

# Songs, stories and rhymes

with Nathalie Paris

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# So many songs, stories and rhymes... so little time! How can I even choose?!

In this presentation, we will:

- Look at how songs, stories and rhymes are essential in our schemes of work and help us to cover the Programme of Study (WHY we use them)
- Get pointers on how to choose them wisely, ensuring they fit in our schemes and help demonstrate progress (WHAT to use)
- Explore practical ways to incorporate them into our teaching so they can help develop all language skills (HOW to exploit them)

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.

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**Look at how songs, stories and rhymes are essential in our schemes of work and help us to cover the Programme of Study (WHY we use them)**

But they don't just help us cover the programme of study!

We can use them to support our teaching of the pillars of vocabulary, grammar, phonics and culture...

They are memorable, so help memorise language (vocabulary, structures, sounds, facts).

But more importantly they help our pupils LEARN and ENJOY their learning in a meaningful way... it is language in context!

Share in the chat WHY YOU use songs, stories and/or rhymes!

SONGS

STORIES

POEMS & RHYMES

Ideas:

- Memory
- Multi-sensory route – can also include actions, props

**Get pointers on how to choose them wisely, ensuring they fit in our schemes and help demonstrate progress (WHAT to use)**

Mix it up: have one go-to resource then add authentic ones, keep an open mind

## SONGS

## STORIES

## POEMS & RHYMES

Where to go for resources (from the easiest to the hardest):

- Use what is in your scheme of work
- Use resources written or shared with a learner of the language in mind, e.g. [Singing French](#); [Berthe/Bertha books](#); [my YouTube channel for French rhymes](#).
- Use authentic ones: if they have a cultural focus, e.g. an Easter story, even better, you are killing at least 2 birds with one stone!
- Create your own, e.g. write your own song ([click here for ideas on how to do that, written for the French Pop Video competition](#)).

HACKS:

- Ask on Twitter (#mfltwitterati) or on Facebook (in [LiPS](#)) (but do a search first!!\_
- Ask your language teacher friends for recommendations
- Use YouTube as a search engine (but be careful not to get lost!)

**Get pointers on how to choose them wisely, ensuring they fit in our schemes and help demonstrate progress (WHAT to use)**

[From the FutureLearn RiPL course:](#)

“The research presented this week has led us to conclude three principles:

Principle 1: Young children will benefit from different kinds of teaching and learning activities as they progress through primary education.

Principle 2: Pedagogy for young learners should transition from an emphasis on fun and repetition to more structured, reflective opportunities for learning.

Principle 3: A sense of progression and achievement becomes increasingly important in upper primary classrooms.”

HACK to ensure progression: if your pupils enjoyed something, recycle it! But with different outcomes, e.g. Eurovision, a specific story

**What to choose** though: ask yourself...

Do I like this resource? Do I feel comfortable using it? What skill(s) do I want to develop? Or which other pillar? How does it fit it with what the children are learning and what they already know? How can I incorporate it?

I am going through the process with [the Primary French Project scheme of work](#)  
– [click here for Institut Français training if interested in this scheme of work.](#)



## Explore practical ways to incorporate them into our teaching so they can help develop all language skills (HOW to exploit them)

### SONGS

### STORIES

### POEMS AND RHYMES

- Show them the resources. Children share in pairs and around the room what they think the objective will be using the resource, so they feel ownership, that they all belong.

Reminder:

HACK to reduce planning: children like what is familiar, so revisit a song, story or rhyme and do more advanced work on it! E.g SHOW [Caca Boudin](#): 1<sup>st</sup> time for fun; 2<sup>nd</sup> time for family members; 3<sup>rd</sup> time when doing daily routine; introduce “je veux des pâtes” – same character

- [Click here for my blog on how to use a picture book in the language classroom.](#)
- Actions, actions and more actions
- Collect sounds from a song/story/rhyme – in Y6, so the children also see their progress, write them on the wall, as a race (FutureLearn idea).
- Pick some vocabulary that you want the children to be able to spell correctly in French: use white boards, different methods to practise spellings, then label from memory.
- At the end of a lesson: children say how the resource made them feel, their opinion of it.

Explore practical ways to incorporate them into our teaching so they can help develop all language skills (HOW to exploit them)

## FOCUS ON SINGING

Though not allowed for many of us at the moment...

Sing with mute buttons on!

Recommended: Encore ! Still a song in my scheme of work: [click here to buy it!](#)

E.G covid-19 friendly lipsynching activity:

The steps through the activity might be: • Show the lyrics and identify which part the class is going to lipsynch to – it may be just the chorus for instance. • Give time for first rehearsal in pairs or triads – reading aloud to recall the phonic system • Watch the video clip and especially the lip shapes (and sometimes tongue positions) if relevant • Rehearse again aloud with any improvements possible • Then do the lipsynching either as a class or with willing individuals.

If writing your own song:

- Use a well-known tune (e.g. my story with « je vais », Spiderman, line manager, Sing Up)

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<b>1. Rationale: Making memories</b>	10
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<i>Interlude: Music and movement</i>	14
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- **Explore practical ways to incorporate them into our teaching so they can help develop all language skills (HOW to exploit them)**
- Create a playlist (as children do) of 5 songs/books/rhymes; give the children 5 titles; they have to match them to the songs/book cover/silent videos of the rhyme.
- Let them choose one ! Giving an element of choice is a great motivator.
- We can practise all skills and pillars with just one great song/book/rhyme! E.g. [poux ! Click here for more about the book](#); [click here for how headlice are dealt with in France](#).

NB: progression is obvious if keep an exercise book throughout, can then look back.

Share in the chat YOUR favourite way to exploit a song, story or rhyme? Please think of something that can be used with all of them!

MY OFFER TO YOU TO CARRY ON THIS CONVERSATION:

If you send me your best

- Song(s)
- Story/stories
- Poem(s) and nursery rhyme(s)

PLEASE SPECIFY YOUR SCHEME OF WORK (or say if it is your own)

For French, German and Spanish... happy to do other languages too!  
I will collate them and share them all with you!

**nathalieparis@nattalingo.co.uk**

This was...

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