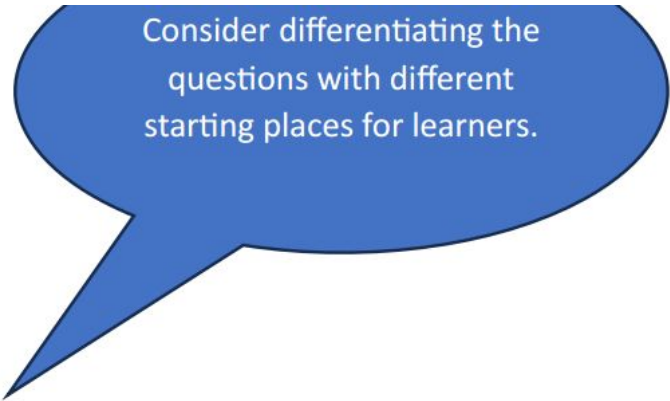
- 15 moquer et s'insulter que dans la « vraie » vie. Une nouvelle forme de violence s'est développée sur les réseaux sociaux : le cyberharcèlement.

Rubric in English
= answers in
English

Read the article. Answer the questions in English.

1. Name 3 things the article says you can share on social media. (Lines 1& 2) [3]
2. How many social networks are mentioned? How many people use them? (Line 4) [2]
3. What **3 things** do you need to set up an online account? (Lines 7 & 8) [3]

Line number included as a
support and marks for
question



Consider differentiating the questions with different starting places for learners.

Read the article. Answer the questions in English.

1. What does the article say you can share on social media. Write **3 things**.

(Lines 1& 2) [3]

2. How many social networks are mentioned?

(Line 4) [1]

3. How many people use them?

(Line 4) [1]

4. What do you need to set up an online account? Write **3 things**

(Lines 7 & 8) [3]



5. What is France considering in relation to setting up an online account?

Write **2 things**.

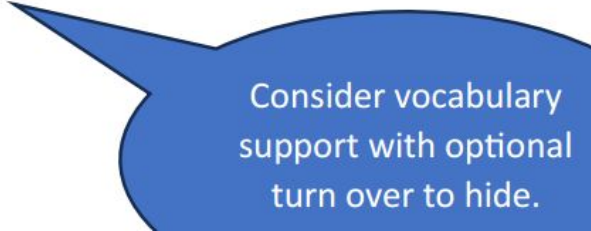
(Line 12) [2]

9. How does the article describe cyber-bullying?

(Line 20) [1]

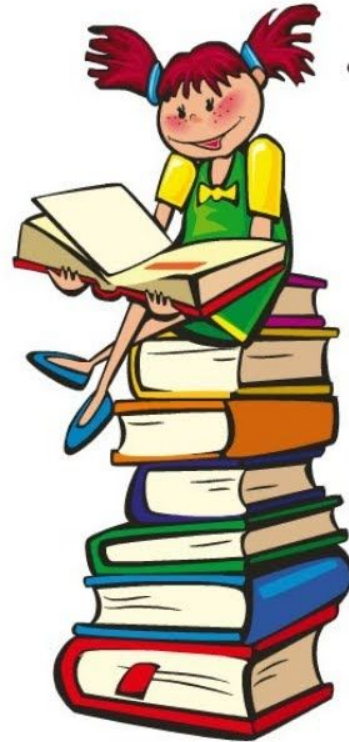
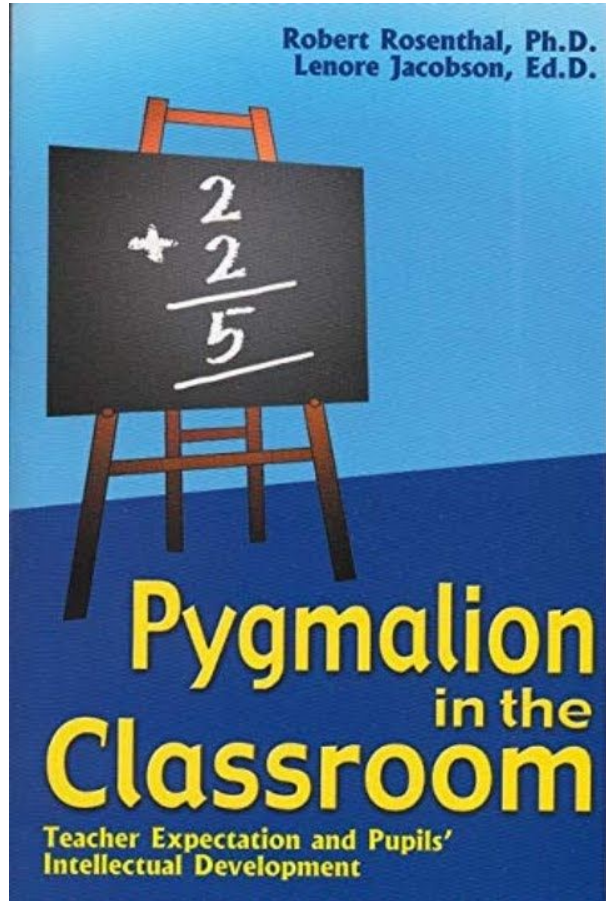
Vocabulaire

un outil	tool	grâce à	thanks to
numérique	digital	des dizaines de	tens of
échanger	to share	des milliards de	billions of
un proche	close family / friend	une appli	app



Consider vocabulary support with optional turn over to hide.

