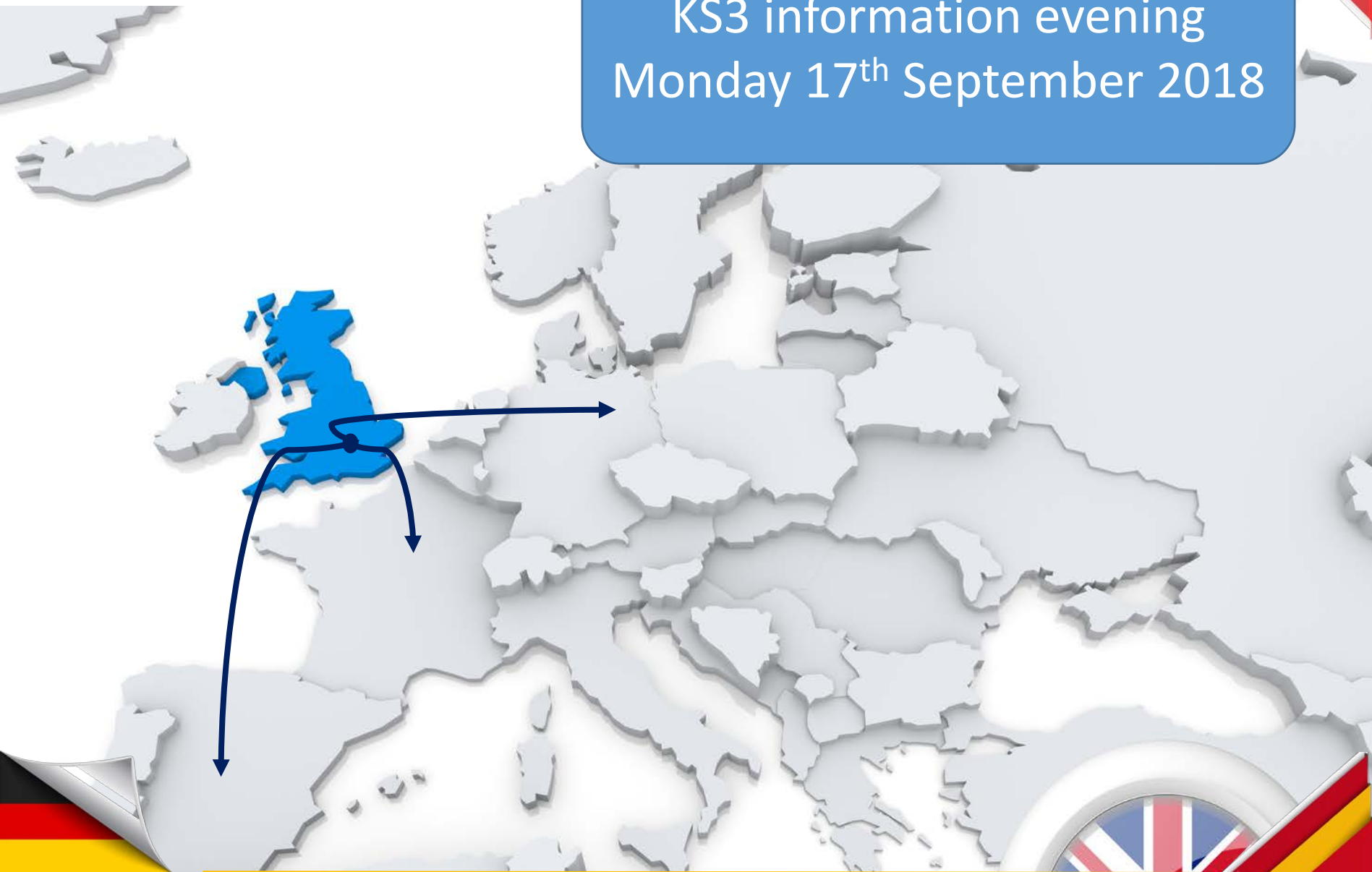




KS3 information evening
Monday 17th September 2018





Aims of this evening

- * To give you a clear understanding of what your son or daughter will be asked to do in language lessons and for home-based learning
- * To explain the research and theories behind new initiatives in MFL
- * To give you clear steps to take to support your son or daughter



Two main aspects

- * High-frequency vocabulary project
- * Assessment in MFL



High-frequency vocabulary

- * It is estimated that in English, 100 words make up 50% of language in everyday use
- * It is a similar situation in French, German and Spanish
- * Learning through immersion vs learning in the classroom



Comprehension tasks

- * In order to complete comprehension tasks based on a text, you must understand around 85% of what you read
- * A significant part of these words are high-frequency words that often carry little meaning on their own, but that are essential to developing comprehension skills



