

## Year 6 Scheme of Work Overview

| Lessons  | Content  | Key skills and activities   |
|----------|--|---|
| Lesson 1 | <p>Classroom routines:<br/>           Answering the register<br/>           Saying the date<br/>           Describing the weather<br/>           Asking for classroom objects<br/>           Following instructions</p> <p>Recap of simple negative from Y4:<br/>           No tengo</p> | <ul style="list-style-type: none"> <li>• Initiate and sustain conversations</li> <li>• Re-use previously learned language in a new context</li> <li>• Discuss language learning and reflect on how to memorise and recall language</li> <li>• Understand the formation of a basic negative sentence</li> </ul>  |
| Lesson 2 | <p>As for lesson 1</p> <p>¿Tienes...?</p>  | <ul style="list-style-type: none"> <li>• Perform a sketch in Spanish to an audience</li> <li>• Present oral work confidently, speaking clearly and audibly with good pronunciation</li> <li>• Understand key details from an authentic text</li> <li>• Make predictions based on existing knowledge</li> <li>• Use a dictionary</li> <li>• Evaluate work</li> </ul>   |
| Lesson 3 | <p>Recap of clothes vocabulary from lesson 4</p> <p>+ unos zapatos, unos calcetines, una sudadera</p> <p>Recap of expressing opinions from Y3, Y4, Y5: Me gusta, no me gusta</p> <p>Justifying opinions:<br/>           No me gusta el rojo</p> <p>Es + adjective</p>                    | <ul style="list-style-type: none"> <li>• Understand that different countries have differences in education systems and that a school day may vary for a child attending a school in England/Spain</li> <li>• Revise pronunciation of ll and j</li> <li>• Understand details including opinions from spoken passages</li> <li>• Construct a short paragraph by adapting a model</li> <li>• Attempt accurate spellings when writing individual new words from memory</li> </ul> |

| Lessons  | Content  | Key skills and activities  |
|----------|--|--|
| Lesson 4 | <p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5:<br/>Se llama, tiene x años, es, vive en</p> <p>Recap of quantifiers from Y3, Y4, Y5:<br/>muy, bastante</p> <p>Recap of adjectives from Y4:<br/>simpático, inteligente, divertido<br/>+<br/>deportivo<br/>hermoso</p> | <ul style="list-style-type: none"> <li>• Join in two playground games in Spanish</li> <li>• Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</li> <li>• Follow a story as it is read aloud, demonstrating understanding</li> <li>• Listen for clues to meaning – e.g. tone of voice</li> </ul>  |
| Lesson 5 | <p>Recap of verb ser from Y4 and Y5:<br/>Es</p> <p>Occupations vocabulary:<br/>Médico<br/>Vendedor      vendedora<br/>Camarero      camarera<br/>Policía<br/>Profesor      profesora</p>   | <ul style="list-style-type: none"> <li>• Use a dictionary and existing knowledge to solve riddles</li> <li>• Work out meanings using knowledge of English</li> <li>• Understand that some nouns for occupations change their spelling in relation to gender</li> <li>• Understand key details from a short, spoken passage</li> <li>• Recognise that word order may vary between languages</li> <li>• Use a dictionary to find additional nouns to construct short sentences – es enfermero</li> </ul> |
| Lesson 6 | No specific new vocabulary   | <ul style="list-style-type: none"> <li>• Identify known words in a song</li> <li>• Undertake internet research relating to Christmas traditions in Spanish-speaking countries</li> <li>• Prepare songs and sketches for a performance</li> <li>• Listen for clues to meaning – tone of voice, key words</li> </ul>   |
| Lesson 7 | No specific new vocabulary   | <ul style="list-style-type: none"> <li>• Sing Spanish songs with accurate pronunciation when performing to an audience</li> <li>• Understand an authentic, short story and follow it as it is read aloud</li> <li>• Produce work for display relating to Christmas celebrations</li> </ul>   |