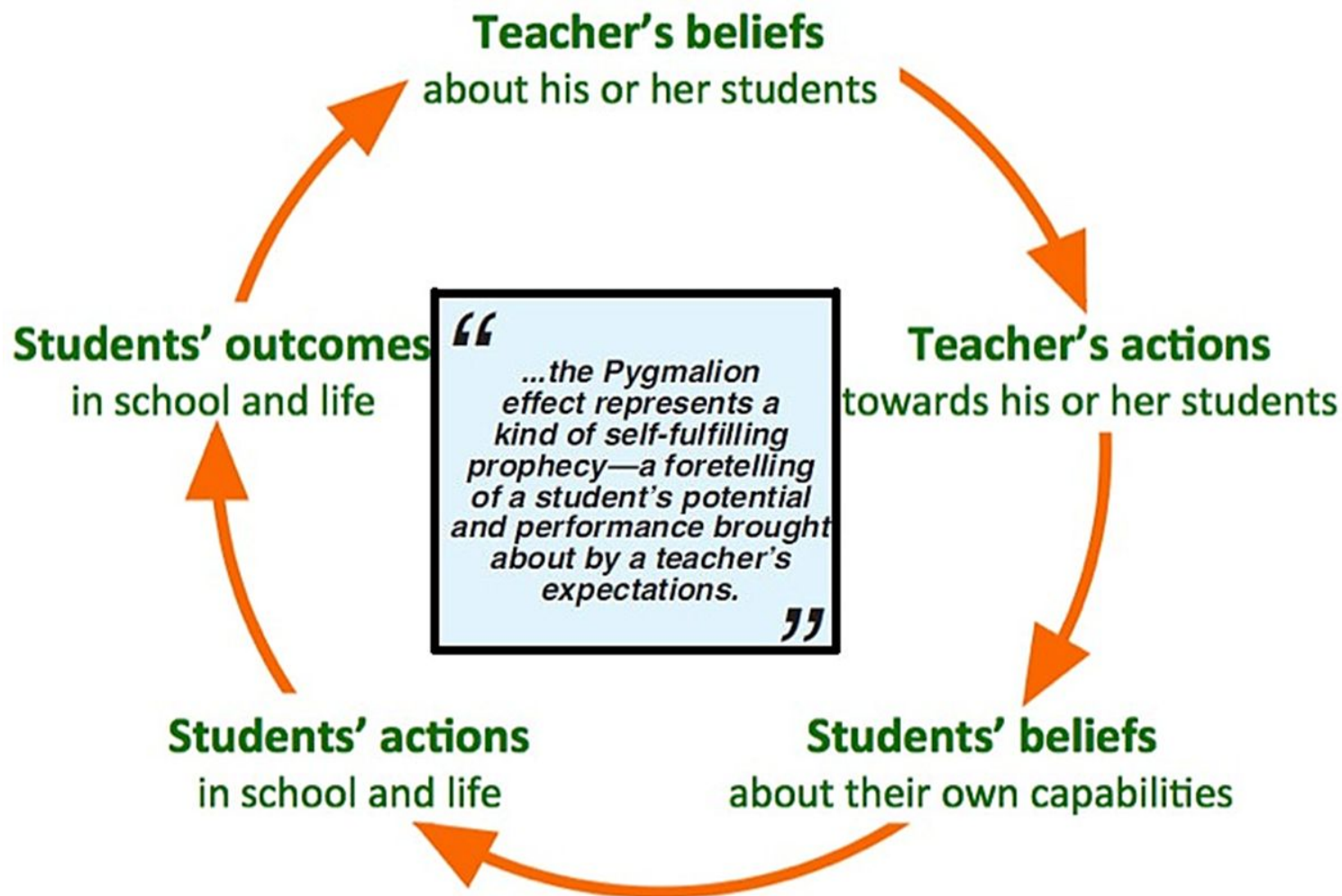
Pygmalion effect



My Teacher
Says i can finish these
books in my holidays.

Pygmalion Effect :

✓ People are
influenced by the
expectations built
upon them.



Task over lunch: please fill in appropriate slides

Esther

Research at least 5 effective MFL teaching strategies for both:

- MAT (Gifted & Talented) learners
- Boys / disaffected learners

Sarah

Research at least 5 effective MFL teaching strategies for both:

- Learners with ALN (SEND)
- Learners with EAL

Student choice: [Support sheet](#)

[Slides](#)

Differentiation

Differentiated post-it note starter



Sarah

Write out your definition of "Inclusion" and give 2 examples from your placement school.



Jingjing

"Another assumption is that learners' ability is fixed, static and unchanging."

(Jill Llewellyn-Williams, 2013)

Why might this assumption pose a problem?



Esther

"Managing all learners' needs in a fast-paced languages classroom and in dynamic and demanding school settings is....."

Finish the sentence!



Siân

Who do you think is "The Invisible Child" in every classroom mentioned in Lee's work of the same name (1998) and what should we do to make him/her "visible"?

Should your objectives be differentiated?