Examples

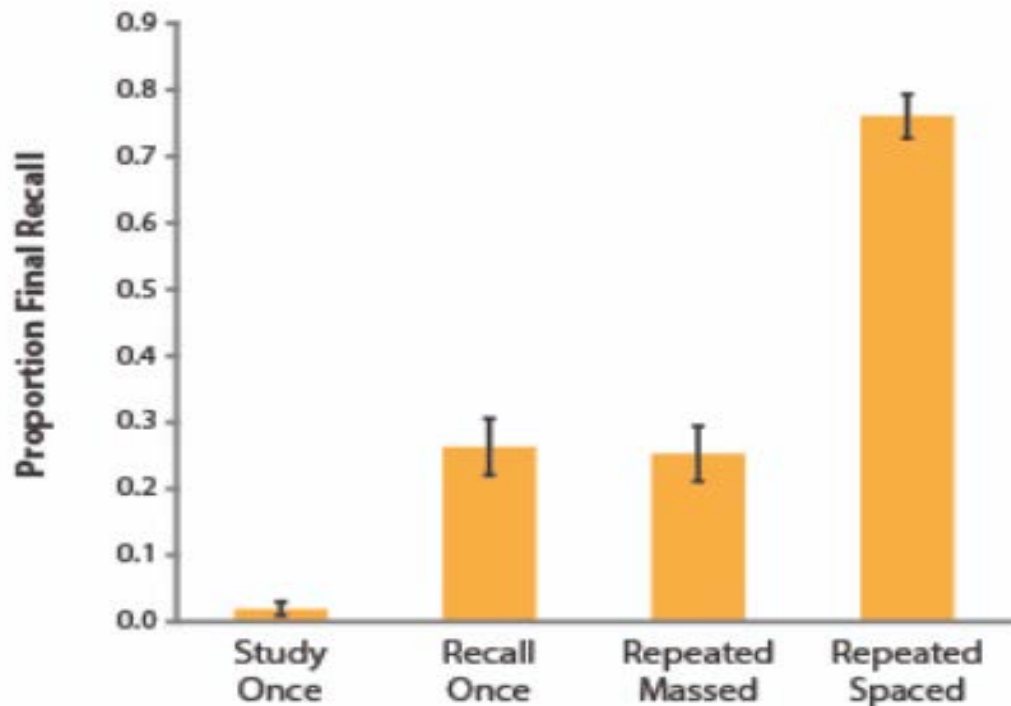
- * de (of / from)
- * le / la (the)
- * un / une (a)
- * ton / ta / tes (your)
- * je (I)
- * est (is)
- * l'environnement
- * un objet
- * télécharger
- * ton frère
- * le volley





Supporting vocabulary learning

- * Retrieval practice / the testing effect: Karpicke and Roediger





Supporting vocabulary learning

- * Y11 vocabulary learning project
- * Vocabulary is broken down into manageable 'blocks'
- * Students learn independently but are tested **twice per week for five minutes on each occasion**



The principles

- * Accountability
- * Respect
- * Responsibility
- * Independence
- * Habits





Y11 success

- * Students who participated in the Y11 vocabulary project performed better compared to target in their GCSE exams
- * This pattern has now been replicated in two schools with two groups of students: regular testing improves performance



Reflections on Y11 project

- * 'Exam' focus
- * Only testing from Target Language into English
- * No accumulation of vocabulary from one 'block' to the next



KS3 high-frequency vocabulary project

- * Importance of high-frequency vocabulary is clear
- * The approach taken from Y11 project works



KS3 high-frequency vocabulary project

- * Vocabulary booklet for each student
- * Five blocks of words:
 - * 25 per block in Y7
 - * 32 per block in Y8
 - * 40 per block in Y9
- * Around 7 weeks per block
- * Students tested at the end of each block from **English into Target Language**

**MASTERY
APPROACH**



KS3 high-frequency vocabulary project

- * At KS3, the main Home-Based Learning for students is to learn the high-frequency vocabulary
Occasionally, other tasks will be set!
- * Only checked formally at the end of each module, but regular interim tests in class
- * Commitment from language teachers to promote the use of high-frequency language

It is a two-way process!

Our promise to you:

- We will give you opportunities to use the language you are learning.
- We will test you in class regularly.
- If you know the vocabulary well, you will find learning a language much easier!
- Remind you about upcoming tests.

Your promise to us:

- You will make a commitment to learn the vocabulary.
- You will organise times to get someone else to test you each week.
- You will bring the booklet to lessons and use it to help you in your learning.



What should you do?

- * Encourage your son or daughter to learn independently initially
- * Establish a routine for testing: same times each week?
- * Treat it like learning for spellings at primary school!





What should you do?

Vocabulary for block 1

French	English	Checkpoint 1			Checkpoint 2		
		I know it	I know it, but I make mistakes	I don't know it	I know it	I know it, but I make mistakes	I don't know it
le/la/les	the						
un/une	a						
des	some						
mon/ma/mes	my						
ton/ta/tes	your						
et	and						





Strategies for learning vocabulary

- * Flashcards
- * 'Concertina' learning
- * Testing yourself

NOT just 'reading' the
vocabulary over and
over!



Questions?



Assessment in MFL

• Every lesson	Regular	Three times per year
<ul style="list-style-type: none">• Low-stakes vocabulary testing, including High-Frequency Vocabulary• Low-stakes grammar testing• Self-marked / peer-marked comprehension tasks• Self-marked / peer-marked translation tasks• Short writing tasks, with examples shared at whole-class level• Short speaking tasks	<ul style="list-style-type: none">• Writing tasks• Assessment-style questions (reading and listening)• Grammar tests• Vocab tests	<ul style="list-style-type: none">• Writing, reading and listening assessment• Speaking assessment• End of year exams: writing, speaking reading and listening



In assessment folder


In exercise books





Courses we follow

French	German	Spanish
<p>Y7: Allez! 1 Textbook (module 1-5)</p> <p>Y8: Allez!1 Textbook (module 6-9 then Allez! 2 textbook module 2)</p> <p>Y9: Allez 2 textbook (module 3-5) Studio 3 Vert textbook (module 1-3)</p>	<p>Y7: Stimmt! 1 textbook</p> <p>Y8: Stimmt! 2 textbook</p> <p>Y9: Stimmt! 3 Red textbook Stimmt! 3 Green textbook</p>	<p>Y8: Mira Express 1 and Mira Express 2 (module 4 only)</p> <p>Y9: Mira Express 2</p>



Questions?