| Lessons   | Content   | Key skills and activities  |
|-----------|---|--|
| Lesson 8  | Recap of phrases from Y4 and Y5:<br>Hay; vivo en<br><br>aquí está<br>una casa<br>un piso<br><br>Receptive use of eight rooms of the house   | <ul style="list-style-type: none"> <li>• Match sound to individual word in a list of sentences</li> <li>• Work out how to pronounce unknown words</li> <li>• Identify the sounds of some letters of the alphabet</li> <li>• Be aware of cultural differences in housing at home and abroad</li> </ul>  |
| Lesson 9  | As for lesson 8 +<br><br>Recap of adjectives from Y4:<br><br>pequeño, grande, bonito, magnífico<br>+<br>enorme, lujoso<br><br>arriba, abajo | <ul style="list-style-type: none"> <li>• Recognise and practise the Spanish vowel sounds</li> <li>• Identify and substitute nouns in a sentence</li> <li>• Contribute to a shared writing task, describing an ideal home</li> <li>• Consolidate understanding of the position of adjectives</li> <li>• Produce own piece of writing, adapting a model</li> </ul>   |
| Lesson 10 | una ventana<br>una piscina  | <ul style="list-style-type: none"> <li>• Memorise and perform a verse from a song</li> <li>• Evaluate work</li> <li>• Understand the gist of an audio recording, matching adjectives to nouns</li> <li>• Identify different text types</li> </ul>  |
| Lesson 11 | No specific new vocabulary  | <ul style="list-style-type: none"> <li>• Identify nouns and adjectives contained in a text</li> <li>• Sort word cards into nouns, verbs, adjectives, prepositions</li> <li>• Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs</li> <li>• Recognise potential hazards when using dictionaries and how abbreviations can help</li> <li>• Read phrases with accurate pronunciation and with appropriate intonation and expression</li> </ul> |

| Lessons   | Content   | Key skills and activities   |
|-----------|---|---|
| Lesson 12 | Recap of repetition requests from Y3 and Y4:<br>Repite por favor<br>Repita por favor...<br><br>¿Cómo se dice en español...?<br><br>Furniture vocabulary | <ul style="list-style-type: none"> <li>• Ask for repetition/clarification in Spanish</li> <li>• Understand how accents on words in Spanish affect stress and pronunciation</li> <li>• Consider techniques for committing vocabulary to memory</li> <li>• Use knowledge of pronunciation patterns to create a rap</li> </ul>                                     |
| Lesson 13 | No new vocabulary<br><br>Recap of alphabet<br><br>Recap of stalling strategies from Y5  | <ul style="list-style-type: none"> <li>• Sustain an unrehearsed conversation of at least four exchanges</li> <li>• Use stalling strategies as appropriate</li> </ul>  |
| Lesson 14 | Recap of days of the week and months of the year from Y3, Y4 and Y5<br><br>Recap of verb ir from Y5:<br>vamos<br><br>vamos a ir<br>vamos a salir        | <ul style="list-style-type: none"> <li>• Understand that Spanish is spoken in many countries throughout the world</li> <li>• Use the internet to research climate</li> <li>• Choose a country for the holiday and select dates</li> <li>• Make predictions about meaning based on existing knowledge</li> <li>• Write short sentences, using a model</li> </ul> |
| Lesson 15 | Vamos a estar en...<br><br>Un hotel, un piso, una casa, un camping  | <ul style="list-style-type: none"> <li>• Use the internet to research different types of accommodation</li> <li>• Write a short letter to book accommodation, adapting a model</li> <li>• Use a dictionary as appropriate</li> </ul>  |
| Lesson 16 | Vamos a ir en...<br><br>Recap of means of transport from Y4:<br>En barco, en avión, en coche, en tren<br><br>Vamos a comer                              | <ul style="list-style-type: none"> <li>• Use the internet to research travel options</li> <li>• Use the internet to research food typical of the country</li> <li>• Write short sentences outlining holiday plans, adapting a model</li> <li>• Read authentic texts for enjoyment and for information</li> </ul>  |

| Lessons   | Content   | Key skills and activities  |
|-----------|---|--|
| Lesson 17 | Vamos a visitar<br><br>y, luego<br><br>Names of places to visit | <ul style="list-style-type: none"> <li>• Use the internet to research places of interest at holiday destination</li> <li>• Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense</li> <li>• Use a dictionary as appropriate</li> </ul>  |
| Lesson 18 | No new vocabulary   | <ul style="list-style-type: none"> <li>• Prepare presentation for next lesson in relation to holiday plans and the area to be visited</li> <li>• Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music</li> <li>• Use support material appropriately and adapt suggested models</li> <li>• Plan and prepare collaboratively and analyse what needs to be done to carry out the task</li> </ul> |
| Lesson 19 | No new vocabulary   | <ul style="list-style-type: none"> <li>• Perform to an audience</li> </ul>   |
| Lesson 20 | No new vocabulary   | <ul style="list-style-type: none"> <li>• Recall key vocabulary and structures learned during the year</li> <li>• Work collaboratively to answer quiz-type questions</li> </ul>   |

