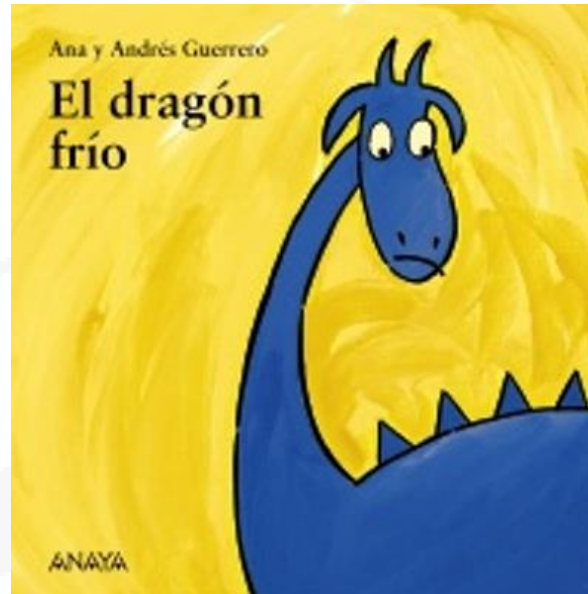


# “Oh, I know a story about that!”

## Using picture books in the primary languages classroom



In this talk, Nathalie will demonstrate how picture books can be exploited with children, give ideas on how the most suitable books can be chosen, go through the different types of books that can be used and share strategies so pupils can develop various skills and their knowledge through the use of stories.

We are aiming to explore the following questions:

1. How can picture books be exploited? (demonstration)
2. What types of books can you use and how do you choose them? (tips)
3. How will this help our children learn? (strategies)

# 1. How can picture books be exploited? (demonstration)

“Poux!”

written by Stephanie Blake, published at l'école des loisirs



## “Poux!”

written by Stephanie Blake, published at l'école des loisirs

“Poux!” – possible exploitation

Most of these ideas are transferable to most stories!

As much as possible, have props, something the children can hold, even if they are just flashcards.

Sharing the story:

- What is this story about? Pupils predict what they think is going to happen.
- Agree on actions/interaction/involvement in the story (eg poux, the “ou” sound)
- Teacher reads the story, pupils take part (do a certain action for a certain word, say a word for a certain action)
- Teacher reads a sentence, pupils repeat it
- Teacher and pupils read together out loud
- Pupils only read together out loud (with helps of props and gestures)
- Pupils perform the story in class: narrators, actors; in small groups, in front of the class

Now looking at the text:

- Human sentences
- Look out for ... in the story. How many times?
- Translation of a selected word/phrase/sentence/paragraph (start with cognates/structures the children know)
- Dictionary work
- Part of the story is dictated to the class
- Pupils make a minibook
- Pupils express their opinion of the story

Outside the classroom:

- Pupils perform it in assembly
- Older pupils go to read the story to younger pupils

Consider:

- Going back to the story when doing another topic, to show progress with language



## 2. What types of books can you use and how do you choose them? (tips)

- Authentic stories (eg [ALL Literature Wikidot](#), [Little Linguist](#), [European Schoolbooks](#))
- Stories the children are familiar with ([Little Linguist](#), [European Schoolbooks](#))
- Digital books (eg [Les Quatre Amis](#) -ALL Connect blog, also in Spanish and German-, [Culturethèque](#), [Goethe Institut](#); also [Little Red Languages](#))
- Non-fiction books ([Little Linguist](#))

## 2. What types of books can you use and how do you choose them? (tips)

- What do you want from the book? (eg reinforce vocabulary, introduce a grammar point, a sound)
- What are you going to do with it? (eg consider your pupils, questioning techniques, skills emphasised)

Above all... you must feel comfortable with your choice!

### 3. How will this help our children learn? (strategies)

They must 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.





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 etc 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.

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



This was...  
“Oh, I know a story about that!”

with Nathalie Paris

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MERCI!

