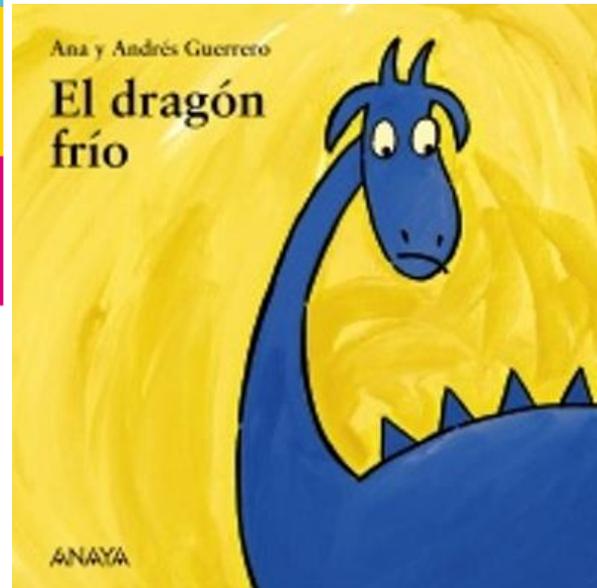


# Authentic texts: how they can help us cover the Programmes of Study at KS2 and KS3



with Nathalie Paris  
[@nattalingo](https://www.instagram.com/nattalingo)  
also [on facebook](https://www.facebook.com/nattalingo)

# Objectives

We are going to explore the following questions:

1. What are we trying to achieve by using picture books?
2. How can we use them?
3. Where can we get them from?

# 1) What are we trying to achieve by using picture books?

We and our pupils will have a lot of fun!!

Pupils get to see new or familiar language in context.

They learn new vocabulary.

They gain in fluency and confidence.

The experience will motivate our pupils to learn languages.

It will encourage them to read for pleasure.

It will inspire them to write.

**Activity 1:** have you used picture books in your language lessons before and if so, which ones and how? If not, what has stopped you? Please write down your ideas on the paper on the tables.

1) What are we trying to achieve by using picture books?

We want children to make progress!

Programmes of Study KS2

Programmes of Study KS3

## Languages – key stage 2

### Subject content

#### Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
6. present ideas and information orally to a range of audiences\*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally\* and in writing
12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

## Languages – key stage 3

### Subject content

#### Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

1. identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
2. use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
3. develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
4. use accurate grammar, spelling and punctuation
5. listen to a variety of forms of spoken language to obtain information and respond appropriately
6. transcribe words and short sentences that they hear with increasing accuracy
7. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
8. express and develop ideas clearly and with increasing accuracy, both orally and in writing
9. speak coherently and confidently, with increasingly accurate pronunciation and intonation
10. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
11. read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
12. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

## 2) How Can we use picture books?

A concrete example: "Le loup qui voulait être un artiste".



Activity 2: for each one of the suggested activities on your sheet, please write the number(s) of the element(s) of the Programmes of Study which they can help address!

ACTIVITES: please add the relevant KS and the element(s) of the PoS addressed!

Foreign Language Assistant shares a story with a small group.

Teacher shares a story with the whole class.

Older pupil reads a story to a younger pupil.

Pupil reads a story on their own.

Pupils translate into French/German/Spanish a passage from a popular story in English.

Class studies a well-known story.

Class studies a new and authentic story.

Pupils and teachers read a passage together out loud.

Teacher reads a sentence, pupils repeat it.

Pupils have to predict what is going to happen next.

Pupils listen out for cognates as the story is being told.

Pupils look for cognates in the text.

Pupils answer questions in English about a story.

Pupils adapt the text.

Pupils write their own story.

Pupils look for when "tu" and "vous" are used in a story.

Pupils perform a text in assembly.

Pupils perform a text in class, with puppets.

Pupils listen out for a specific word said by the teacher and perform an action.

Human sentences are made from a passage.

A story is chosen because it is about means of transport.

A story is chosen for all the adjectives in it.

Pupils participate in the story.

Pupils translate a selected passage from the story into English.

Pupils make a minibook.

A game is designed based on the story.

A passage from a story is dictated to the class.

A story is chosen for its rhymes.

A story is shared which encourages children to be kind to others.

A story is shared about Christmas in France/Spain/Germany etc.

Pupils express their opinion on a story.

Pupils write a book review.

A story in the 1<sup>st</sup> person is rewritten in the 3<sup>rd</sup> person.

Pupils use a dictionary to help understand an extract from a story.

Pupils narrate a story.

Pupils play roles in a story.

A story is shared in the past tense.

A passage is given without its punctuation.

Pupils are read a familiar story without being told what it is.

Pupils do a craft activity after reading a story.