## Links with Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

### Language purposes and functions:

|  |        |
|--|--------|
| Counting and using numbers                           | Y5     |
| Talking about the weather                            | Y5     |
| Talking about food                                   | Y5     |
| Following and giving simple instructions             | Y5     |
| Expressing thanks                                    | Y5     |
| Saying what day or month it is                       | Y5     |
| Describing some simple objects – colour, size        | Y5     |
| Expressing likes/dislikes                            | Y5, Y6 |
| Giving information about an everyday activity – food | Y5, Y6 |
| Expressing opinions                                  | Y6     |
| Offering   | Y5     |

### Vocabulary topic areas:

|   |        |
|---|--------|
| Basic prepositions of place             | Y5, Y6 |
| Classroom objects                       | Y6     |
| Clothes                                 | Y6     |
| Common adjectives, e.g. big, small      | Y5, Y6 |
| Family                                  | Y6     |
| Food and drink                          | Y5     |
| Furniture and other household objects   | Y6     |
| Leisure and holidays                    | Y6     |
| Methods of communication – post, fax    | Y6     |
| Names of occupations                    | Y6     |
| Names of sports                         | Y5     |
| Places: shops, cinema, park, beach etc. | Y5, Y6 |
| The home                                | Y6     |
| Time, including months and days         | Y5     |
| Ways of travelling                      | Y6     |
| Weather                                 | Y5, Y6 |
| Classroom instructions                  | Y6     |
| Greetings                               | Y6     |
| Letters of the alphabet                 | Y6     |

# Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For Christmas activities, you will need: El cuento de los Reyes Magos (bien contado).  
Authors – Dominique Jorand, Pablo Rulfo – Thule Ediciones.  
Young Europeans Bookstore  
ISBN: 84-933734-5-1  
Tel: 0207 836 6667
- For songs and poems Canta en español 1 (already available with Years 3 & 4)  
La Jolie Ronde Ltd Tel: 01949 839715 [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk)

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 [www.earlystart.co.uk](http://www.earlystart.co.uk)

## Key to all the symbols



This symbol denotes when to use the Resource File CD.  
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.  
The circled number denotes the track.



This symbol denotes when to play Canta en español 2 CD.  
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.  
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.





# Lesson One, Year 6

3 × 15; 1 × 30 minutes

**Lesson theme** En la clase

## Learning Outcomes

- Be familiar with classroom routines, giving information appropriately in Spanish
  - answering the register; stating the date; describing the weather; asking for classroom objects
- Be able to follow instructions
- Begin preparations for a classroom sketch

## Framework Objectives

### Oracy

O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories

O6.2: Perform to an audience

### Core Vocabulary

**Presente/Sí señor X,  
señora Y**

I'm present

**No está**

He/she's absent

**Hoy es martes 8 de octubre**

Today is Tuesday 8th October [Recap of weather conditions (covered in Y5)]

**un bolígrafo (boli)** pen

**un lápiz** pencil

**una goma** rubber

**un sacapuntas** pencil sharpener

**unas tijeras** scissors

**un cuaderno** exercise book

**una cartera** school bag

**¿Tienes?** Do you have?

**Sí, aquí tienes/toma** Here you are

**Tengo** I have

**No tengo** I don't have

[Recap of classroom commands

(covered in Y3)

**¿Estás listo?/¿Estáis listos?**

Are you ready?]

**Vamos a sacar un...**

Take out a...

## Resources



- Flashcards of classroom objects
- Text cards of classroom objects
- Strategies for memorising vocabulary (See also Appendix A)
- List of classroom objects
- Text cards of key phrases:

**Tengo un boli**

**No tengo un boli**

Tick and cross cards:



OHT with words of song: **En la clase**

OHT of phrases for answering the register

OHT of ideas for sketch

- Recommended resource: Early Start Spanish Pack 2 unit 5

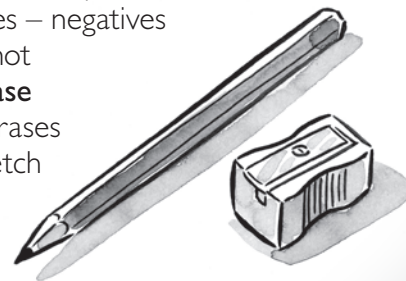


- Canta en español 2, Track 20, song: **En la clase**

- Poster paper + black marker pens
- Real items – classroom objects



- What do you already know?
  - Key phrases – Key classroom vocabulary
  - Matching words and pictures
  - Memory games – negatives
  - I have/I have not
  - Song: **En la clase**
  - Classroom phrases
  - Example sketch



### Knowledge about language

- Recognise patterns in the foreign language
- Devise questions for authentic use

### Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Practise new language with a friend and outside the classroom
- Discuss language learning and reflect and share ideas and experiences
- Compare and reflect on techniques for memorising language

## Part I: 15 minutes

## Teaching Sequence

## Pupil Activity

Begin by setting the context for the lesson: the children will learn phrases relating to classroom routines so that they can work in groups to present a 'classroom sketch' in Spanish. Emphasise that this task will give them the opportunity to draw on prior learning in Spanish and to include phrases/vocabulary they have learned in Years 3-5 e.g. classroom commands, describing the weather, saying the date.

Next, sketch three large circles on the board:



Write in each one 'starter' phrases as shown above. Now give each group of children three sheets of poster paper and a black marker. The children work in groups for five minutes as they try to write as many phrases as they can recall in each circle. You may need to prompt some groups and lots of suggestions are given below!

Children listen as the teacher explains the context for the next two lessons.

Children work in small groups as they recall and write down expressions learned during Y3 and Y5. One child from each group visits another group to collect more ideas. He/she reports back to his/her original group.

## Part 1: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

Circle 1

|                            |           |
|----------------------------|-----------|
| <b>Sentaos</b>             | sit down  |
| <b>Levantad la mano</b>    | hands up  |
| <b>Ven aquí/venid aquí</b> | come here |
| <b>Silencio</b>            | silence   |
| <b>Mirad</b>               | look      |
| <b>Escuchad</b>            | listen    |
| <b>En parejas</b>          | in pairs  |

Circle 2

|                        |                   |
|------------------------|-------------------|
| <b>Hace mal tiempo</b> | it's poor weather |
| <b>Hace frío</b>       | it's cold         |
| <b>Hace calor</b>      | it's hot          |
| <b>Hace viento</b>     | it's windy        |
| <b>Hace sol</b>        | it's sunny        |
| <b>Hay niebla</b>      | it's foggy        |
| <b>Está lloviendo</b>  | it's raining      |
| <b>Está nevando</b>    | it's snowing      |

Circle 3

**Hoy es martes 8 de octubre**  
**Hoy es jueves 10 de mayo**  
**Hoy es viernes 22 de junio** etc.

After five minutes, send an 'envoy' from each group to visit another group. The envoy stays for one minute, looking at the suggestions made by this group before returning to his/her home group to report back, extending the original lists as appropriate.

Conclude the activity by praising children who have recalled lots of phrases. Hold up examples of work and emphasise how much Spanish has been acquired over the past three years and how useful this will be for future learning.

Children focus on examples of work and as they do so, they revise expressions and phrases which will be useful in this lesson and in lesson 2. Their attention is drawn to the amount of Spanish they have acquired and they understand that they will be able to make use of prior learning, integrating familiar vocabulary and phrases into new structures and contexts.

## Part 2: 15 minutes

## Teaching Sequence

## Pupil Activity

Begin by displaying a phrase on the board/IWB.

**Tengo un...**

Finish the sentence by holding a pen and stating: **Tengo un boli**: ask the children what the sentence means (I have a pen).

Now ask the children about a negative sentence – I haven't got a pen. Ask if anyone can attempt the sentence. You might like to recall

**Me gusta** – I like

**No me gusta** – I don't like

which the children have learned each year. Take answers and then emphasise the formation of the negative – '**No**' which precedes the verb.

e.g. **Tengo un boli**  
**No tengo un boli**  
– I don't have a pen.

Children focus on the sentence displayed on the board. Some children may attempt to form a basic negative.

The children's attention is drawn to the use of '**no**' preceding the verb to make the sentence negative.