Differentiated objectives

All will...	explore factors which may cause children to learn differently
Some may....	evaluate strategies to aid differentiation
A few might...	identify features of 'good teaching' that may meet the needs of most pupils



Differentiated objectives

Trabajo de clase

viernes, el veintidós de febrero

Las Vacaciones

Los Objetivos:



Describe a past holiday



Extend sentences using connectives



Create a more detailed account of a holiday using a glossary



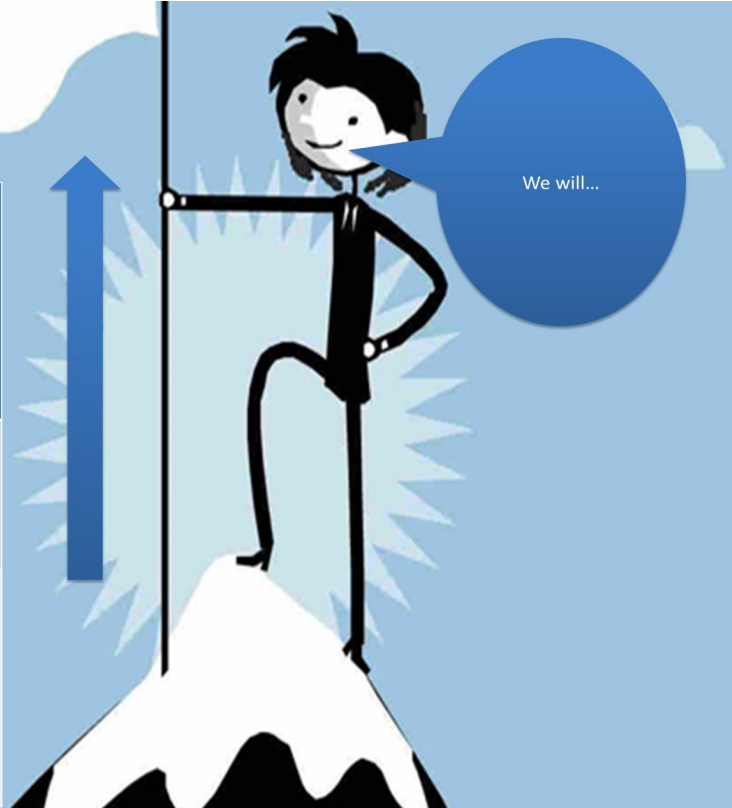
With thanks to Alys Perri

Differentiated objectives

Identify features of
'good teaching' that
may meet the needs
of most pupils

Evaluate strategies
to aid differentiation

Explore factors
which may cause
children to learn
differently



Differentiated objectives

Bloom's Taxonomy

Creating:

Can students create a new product or point of view?
They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating:

Can the student justify a stand or decision?
To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing:

Can the student distinguish between the different parts?
They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying:

Can the student use the information in a new way?
They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Understanding:

Can the student explain ideas or concepts?
They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.

Remembering:

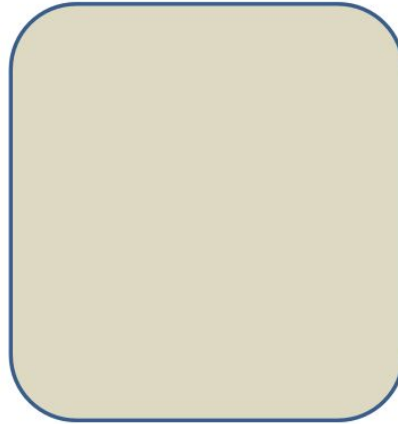
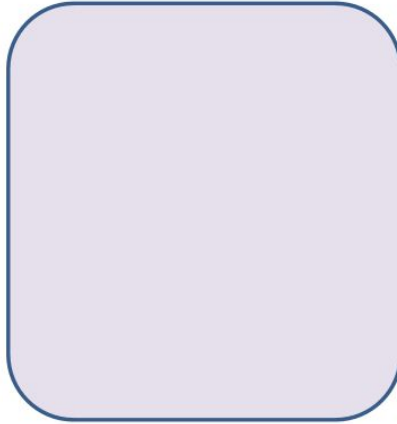
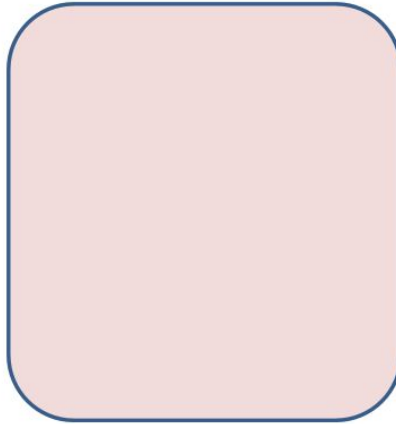
Can the student recall or remember the information?
They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.



We are learning about.....



So that we can.....



Pupil-generated objectives



APK

What type of things do you usually write for this box on the lesson plan?

**Inclusive Strategies
(including
differentiation):**

*Reasons for and details of
scaffolding.*

Types of representation in tasks.

Differentiation...

- ...refers to the practice of...
- ...involves modifying...
- ...recognises that students have...

The goal of differentiation is to promote...by addressing...

Differentiation

ChatGPT



In the context of teaching, differentiation refers to the practice of tailoring instruction to meet the diverse learning needs, abilities, interests, and preferences of individual students or groups of students within the classroom. It involves modifying instructional strategies, materials, and assessments to ensure that all students are appropriately challenged and supported in their learning journey. Differentiation recognizes that students have varying backgrounds, readiness levels, and strengths, and it aims to provide multiple pathways for students to achieve learning objectives. The goal of differentiation is to promote student engagement, motivation, and academic growth by addressing the unique learning needs of each learner.

Differentiation: Teaching standards

Differentiation

Sustained highly-effective practice descriptor:

Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Induction descriptor:

Learning materials and experiences are used to provide appropriate challenge to every learner.

QTS descriptor

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.



