

Key Stage 3 Anthologies

In June 2004 we produced a departmental action plan for KS3, in which we set out our intention encourage independent learning by developing reading resources for KS3. We hope to improve pupil confidence and independence as well as enjoyment of the language.

The aims of our programme of reading for pleasure are:

- Raising reading standards in MFL
- Offering challenge to all pupils, especially the gifted and talented
- Developing language awareness
- Enhancing cultural awareness and knowledge

In each of the Anthologies, there are at least two texts for each unit of the QCA Scheme of Work, comprising at least one for the "most" children identified by QCA and at least one for the more gifted pupils. In addition this teachers' resource book which will contains teacher's notes and activities for each text. Therefore pupils can read the text alone for pleasure or as an extension exercise, teachers can give the appropriate extension activities as and when necessary, or use the text during a whole class lesson. Appendix 1 gives some ideas for this.

There are many documents and pieces of research which back up the usefulness and worth of these Anthologies.

- i) The Invisible Child
- ii) Guidance on teaching the Gifted and Talented
- iii) The National Curriculum Programme of Study for MFL
- iv) The National Curriculum for MFL
- v) The KS3 Strategy for MFL
- vi) GCSE syllabuses

The relevant information from each of the above is given below:

i) The Invisible Child

In 1998 the report "The Invisible Child" was published by Jeff Lee, David Buckland and Glenis Shaw. The authors had spent time interviewing middle-ability Year 9 pupils about their experiences of language learning, and in this report presented their findings and proposed ways in which the teaching of Modern Foreign Languages (MFL) might be improved so as to provide a clearer, more meaningful experience for all learners. David Buckland was invited by our adviser, Phil Drabble, to come to Sunderland LEA to talk about his findings and to suggest ways in which we could improve our teaching so as to cater not only for these "invisible children", but also for all pupils. The focus of the report was that "Pupils need to have or to experience a sense of curiosity about the language they are learning.....a desire to see what is happening underneath." The value of pupils' learning, remembering and using "the smaller words and features of a language which do not naturally arise in or belong to any topic but are found all over the place" (p.66) were discussed as well as the importance of pupils' being shown "a model of a good response to any given task, so that they know what they have to emulate". These "smaller words and features of a language" were renamed core language – that which is transferable and can be used for making many different sentences. The rest is peripheral – it is topic specific and should be learnt quickly and thoroughly. One of the main strategies that came out of the working group was the use of reading texts to model good language and improve pupils' speaking and reading skills.

ii) Guidance on teaching the Gifted and Talented (www.nc.uk.net/gt/languages/index.htm)

Pupils who are gifted in MFL are likely to:

- have a strong desire to put language together by themselves
- show creativity and imagination when using language
- have a natural feel for languages
- pick up new language and structures quickly
- make connections and classify words and structures to help them learn more efficiently
- seek solutions and ask further questions
- have an insight into their own learning style and preference
- show an intense interest in the cultural features of the language being studied

The role of reading

“Introducing literature in the target language is an enrichment opportunity for the gifted linguist, one that can lead to creative opportunities for pupils' writing as well as reading for pleasure. The choice of works must take account of the pupils' age and experience and be, above all, interesting. Choices can include short stories, short novels, poetry and plays (particularly those that are available on video). Pupils could then retell stories and tape them, producing a simplified version for younger readers. They can also write their own short stories and poetry.

Fairy tales or folk legends written for children in the target language can offer insights into the culture and traditions of that country. Pupils can draw comparisons with their own culture and experience and create versions for younger children to read. One area of interest might be literature that focuses on childhood experiences. This work can provide a model for pupils to write creatively about their own experiences.

The study of literature offers gifted pupils further opportunities to use the target language creatively and imaginatively. They can summarise and redraft their writing to improve its accuracy and presentation; they can write and speak about a wide range of factual and imaginative topics; and they can develop their independent reading and vary the style and scope of their responses.”

iii) National Curriculum Programme of Study for MFL

Knowledge, skills and understanding (KS3):

“(Pupils)improve their understanding of the language by reading a range of texts. They also increase their cultural awareness by using materials from countries and communities where the language is spoken.”

Developing language skills:

Pupils should be taught:

- Strategies for dealing with the unpredictable (for example, unfamiliar language, unexpected responses)
- Techniques for skimming and for scanning texts for information

Developing language learning skills:

Pupils should be taught:

- How to use context and other clues to interpret meaning
- How to use dictionaries and other reference materials appropriately and effectively

Developing cultural awareness:

Pupils should be taught about different countries and cultures by:

- Working with authentic materials in the target language, including some from ICT based sources

Breadth of study:

During key stages 3 and 4, pupils should be taught the knowledge, skills and understanding through:

- Listening, reading or viewing for personal interest and enjoyment, as well as for information

iv) National Curriculum for MFL**Attainment target 3: Reading and responding**

Level 1 - Pupils show that they understand single words presented in clear script in a familiar context. They may need visual cues.