## Suggested cross-references at KS2

Foreign Language Assistant shares a story with a small group. 1,8,9

Teacher shares a story with the whole class. 1,8,9

Older pupil reads a story to a younger pupil. 2,4,5,7,8,9

Pupil reads a story on their own. 7,8

Pupils translate into French/German/Spanish a passage from a popular story in English. 7

Class studies a well-known story. 7,8,9

Class studies an original and authentic story. 7,8,9

Pupils and teachers read a passage together out loud. 2,5

Teacher reads a sentence, pupils repeat it. 2,5

Pupils have to predict what is going to happen next. 1

Pupils listen out for cognates as the story is being told. 1,9

Pupils look for cognates in the text. 2,9

Pupils answer questions in English about a story. 7,8,9

Pupils adapt the text. 10,11,12

Pupils write their own story. 10,11,12

Pupils look for when "tu" and "vous" are used in a story. 12

Pupils perform a text in assembly. 4,5,6

Pupils perform a text in class, with puppets. 4,5,6

Pupils listen out for a specific word said by the teacher and perform an action. 1,8

Human sentences are made from a passage. 7,12

A story is chosen because it is about means of transport. 8,9

A story is chosen for all the adjectives in it. 8,12

Pupils join in with the telling of a story. 1,6

Pupils translate a selected passage from the story into English. 9

Pupils make a minibook. 10

A game is designed based on the story. 10

A passage from a story is dictated to the class. 2

A story is chosen for its rhymes. 2,8,12

A story is shared which encourages children to be kind to others. 8

A story is shared about Christmas in France/Spain/Germany etc. 8

Pupils express their opinion on a story. 3,11

Pupils write a book review. 3,11

A story in the 1<sup>st</sup> person is rewritten in the 3<sup>rd</sup> person. 12

Pupils use a dictionary to help understand an extract from a story. 9

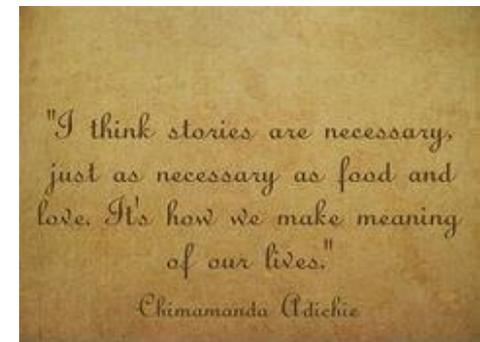
Pupils narrate their own version of a story. 4,5

Pupils play roles in a story and use props. 3,4,5,6

A story is shared in the past tense. 8,12 A passage is given without its punctuation. 12

Pupils are read a familiar story without being told what it is. 1

Pupils do a craft activity after reading a story. **creativity!**



# Suggested cross-references at KS3

Foreign Language Assistant shares a story with a small group. 3,5,11

Teacher shares a story with the whole class. 3,5,11

Older pupil reads a story to a younger pupil. 9

Pupil reads a story on their own. 10,11

Pupils translate into French/German/Spanish a passage from a popular story in English. 1,2,12

Class studies a well-known story. 10,11

Class studies an original and authentic story. 10,11

Pupils and teachers read a passage together out loud. 3,9

Teacher reads a sentence, pupils repeat it. 3,9

Pupils have to predict what is going to happen next. 5,10

Pupils listen out for cognates as the story is being told. 1,5,6

Pupils look for cognates in the text. 1,10,11

Pupils answer questions in English about a story. 1,10,11

Pupils adapt the text. 3,4,11,12

Pupils write their own story. 3,4,11,12

Pupils look for when "tu" and "vous" are used in a story. 7

Pupils perform a text in assembly. 8,9

Pupils perform a text in class, with puppets. 8,9

Pupils listen out for a specific word said by the teacher and perform an action. 1,5

Human sentences are made from a passage. 2,4,12

A story is chosen because it is about means of transport. 3

A story is chosen for all the adjectives in it. 2,4,7,12

Pupils join in with the telling of a story. 9

Pupils translate a selected passage from the story into English. 1,10

Pupils make a minibook. 3,4,11,12

A game is designed based on the story. 11,12

A passage from a story is dictated to the class. 1,5,6

A story is chosen for its rhymes. 1,5,6,11

A story is shared which encourages children to be kind to others. 3,11

A story is shared about Christmas in France/Spain/Germany etc. 3,11

Pupils express their opinion on a story. 3,8,9

Pupils write a book review. 3,12

A story in the 1<sup>st</sup> person is rewritten in the 3<sup>rd</sup> person. 2,4

Pupils use a dictionary to help understand an extract from a story. 10,11

Pupils narrate their own version of a story. 3,8,9

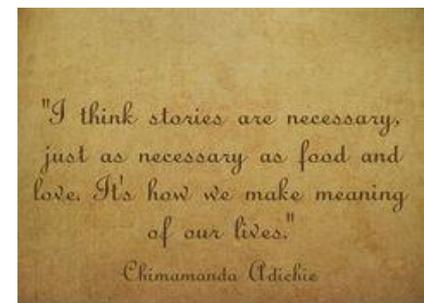
Pupils play roles in a story and use props. 3,8,9,11

A story is shared in the past tense. 1,11

A passage is given without its punctuation. 2,4

Pupils are read a familiar story without being told what it is. 2

Pupils do a craft activity after reading a story. 11



## 2) How can we use picture books?

Activity 3: look at the books on your tables. Can you think of any other ways to exploit them? Please write your ideas down on the paper so they can all be collated and shared!

If you like any of the books, please feel free to make a note of their titles!

## 4) Where can we get stories from?

- Specialist languages businesses: [Little Linguist](#), [b small publishing](#), [The European Bookshop](#), [Mary Glasgow](#)
- Friends and/or relatives abroad; colleagues
- To borrow a range of books and resources or for ideas of suitable books: Le Bibliobook @ [Natta-Lingo](#)
- For free digital copies: [Les Quatre Amis](#) (also in Spanish and German), [ALL Literature Wikidot](#), [Culturethèque](#), [Goethe Institut](#); also [Little Red Languages](#) (£50 a year)

NB for puppets: [Tiny Tots Shop](#)

When are you next  
going to read a story to  
your pupils??