Non-negotiable - know your own class *Ticked Off, Harry Fletcher-Wood, 2016*

Students with visual needs – text enlarged to font size 28, pupil wearing glasses and facing board

Students with hearing difficulties – sit in front row, position yourself to face student. Keep background noise to minimum

Students with restricted mobility – remove the expectation of moving around room, allow pupil to leave early

Students with ASD – minimise noise, maintain a consistent structure and give students prior warning about changes

Students with EAL – clear, sequential instructions, adapted texts, visual cues

Ways to differentiate

- **BY OUTCOME:** same task, different outcome expected and valued
- **BY TASK:** asking pupils to do different things with the same resource
- **BY QUESTIONS:** higher or lower level questions / same resource, different questions
- **BY SUPPORT / SCAFFOLDING:** human (e,g, LSA) / physical resource
- **BY HAVING DIFFERENT STARTING POINTS:** same resource, different access points
- **BY PUPIL CHOICE:** by asking pupils their opinion
- **BY HAVING A LONG-TERM GOAL:** “effective differentiation takes place over hours, not minutes” (Didau, 2016)

Differentiation by task - same envelope, different task

Definition task

Use the words in the envelope to help write a definition of Differentiation and Personalisation.

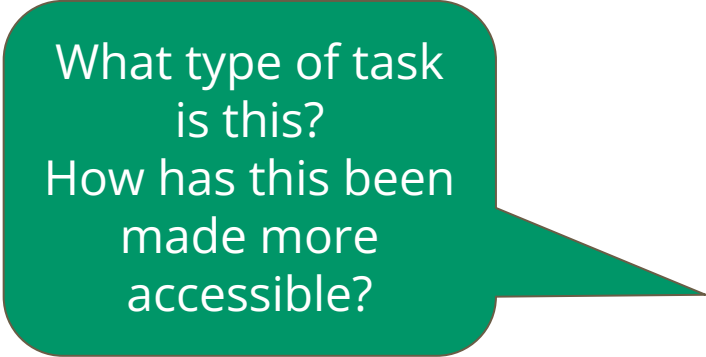


Envelope Task 1

Definition task

1. Find the words "Personalisation" and "Differentiation" and place them on the desk in front of you
2. Look at the phrases and decide in which category they belong - "Personalisation" or "Differentiation."

Use these to help write your definition.



What type of task
is this?
How has this been
made more
accessible?

Envelope Task 2

Definition task

- In the envelope are some definitions of “Personalisation” and “Differentiation”.
- Read these with your partner and evaluate which definitions are most relevant to you
- Write your own definitions.

“Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match the individual student’s learning strategies”

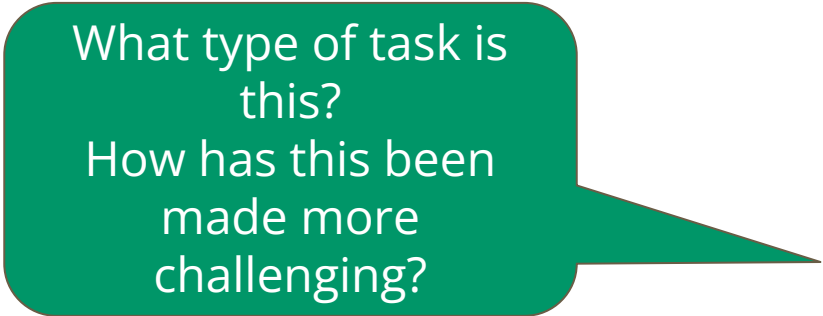
Visser J, *Differentiation and the Curriculum*, Birmingham, 1993, University of Birmingham

“Differentiation is a *planned process* of intervention in the classroom to maximise potential based on individual needs.”

Dickinson and Wright, 1993: 1

‘Personalised learning demands that every aspect of teaching and support is designed around a pupil’s needs.’

David Miliband 2003



What type of task is this?
How has this been made more challenging?

Differentiation by task:

same text, different exercises

- More or fewer blanks
- N_ words provided or a_ words provided
- Blanks contain d_____s to indicate the _____r of letters
- Text s_____ up into s_____ sections
- I_____ letter given

_____ or _____ blanks

- _____ words provided or _____ words provided
- Blanks contain _____ to indicate the _____ of letters
- Text _____ up into _____ sections
- _____ letter _____

More or _____ blanks

____ words provided or ____ words provided.

Blanks contain _____ to indicate the _____ of letters

Text _____ up into _____ sections

_____ letter given.

no / fewer / all / dots / number / sub / split
/ initial

Revised Bloom's Taxonomy Question Stems



Remember <i>Recall appropriate information.</i>				Closed ?s
- Who...? - Where...?	- When did...? - How many...?	- What happened before...? - Can you name all...?		
Understand <i>Grasp the meaning of material.</i>				Open or Closed ?s
Can you clarify...?	Is this the same as...?	What does _____ mean?		
Apply <i>Use learned material in new and concrete situations.</i>				Open-Ended ?s
What would happen if...?	How would you explain...?	What factors might you change if...?		
Analyze <i>Break down materials into component parts so that its organizational structure may be understood.</i>				Open-Ended ?s
How is this similar to...?	How might you illustrate...?	If we changed _____ how might that affect...?		
Evaluate <i>Make judgments based on criteria and standards.</i>				Open-Ended ?s
What is your opinion of...?	What is the most important piece of...?	If you were the judge, what would...?		
Create <i>Reorganize elements into a new whole through generating, planning, or producing.</i>				Open-Ended ?s
If you created your own _____ how might you?	How would you improve...?	How might you design a _____ to _____?		

Questioning strategies: Teach like a champion (Lemov, 2014)

- **Wait time** is critical to better student participation. Whenever you ask a question, give students time to think about the question before responding. Ask, wait, then call on a student.
- **Think, Pair, Share**
- **Stretch It** - After a correct answer has been given to a question, ask follow up questions to lengthen the discussion.
- **Cold call** - ask the question, ask students to raise their hands, and then call on a student who doesn't have his or her hand raised.
- **Stretch it** - After a correct answer has been given to a question, ask follow up questions to lengthen the discussion.