Level 2 - Pupils show that they understand short phrases presented in a familiar context. They match sound to print by reading aloud single familiar words and phrases. They use books or glossaries to find out the meanings of new words.

Level 3 - Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word processed. They identify and note main points and personal responses [for example, likes, dislikes and feelings]. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4 - Pupils show that they understand short stories and factual texts, printed or clearly handwritten. They identify and note main points and some details. When reading on their own, as well as using a bilingual dictionary or glossary, they are beginning to use context to work out what unfamiliar words mean.

Level 5 - Pupils show that they understand a range of written material, including texts covering present and past or future events. They identify and note main points and specific details, including opinions. Their independent reading includes authentic materials [for example, information leaflets, newspaper extracts, letters, databases]. They are generally confident in reading aloud, and in using reference materials.

Level 6 - Pupils show that they understand a variety of texts that cover past, present and future events and include familiar language in unfamiliar contexts. They identify and note main points and specific details, including points of view. They scan written material, for stories or articles of interest, and choose books or texts to read on their own, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of language they do not know.

Level 7 - Pupils show that they understand a range of material, imaginative and factual, that includes some complex sentences and unfamiliar language. They use new vocabulary and structures found in their reading to respond in speech or in writing. They use reference materials when these are helpful.

Level 8 - Pupils show that they understand a wide variety of types of written material. When reading for personal interest and for information, they consult a range of reference sources where appropriate. They cope readily with unfamiliar topics involving more complex language, and recognise attitudes and emotions.

Exceptional Performance - Pupils show that they understand a wide range of factual and imaginative texts, some of which express different points of view, issues and concerns, and which include official and formal material. They summarise in detail, report, and explain extracts, orally and in writing. They develop their independent reading by choosing stories, articles, books and plays according to their interests, and responding to them.

v) KS3 Strategy for MFL

The new KS3 Strategy for MFL divides learning into several strands, one of which is learning at Text level. "In work with text at any level pupils should be able to apply their knowledge of words and sentences." The salient points for our purposes here are:

In Year 7 pupils should be taught how to:

- Read and understand simple texts using cues in language, layout and context to aid understanding
- Assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading
- Use a dictionary and other resources appropriately when working on text

In Year 8 pupils should be taught:

- That words and phrases can have different meanings in different contexts
- To recognise simple features which add authenticity, expression or emphasis to a written text
- To begin to associate aspects of language with different text types
- To make regular use of glossaries and dictionaries, finding the appropriate section readily

In Year 9 pupils should be taught:

- How to use their knowledge of context and grammar to understand texts involving complex language
- To notice simple features used for effect in written text
- How to use and develop their language knowledge and skills through contact with authentic texts
- How to select from and use appropriately a range of support materials when reading or writing

Hand in hand with this is the requirement for pupils to be taught, across the whole of KS3, how to use and adapt a text as a model or stimulus for their own independent writing.

In addition to this, the teaching objectives of the Strategy include Cultural knowledge and contact.

In Year 7 pupils should:

- Learn some basic geographical facts about the country and where its language is spoken
- Learn some aspects of everyday culture and how these compare with their own
- Meet simple stories, songs or jokes, or texts based on them, in the target language
- Learn the social and linguistic conventions of common situations such as greetings

In Year 8 pupils should:

- Learn some basic historical facts about the country

- Learn about some famous people in popular culture and history
- Use....media to find out about daily life and young people's interests and attitudes
- Read, hear and share simple poems, jokes, stories and songs in the target language

In Year 9 pupils should:

- Learn some demographic facts about the country and its language(s)
- Meet the work of some famous figures in the artistic and cultural life of the country
- Read about and report on people's attitudes to sport or popular culture
- Learn and inform others about some well-known features of the country of the target language
- Learn simple facts about a region of the country

The KS3 Strategy also pinpoints a list of what it calls "high-frequency words" (core vocabulary) which pupils should be taught in KS3. Texts enable the teacher to focus on such words. See Appendix 2 for the French and Spanish lists.

vi) GCSE syllabuses

Reading is, of course, worth one quarter of the final GCSE grade. The AQA syllabuses for MFL set out the opportunities for the "acquisition, development and production of evidence" for the Key Skills (across the curriculum) of Communication, Information Technology, Working with Others, Improving own Learning and Performance and Problem Solving. During their study of a language at KS4, pupils are expected to:

- Read and obtain information
- Read and summarise information
- Search for and select information
- Confirm understanding of given problems
- Plan and try out ways of solving problems

Any of these skills which we can tackle during KS3 using reading texts as a tool are going to impact on pupils' understanding and ultimately achievement in KS4.