Next, introduce the vocabulary for 4 classroom items, using real items, the flashcards or IWB materials provided:

|                      |                  |
|----------------------|------------------|
| <b>un boli</b>       | pen              |
| <b>un lápiz</b>      | pencil           |
| <b>una goma</b>      | rubber           |
| <b>un sacapuntas</b> | pencil sharpener |

After some oral practice, attach the flashcards and text cards to the board randomly and ask a volunteer to rearrange the cards so that the picture and text match. Use the flashcards and textcards provided on the resource CD. Extend with two more items of vocabulary:



**un cuaderno** exercise book  
**una cartera** a school bag

Children practise the new vocabulary. They focus on the written words as they learn the classroom objects.

## Part 2: 15 minutes (continued)

## Teaching Sequence



After practising all six words, reveal a list of the written words on OHT/IWB. See list provided on resource CD: 'List of classroom objects'. Challenge the children to recall only three from the list. Allow the children 30 seconds to study the list and then remove it and see if they can recall three words either orally or in written form. Discuss with them the strategies they used for memorising the words. Point out that only two words are feminine: **una goma** and **una cartera**.

Share ideas and strategies with the children, and conclude by:

1. showing an item of vocabulary in the key structure:  
**No tengo un boli**  
and asking a volunteer to substitute noun for another.
2. emphasising how important it is when learning a language to find different techniques for memorising words.



(See resource CD or Appendix A: Suggested strategies for memorising vocabulary')

## Pupil Activity

Children attempt to memorise three words from a list. Afterwards they share strategies for remembering and memorising vocabulary with other children and with the teacher. They understand how important it is to find strategies for learning and remembering vocabulary.

## Part 3: 15 minutes

## Teaching Sequence

## Pupil Activity

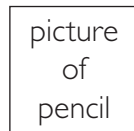


Show on text cards the key phrases, stuck onto the board or displayed using the IWB. Use the text cards provided on the resource CD.

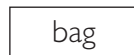
**Tengo un boli**

**No tengo un boli.**

Using vocabulary learned last session, invite the children to state sentences orally according to the flashcards you hold e.g.



= **No tengo un lápiz**



= **Tengo una cartera** etc



You will need the set of flashcards and the tick and cross cards available on the resource CD.

Introduce one final item of vocabulary: **unas tijeras** – scissors, and emphasise the particular sound of the letter 'j' in the word which the children have encountered in Y3, Y4 and Y5.

Play a game during which children spot which item is missing. Put the classroom objects on a table in the middle of the room. Ask children to name each object with you in turn, and then ask them to close their eyes. Remove one object, shuffle the rest and ask the children to spot which one is missing.



Children can now listen to the song: **En la clase**. Play *Canta en español 2*, track 20.



Display the words of the song on OHT/ IWB and encourage the children to join in actively as they sing along.

Children look at the visual cues and attempt to form sentences orally using structures and vocabulary introduced during the last session.

Children learn another item of vocabulary and focus on the pronunciation and written form of the word. They recall how to pronounce the letter 'j'.

**Part 3:** 15 minutes (continued)**Teaching Sequence**

Children could now watch the DVD or video sequence from Early Start Spanish Pack 2, Unit 5: '**¿Tienes un boli?**' During the sequence children will watch a classroom scene during which children ask each other for items, followed by a sequence in a bookshop during which items are requested such as paper, pen, scissors and finally a sequence in a classroom where the teacher asks the children to take out items. Following the video sequence you might also share with the children the Talking Point on page 45 of the file.

**Pupil Activity**

Children watch three sequences from DVD or video and observe how the vocabulary and phrases learned in this lesson are used for communication purposes. They also consider a cultural point and learn that Spanish children provide almost all of their classroom equipment and text books.

## Part 4: 30 minutes

## Teaching Sequence

## Pupil Activity

Remind the children of phrases to use when answering the register, either:

Children listen to different ways of responding to the register.



**1** ¡Aquí señor X/señora Z!  
Presente. No está

These will be useful to the children in preparing the sketch which follows and are provided on OHT – (See: 'OHT of phrases for answering register' on resource CD).



The children can now begin to prepare their classroom sketch in Spanish. Before they begin work, emphasise the criteria for making a good presentation:

- Clear and audible
- Good, interesting content
- Participation from every member of the group
- Good pronunciation and intonation.

Children begin preparations for the 'sketch' which they will prepare in groups. They understand the success criteria for the task and listen to suggestions for content provided by the teacher.