Same prompt,
different questions

Lower-order questions tend to be closed, with a single right answer, and are likely to be **what, who, when** or **where**.

Higher-order questions tend to start with **how, why** or **which** and tend to be open-with a range of possible answers

Practise asking a mixture of lower and higher order questions on this AI image in the TL.

LOWER

what, who, when
or **where.**

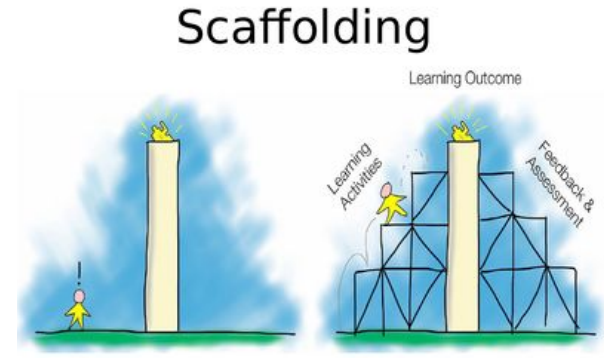
HIGHER

how, why or **which**



Scaffolding learning

- **Activating prior knowledge** (APK) about a new topic to create a context for the new learning
- Providing **language prompts and frames** for speaking and writing
- **Modelling** and demonstrating language orally or in writing to the learner
- **Using visuals and graphic organisers** such as pictures, models, diagrams, grids, tables and graphs to support understanding
- Encouraging learners to **use L1 ability on which to 'hook' learning** in the additional language
- Incorporating **collaborative work** into lessons.



Choisis	Choose
Complète	Complete
Décris	Describe
Donne	Give
Réponds	Reply
Explique	Explain
Mentionne	Mention
Présente	Present
Justifie	Justify
Remplis	Fill in
Coche	Tick
Écoute	Listen
Lis	Read
Écris	Write

Tu dois...	You must...
Tu peux...	You can...

...ajouter plus d'information	...add more information
--------------------------------------	-------------------------

Quel/Ile est le/la meilleur(e)...?
Which is the best...?

Qui...?
Who...?

How could you remove this scaffolding for some learners?
Consider what you could include on the reverse of the placemat sheet...

**Exam
Rubrics**

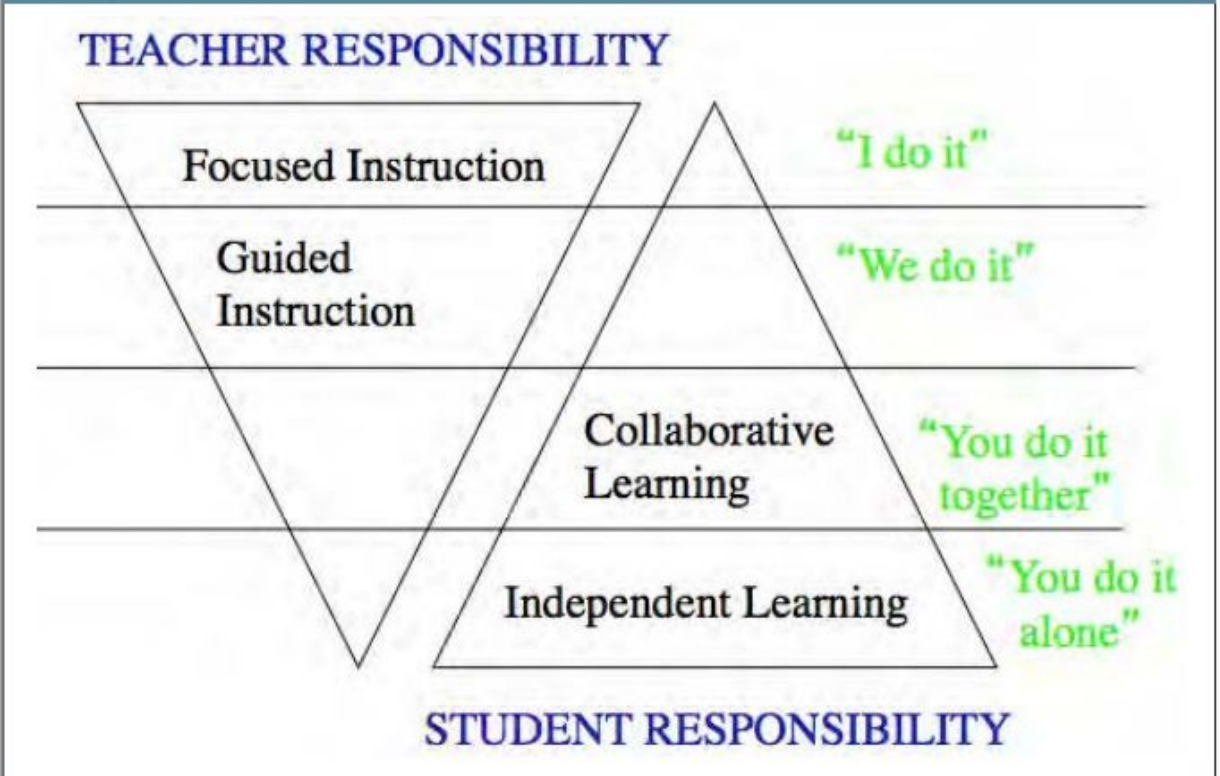
dans la case	in the box
dans chaque case	in each box
dans la bonne case	in the correct box
six cases (seulement)	six boxes (only)
les blancs	the blanks

...cette interview	...this interview
...ce passage	...this passage
...cette conversation/ce reportage	...this conversation /report

How would this model work with a **pairwork** activity?

