



Making the most of authentic resources at KS2

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With thanks to [Martine Pillette](#) and [Clear News](#)

Objectives:

- Why should we use authentic resources?
- What can we use?
- How can we use them?

Why should we use authentic resources?

- Interesting topics
- Easy to access (not so easy to choose!)
- Can be made accessible (it is about what you do with them!)
- No pre-teaching or vocab required
- For dictionary work (in the programme of study)
- Preparation for further learning at KS3
- Words are presented in context, language as it is really used
- Drip-feed of culture in the background
- Access to a range of resources/text types for children to practise identifying
- Children might not realise not everything is written in English!

What can we use? Part 1

- Picture books
- Magazines (online) including adverts
- Tourist office leaflets and junk mail from past visits, pupils' visits or partner schools
- Online tourist office leaflets and menus etc
- Film reviews / cinema programmes
- Train schedules
- Nutrition labels
- Videos; songs; others here eg le handball

What can we use? Part 2

Culture/news/cross-curricular themes

- [Goethe Institute](#)
- [Instituto Cervantes](#)
- [Culturethèque](#) (password Bb!)

What can we use? Part 3

- Online newspapers (French, German, Spanish, Italian, Portuguese)
- Banque d'illustrations gratuites
- List of numerous websites re-French
 - ALL Wikidot
 - ALL Connect inset module
 - Spanish stories
 - German stories

What can we use? Part 4 (at a cost!)

- Little Red Languages
- Authentic books shortened & simplified, available e.g. via Little Linguist, European Schoolbooks & The European Bookshop.

Eg - "Easy Readers French"

("...German/Spanish/Italian/...")

- "Lire en français facile"

- "Lectures CLÉ en français facile"

- Mary Glasgow magazines

How can we use authentic resources? Part 1

- [Book blog](#) for book recommendations and ideas on how to exploit picture books

With all resources:

- Highlight the words they understand; check with dictionary; make vocab list
- Phonics practice via listening or speaking (reading out loud)
- Listen and point to the word spelt out
- Grammar consolidation
- Listen; which word is the teacher thinking of?

How can we use authentic resources? Part 2

- Activities carousel
- Same text with gaps
- Same text with jumbled up lines
- Decode new meaning
- Identify synonyms
- Transcribe from sounds to print
- Translate a line; gapped translation
- Choose a title (write one or from a list)
- Look for pricing in a clothing website; compare with other websites

How can we use authentic resources? Part 3

- Play a video silently; ask the pupils to write 3 things they think it might be about (in target language or not); play video; compare
- Grammar: look for a specific language structure
- Dictation
- Revisit the same text through the year for different activities and to show progress

TIP: if spending time preparing resources, try to pick a source which will not go out of date too quickly so you can reuse it!



Any other ideas?

Please share so we can add them!

Thank you for listening and for taking part!