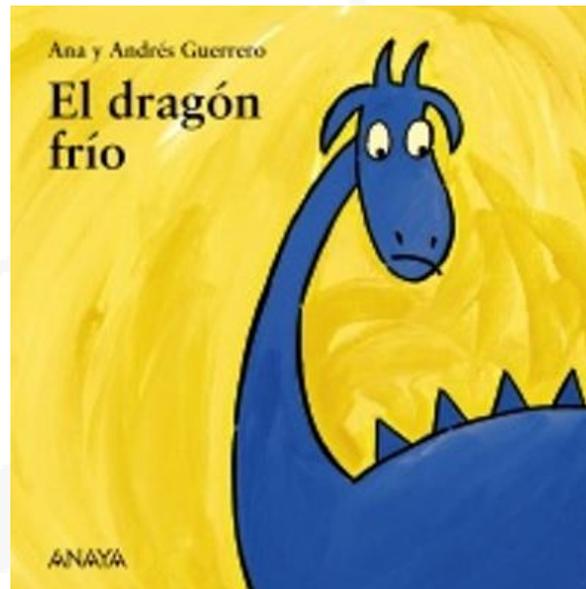


How to make your stories sparkle!



Objectives

We are going to explore the following questions:

1. What are we trying to achieve by using picture books/stories?
2. How do stories support our teaching?
3. How can we exploit stories and make them sparkle?

1) What are we trying to achieve by using stories?

- What is YOUR favourite story to share with your pupils, and why?
- What are you trying to achieve when you read this story with your pupils?

2) How do stories support our teaching?

They help our children to make progress!

[Jeanne Ashbé video](#)

[Programmes of Study](#) KS2

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.

3) How can we exploit stories and make them sparkle?

A concrete example

“Bon...” by Jeanne Ashbé, published by Pastel

See document and [blog](#)



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



Vocabulary learning techniques

We are going to discuss and share:

- Your personal favourites
- My personal favourites
- How others do it

NB The same techniques do not work for everyone!

NB2 We are not talking about word level only!

- Your personal favourites

Share them at your tables; share best one per table

- My personal favourites
 - Memorising how to say words: the detective game; the guessing game
 - Memorising how to write words: phonic hangman; trapdoor

TRAPDOOR

Me llamo

Me llamo

Ana

Nuria

Susana

y tengo

dos

cinco

tres

perros.

tortugas.

conejos.

Me llamo

Pedro.

Marco.

Iker.

Tengo

tres

seis

cuatro

gatos

pájaros

conejos.

y un

hámster.

pez.

conejillo de Indias.

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- How others do it
 - look cover write
 - dice games

(Laura Curras in LiPS) 1) copy the word/phrase; 2) write with eyes closed; 3) write with the hand you don't usually write with; 4) write in bubble writing; 5) write in colours; 6) write in capital letters

1 pen 1 die

<https://frenchteacher.net.blogspot.com/2017/12/one-dice-one-pencil.html>

[Blogpost from Clare Seccombe's Changing Phase](#)

[Blogpost from Gianfranco Conti's The Language Gym](#)

[Games for teaching primary French, by Danièle Bourdais and sue Finnie](#)

[Chapter 4 of "The Language Teacher Toolkit" by Steve Smith & Gianfranco Conti](#)

Digital programmes: Linguascope, Quizlet, Memrise, VocabExpress, Kahoot

But I do believe that we may need more listening and speaking (including phonics work) before we can memorise properly. ([as advocated by Conti and Smith in “Breaking the sound barrier – teaching language learners how to listen”](#))

This was... How to make your stories sparkle! & vocabulary learning techniques

with Nathalie Paris

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MERCI!