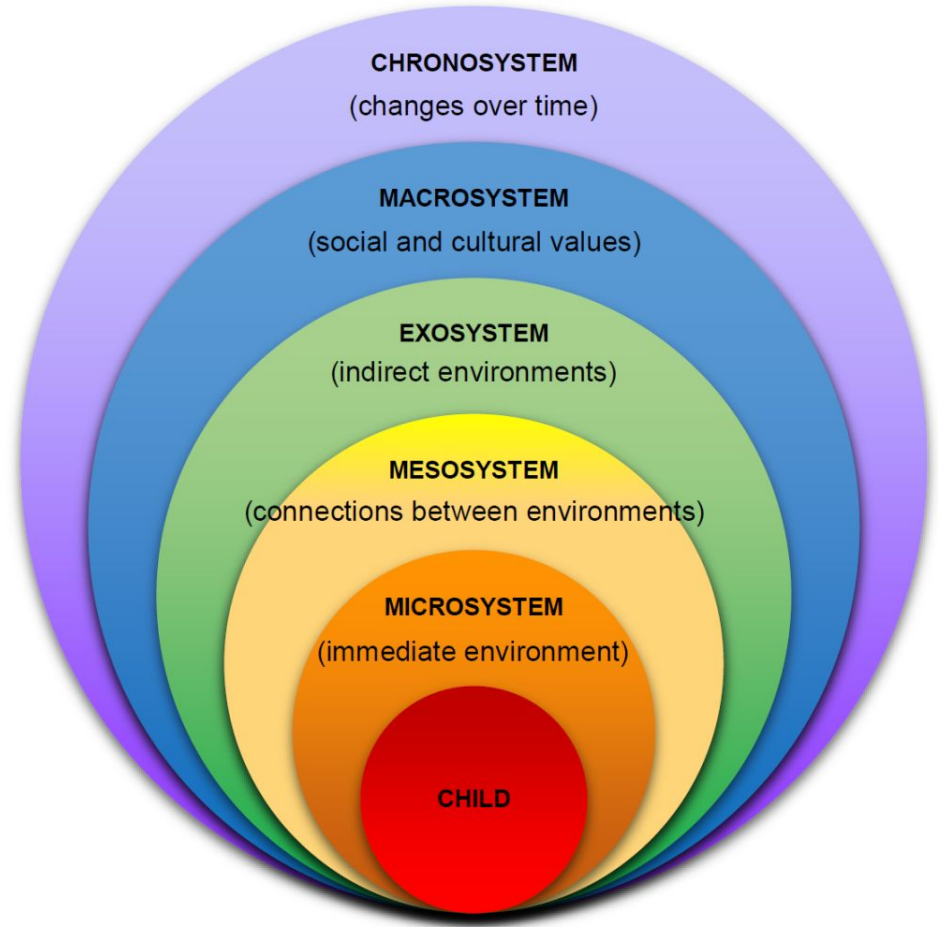
How would this model work with a **writing** activity?

Figure. A gradual release of responsibility instructional framework



Pupil choice: how can we involve pupils in their learning?

Bronfenbrenner's ecological systems theory (1979) conceptualises children's development as a process of bi-directional and reciprocal relationships between a developing individual and those in surrounding environments, including teachers, parents, mass media and neighbouring communities.



Pupil choice: how could it work?

(When)

students received a choice of homework they reported higher intrinsic motivation to do homework, felt more competent regarding the homework, and performed better on the unit test compared with when they did not have a choice. In addition, a trend suggested that having choices enhanced homework completion rates compared with when no choices were given. (Patall, Cooper, & Wynn, 2010)

"I like when teachers give us freedom to decide what kind of projects to do like if they give us options we can choose from. If they let us put in our opinions and talk WITH them in discussion it makes me like them and feel more confident to share my opinion."

Amanda

CHOICE BOARDS

FOR
SPANISH
CLASS

5.4.4 SPANISH
LEVEL 1



Would this activity have worked with the classes in your previous teaching practice schools?

Can you see any potential challenges?

Vocabulary Choice Board

Español 1A

Directions: Choose one activity to complete with your vocabulary words. This will count as one vocabulary homework assignment.

Flashcards

Create a flashcard for each vocabulary word. Challenge yourself to write Spanish on one side and picture on the other!

Waterfall Words

Write each vocabulary word like a waterfall on loose-leaf paper.

Example:

c
ca
cal
calm

Three Times

Write each vocabulary word three times on loose-leaf paper and use a different color every time.

ABC Order

Write the vocabulary words once in alphabetical order on loose-leaf paper. Then write them in backwards order from Z-A.

Collage

Create a collage on computer paper of all the vocabulary words using art supplies or magazines. Find pictures or draw examples for each word.

Word Search

Create a word search using the vocabulary words. Make sure to circle the vocabulary words! Try using an online word search maker to help you.

Vowels and Consonants

Write each vocabulary word on loose-leaf paper and use one color for all the consonants and one color for all the vowels.

UPPER and lower

Write each vocabulary word one time using all uppercase and then one time using all lowercase letters on loose-leaf paper.

Crossword Puzzle

Use an online crossword puzzle maker to make a puzzle on the computer. Have the clues be in English. Be sure to fill in the answers.

