‘We Are Linguists’ at Ormskirk Church of England Primary School

Retrieving previous learning	Introducing new vocabulary	Speaking, Listening, Reading or Writing activity	Song or game to further embed vocabulary
Lessons begin with greetings and children are asked to recall what was learned in the previous lesson.	*Vocabulary is taught which may be repetition of the previous lesson, or building upon it.*	*Children are given the opportunity to use new vocabulary, through at least one of the key language learning skills.*	*Lessons finish with a song or game to embed new vocabulary and reinforce children’s enjoyment of language learning.*
At the beginning of Spanish lessons, children are greeted in Spanish, with ‘hola’ or ‘buenos días’, and all respond appropriately. The teacher then asks who can remember what they had learned in the previous lesson, and children are encouraged to retrieve any Spanish vocabulary (even if it is not from the previous lesson).	Using the Language Angels online PowerPoints, new vocabulary is gradually introduced depending on where in the unit the lesson is. The lessons differ slightly in structure, but, initially, children are shown a picture and only hear the new Spanish word (spoken by the teacher or using the provided sound clips). This aids their listening ability. Every time the teacher says a new Spanish word, the children repeat it back as a whole class. Next, children are shown the picture and the written Spanish word, while they hear it again. This aids their reading ability and encourages them to use their knowledge of Spanish phonics to read the word, as they have already heard how it should sound. Children are given opportunities to speak and practise the new vocabulary with the teacher and with partners.	Each lesson involves speaking and listening in Spanish, and reading from the PowerPoint. Formal activities consist of; a listening exercise which involves listening to native Spanish speakers and ticking or writing down correct answers, a reading exercise which involves selecting or writing correct answers after reading some Spanish text independently, or a writing exercise which children are given key words and spellings for. Any work that is completed on worksheets is then glued into Spanish exercise books, with the date written in Spanish at the top of the page. Activities are self-marked as a whole class before the end of the lesson, to ensure any misconceptions are addressed. .	Each unit on Language Angels has a song linked to it and interactive games that can be played on the touch screen board by the children. At the end of the lesson, the relevant song might be played and a few children are given the opportunity to come to the front and play one of the games. Children are dismissed with ‘adiós’.

Planning

Spanish lessons are taken from the Language Angels scheme of work, where full lesson plans and teacher support can be found. Every lesson includes sound clips from native Spanish speakers, so Spanish lessons can still be taught successfully if the specialist teacher is unable to deliver a lesson. Each unit on Language Angels is clearly structured and progresses over a course of six lessons, including an end of unit assessment.

What would we hear?

Children repeating new Spanish vocabulary after hearing their teacher say it first, speaking to a partner in Spanish to try the language out in a safe environment, some children sharing their ideas in Spanish individually in front of the whole class and all joining in with Spanish songs. The teacher will ask questions that children should feel confident to answer, by referring to previously learned vocabulary, as well as asking them to answer questions using new vocabulary if they feel confident.

What would we see?

All children will demonstrate a positive attitude to Spanish, holding the belief that they can join in safely with whatever elements of the lesson they feel confident in. Children working in mixed attainment pairs, with all pupils accessing the same work, but with different levels of support where needed. Children who feel shy about speaking in front of the whole class will be able to work with a partner and all children are given regular opportunities to be involved in games and songs to ensure enjoyment during lessons.

Assessment and Feedback

Feedback on Spanish speaking skills is constantly provided through repetitions and corrections of pronunciation through modelling. Feedback for listening, reading and writing is provided during the lesson, as activities are marked as a whole class. This ensures that any misconceptions are corrected immediately. End of unit assessments are marked formally by the teacher and children are given constructive feedback on any mistakes they have made, but primarily the focus is on praising where they have succeeded.