Appendix 1

Ideas for exploiting a text:

- Categorising
- Complete an ID form
- Complete sentences
- Correct a script
- Deduce the set menu from a narrative of an order being made at a restaurant
- Describe a character and give opinions of them
- Draw the correct picture using the text (e.g. person's hair and eyes, furniture in a room), then use picture and original text as model to write own
- Fill in a blank CV
- Fill in a grid to show who? What? When? Where? Why? How?
- Fill in a hotel registration form from a narrative of a booking being made
- Fill in a lost property form from a narrative about a lost item
- Fill in a school timetable from a narrative about a school day
- Fill in missing letters or accents
- Fill in speech bubbles or think bubbles
- Find / pair up rhyming words
- Find five facts
- Find synonyms / antonyms
- Find the (target language) for.....
- Find the errors
- Find the missing word
- Gap fill
- Identify tenses
- Logic problems
- Look up certain words in a dictionary or glossary
- Make a family tree
- Match up halves of sentences
- Match up people with a 'blind date' given in the text
- Match up pictures and sections of text
- Odd one out
- Put events on a time line
- Scan an article for basic / essential information
- Sort information into a grid
- Spot the difference
- Spot the nonsense
- Trace the route on a map
- Translate into English
- True/false/not mentioned
- Use colours to identify known language / unknown language / cognates / false friends / word families / plural forms / conjunctions ...
- Wanted poster
- Who says....?
- Wordsearches

Appendix 2

French high-frequency words (KS3 Strategy)

à	dans le nord de	le matin	quel?
à 20 km de	de + negative	les	quelle?
à côté de	de l'	leur	quelquefois
a droite de	de la	leurs	qui
à gauche de	déjà	lire	qui?
à l'	demain	loin	rarement
à la	demain soir	lui	regarder
à mon avis	derrière	ma	rester
acheter	des	maintenant	sa
aimer	devant	mais	sans
aller	devoir	manger	sauf
alors	donner	me	savoir
apprendre	dont	mes	ses
après	du	moi	seulement
assez	écouter	moins	si
au	écrire	moins de	son
au nord de	elle	moins...que	sous
aujourd'hui	elles	mon	souvent
aussi	en	n'...pas	sur
aussi...que	en face de	ne...jamais	surtout
aux	encore une fois	ne...pas	ta
avant	ensuite	ne...personne	te
avec	entendre	ne...que	tes
avec qui?	environ	ne...rien	toi
avoir	est-ce que?	non	ton
beaucoup	et	nos	toujours
ben	être	notre	tous les matins
bien	euh	nous	tout près
bof	eux	on	travailler
boire	faire	ou	très
c'est	finalement	où?	trop
c'était	finir	oui	trop de
ça	habiter	par	tu
ce	hier	parce que	tu sais
celle	hier matin	parler	un
celles	ici	pendant	une
celui	il	peut-être	une fois
ces	il faut	plus	une fois par jour
cette	il y a	plus de	une fois par
ceux	il y avait	plus...que	semaine
chez	ils	pour	venir
combien?	j'	pourquoi?	voir
comme	je	pouvoir	vos
commencer	je voudrais	prendre	votre
comment?	jouer	près de	vouloir
comprendre	jusqu'à	puis	vous
d' + negative	l'	qu'est-ce que?	zut!
d'abord	la	quand	
d'accord	là	quand?	
dans	le	que	

Spanish high-frequency words (KS3 Strategy)

a	escribir	nosotros	unas
acabar	escuchar	nuestra	unos
ahora	ese	nuestras	usted
al	ése	nuestro	venir
al final de	eso	nuestros	ver
al fondo de	esos	nunca	vivir
al lado de	ésos	o	vuestra
algo	esta	oír	vuestras
allí	ésta	otro	vuestro
aprender	estar	para	vuestros
aquí	estas	pero	y
ayer	éstas	poca	yo
bastante	este	pocas	
beber	éste	poco	
bien	esto	pocos	
bueno	estos	poder	
cada	éstos	por	
cerca	hablar	¿por qué?	
claro	hacer	porque	
comenzar	hasta	que	
comer	hay	¿qué?	
¿cómo?	hoy	quedarse	
comprar	ir	querer	
con	jugar	quien	
¿cuál?	la	¿quién?	
cuando	las	regular	
¿cuándo?	leer	saber	
¿cuántas?	lejos	ser	
¿cuánto?	los	si	
¿cuántos?	luego	sí	
dar	mal	sin	
de	mañana	sobre	
debajo de	más	su	
del	mayor	sus	
delante de	me	suyo	
dentro de	mejor	también	
desde	menor	tampoco	
después	menos	te	
detrás de	mi	tener	
¿dónde?	mí	ti	
el	mío	toda	
él	mirar	todo	
ella	mis	todas	
en	mucha	todos	
encima de	muchas	tomar	
entender	mucho	trabajar	
entonces	muchos	tu	
entre	muy	tú	
esa	nada	tus	
ésa	nadie	tuyo	
esas	ni	un	
ésas	no	una	