#LANGUARY2023	Chilli Rating	Mains	Sides	Desserts	Specials	Drinks
	Extra hot 10 points	Create a video advert in Spanish /French.	Create a story or activity book for a primary aged child in Spanish/French	Write or adapt a song in Spanish/French to help you learn verb endings or key vocabulary	Write a poem in Spanish/French	Make a video which shows why Google translate is ineffective (ask your teacher for ideas)
	Hot 8 points	Make a video in Spanish/French about why languages are fun & important and why people should learn them	Film yourself cooking something at home and try to use as much Spanish/French as possible.	Teach your parents or siblings at least 10 phrases in Spanish/French and film them to prove it!	Beat your weekly score on Quizlet for the whole of #Languary2023	Create a 'do now' task for your class and show your teacher!
	Medium 6 points	Teach your tutor or another teacher at least 5 new phrases in Spanish/French	Create a VOKI in Spanish /French on the topic of your choice	Make a board game in Spanish/French	Read Spanish/French for pleasure. Ask your teacher for reading material/links.	Watch a Spanish/French film. Ask your teacher for suitable ideas.
	Mild 3 points	Draw and label a country that speaks Spanish/French. Label with languages/cities/ Monuments / typical foods...	Create an informative poster about a famous Spanish/French speaking artist or architect	Research the Spanish Civil War or the French Revolution and then create a fact file in your own words	Complete a whole languages lesson without speaking English.(You're not allowed to sit in silence the whole lesson!)	Watch a football match with commentary in Spanish/French
	Extra Mild 1 point	Watch a favourite film in Spanish/French either on YouTube or DVD. It can be an English film with Spanish/French subtitles!	Create a PowerPoint on the topic you are doing in class at the moment	Bring a cultural object into school from a Spanish/ French speaking country	Find a Spanish/French speaking musician. Listen to them and make a list of your favourite 5 tracks	Complete a 5 day streak on DuoLingo

Effective T&L experiences for MAT pupils

- **High expectations** of pupils' achievement and use of a range of creative strategies to challenge and extend pupils' learning
- **High quality questioning**, which probes and challenges pupils' thinking
- **Very strong subject knowledge** and teaching expertise, for example an understanding of effective pedagogy for more able or talented pupils in a particular subject or area of learning
- **Exemplary use of assessment** to inform teachers' planning so that it meets the needs of individual pupils
- **High-quality feedback** to pupils that helps to nurture their reflective and evaluative skills

How could
this
extension
task be
improved?

Die Code-Knacker

a	b	c	d	e	f	g	h	i	j
1	4	11	17	19	20	6	22	24	21
k	l	m	n	o	p	q	r	s	t
10	13	12	2	9	5	16	7	18	27
u	v	w	x	y	z				
3	14	15	8	23	25				

17-1-18

6-19-18-24-11-22-27

EXTRA: 6-3-27-19-2
27-1-6

Extension work questions

Before looking at some ideas there are three questions you need to consider with extension work:

1. Is the work I am giving them going to deepen their understanding?
2. Is the work I am giving them going to consolidate their understanding?
3. Is the work I am giving them suitably challenging and is there a suitable time frame in which to complete it?

How could this look in class? How could this look as homework?

Hinge point questions

Eine Frage (2)

A common feature of German nouns is that...

A.They start with a capital letter

B.They are all masculine

C.The plural form is the same

D.They are all neuter.

What type of language questions might a MAT learner ask?

- Gender?
- Case?
- Language connections / etymology?
- Accents?
- Pronunciation?
- Tenses you haven't covered?
- Subjunctive?



Using data to identify high achievers



Fischer Family Trust (FFT)

FFT is a non-profit organisation, backed by the Fischer Family trust, which provides data and analyses to all schools and LAs in England and Wales.

FFT Aspire is FFT's new reporting and data tool for schools, LAs and academy trusts. It provides accurate and insightful information enabling pupils to achieve their full potential and schools to improve. Using a set of interactive dashboards, data is presented in an easy to use format allowing schools to quickly evaluate past performance, identify strengths and weaknesses and set challenging targets for the future.

