



You can teach (nearly) anything with a picture book!

with Nathalie Paris

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- You can teach (nearly) anything with a picture book!
- In this webinar, you will learn how a well-chosen story can help you teach every component of the primary and early secondary languages curricula. Together, we will look at: the different types of stories available; the areas of learning that can be covered with picture books; how you may exploit them to their full potential. Nathalie will even share one of her favourite stories with you!
- Hand up at the end for questions

## Poll 1 – choose the one that best applies to you

- I work with children up to age 11.
- I work with secondary aged students (roughly up to age 16).
- I work with a mixture of ages.
- I work with older students.

## Poll 2 – choose the one that best applies to you

- I am in England.
- I am in another part of the UK.
- I am in Europe.
- I am in another part of the world.

Interaction during poll: share favourite picture book, in any language, in the chat.





Take notes if you like, but my notes and links will be available via Stéphane and/or my website – search for Linguascope Webinar under blog.

Disclaimer:

There are many ways stories can be used in languages lessons, and there are even methods based on those way, eg [OneThirdStories](#), [AIM \(Accelerated Integrated Methology\)](#), TPRS (Teaching Proficiency through Reading and Storytelling). This is not what I am talking about...





# Objectives

We are going to explore the following questions:

1. Types of books including non-fiction, rhyming ones; which one will you choose? It will depend on 2! = WHAT
2. The areas of the curriculum that can be covered with a story, including culture and authentic books = WHY
3. HOW!





## 1) Variety of books:

- Non-fiction
- Poetry
- Books the children are familiar with
- Authentic stories

Tell me in the chat about one category you are most interested in trying out yourself..





## 1) How do you choose them? (tips)

- What do you want from the book? (eg 3 pillars: vocabulary, grammar, phonics)
- What are you going to do with it? (eg focus on traditional skills of listening, speaking, reading or writing, consider your pupils, your questioning techniques, skills emphasised)

Above all... you must feel comfortable with your choice! So read them if you can, ask experts for advice - like [Little Linguist](#)... or check my website for recommendations! ;-)

But we want children to learn from them (well one for fun now and then is ok too!).

So how do we do that?

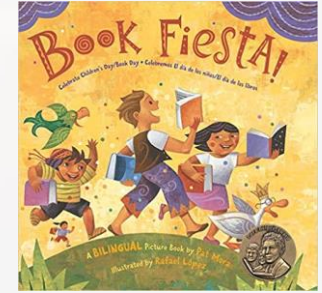
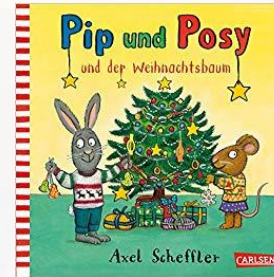
Example: books that help to learn about culture



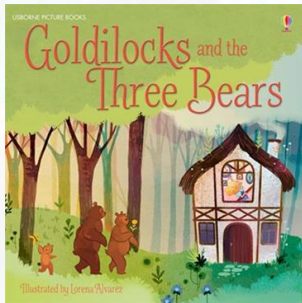


# Books about culture (but beware of stereotypes)

- In the target language



- Fairy tales, myths and legends



- Other authentic stories







## 2) Why?

### 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.





## 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**.



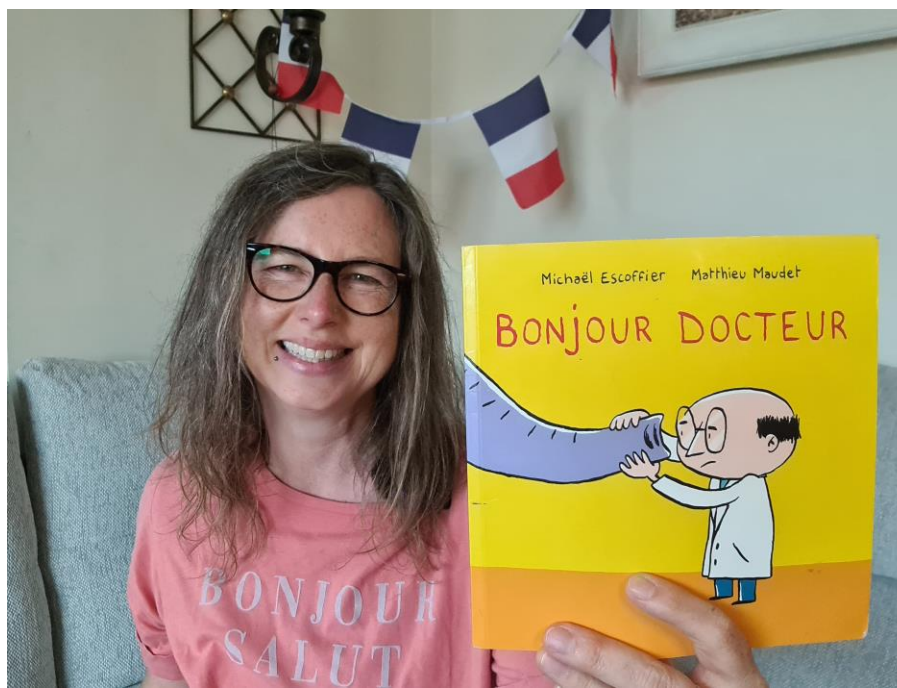


### 3) How can we use picture books?

A concrete example: “Bonjour Docteur”

In the chat: what do you think we are going to learn about?  
What makes you think that?

<https://nattalingo.co.uk/bonjour-docteur/>





Ideas from FutureLearn course ([click here to read my other takeaways from it](#)): children choose own books if they can; collect sounds from picture books and race to collect them; teacher shows the book, children try to guess what the objectives of the lesson might be; use magnetic letters to “write” certain words; teacher says word in English, children have to write it in French; can make a lot of resources around the story or use existing resources; memorise spellings with various methods; small steps; British Film Institute resources (le ballon rouge); adapting the story orally before writing, dictionary work for independence.

They must help our children to make progress!





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.





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

Any questions in the chat?





This was...

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