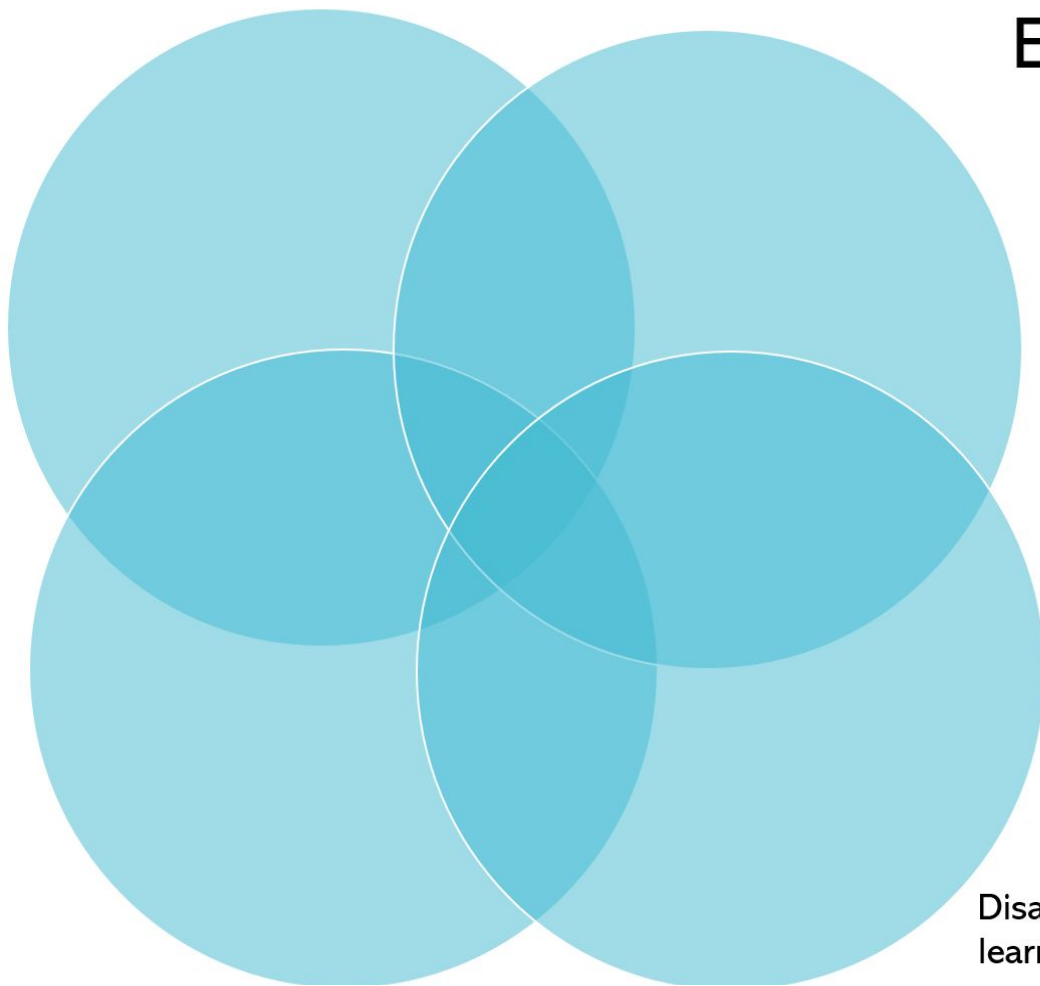
Designing resources

MAT

EAL

ALN

Disaffected
learners



Making things difficult on purpose

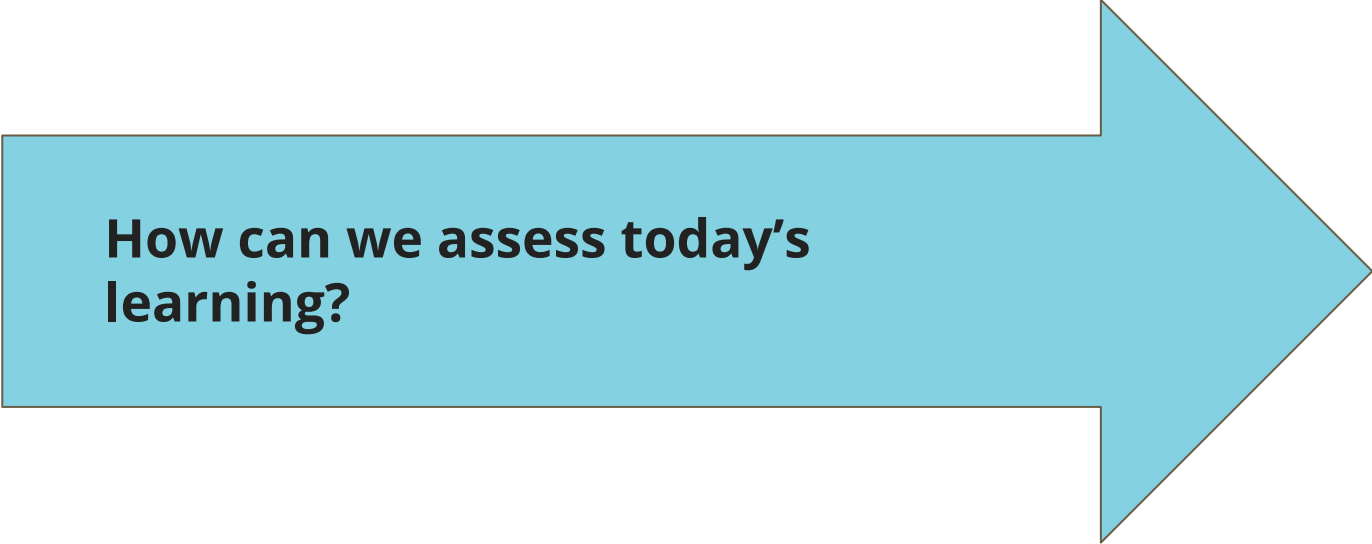
“Robert Bjork’s concept of desirable difficulties (Bjork, 1994) suggests that **introducing certain difficulties into the learning process can greatly improve long-term retention of the learned material**. So, if we get the learning right, both memory, retention, and performance is heightened.

But learning is not easy, and both students and their teachers might resist – wishing for that settler task, which requires minimal effort or brain power.”

Returning to objectives: why?



Creating a pupil-choice plenary



How can we assess today's learning?

Summarise your learning in 5 sentences on the mini whiteboard.

Peer assess somebody's work using success criteria/L.Os.

Tell me 3 things that you have learnt today.

Using what you have learned today, write a lesson starter for our next lesson.

Write down 3 targets you would like to achieve in our next lesson.

Make a list of the metacognitive strategies you have used in today's lesson.

‘The dark art of differentiation’ (Didau et al., 2019)

- According to Gilbert (quoted in Beadle, 2010), ‘The whole thing is a duplicitous gimmick...In reality, schools just do not have the resources, time or space in the curriculum to implement it’
- However, in response, Didau gives his definition of differentiation:

‘Getting all pupils to do something they find challenging. Every student should struggle, no matter their ability’.

PLENARY HEADLINES



HAVE WE ACHIEVED TODAY'S OBJECTIVES?

- To explore reading strategies
- To evaluate ways of differentiating
- To create a reading comprehension resource