**1** Display on the OHP or IWB a list of ideas to help the children make a start. See: 'OHT of ideas for sketch' on resource CD). Explain that they will have more time next lesson to prepare their work before presenting it to the rest of the class.



**NOTES:**



# Lesson Two, Year 6

1 x 45 minutes; 1 x 20 minutes

**Lesson theme** En la clase

## Learning Outcomes

- Contribute to a group presentation and perform to an audience
- Present confidently, speaking audibly and clearly with good pronunciation
- Understand key details from an authentic text, recalling vocabulary learned in previous years and using a dictionary as appropriate

## Framework Objectives

### Oracy

O6.2: Perform to an audience

O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories

### Literacy

L6.1: Read and understand the main points and some detail from a short written passage

L6.2: Identify different text types and read short, authentic texts for enjoyment or information



### Core Vocabulary

As for lesson one.

¿Tienes...?

Do you have?



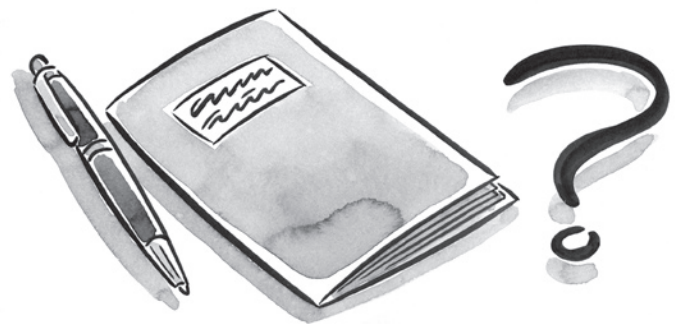
### Resources

- OHT of text: **El programa Kids Club**  
OHT translation of text: **El programa Kids Club**  
Text on handout – **El programa Kids Club**

- Camcorder to record children's presentations (if desired)



- ¿Tienes...?  
**El programa Kids Club**  
Words that are similar in Spanish and in English



### Knowledge about language

- Devise questions for authentic use

### Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Use context and previous knowledge to help understanding and reading skills
- Practise new language with a friend and outside the classroom
- Make predictions based on existing knowledge
- Use a dictionary
- Evaluate work

## Teaching Sequence

## Pupil Activity

In this session the children will continue to work in groups prior to presenting a classroom sketch. Before the children begin work, remind them of the following:

- How to form a question to ask if someone has something: **¿Tienes...?** (They have encountered this in Y4 when asking about brothers and sisters – **¿Tienes hermanos?**).
- The 'Ideas' handout distributed during the last session. Emphasise the need to include and re-use known language rather than trying to include complex, unfamiliar phrases.
- The success criteria for the task, shared with the children during the previous session.



The rest of the session will be spent working in small groups. Depending on the time constraints the pupils could present their work during this session or at another convenient time.

After each presentation, take time to discuss with the children aspects of the presentation that were particularly good and any points for development.

Children listen to important information before they continue group work. Their attention is drawn to the formation of a basic question.

Children understand the importance of using familiar language using content suggested on the 'Ideas' handout. They recognise and are reminded of the success criteria for the task.

Children continue their preparations. Some children may present their work during this session.

Children listen to one another presenting sketches and identify aspects of the work which were good. By doing so, they evaluate their own presentation and the work of others in the class.

### NOTES:



## Part 4: 20 minutes

## Teaching Sequence

## Pupil Activity

Children will work in pairs during the activity for this session.

Explain to the children the purpose of the next activity: to be able to use prior knowledge and context to identify key details from a short piece of written Spanish.



2 Distribute the text on the handout, entitled '**El programa Kids**' (As traditional support for the teacher, this text has been recorded onto the sound file, track



4). Give the children a few minutes to read through the text. Then ask the children what they think the text might be about. What sort of text is it? What does the title mean? Can they find any words in the first section that look like English words? Can they work out which ages the kids' club is for? Do they learn anything from the first section about the size of groups? Draw their attention to:

- **grupos** – groups
- **dividido** – divided
- **mínimo** – minimum
- **participantes** – participants

highlighting these words on OHT or IWB. Encourage the children to spot the links with English equivalents.

When the children have understood that the text is about extra language classes run as a club, ask the children to work in pairs to find a minimum of four pieces of information about the programme of classes to share with parents. This could include the dates and times of sessions or information about the teachers etc. To do this the children will need to:

- use prior learning
- make informed guesses/predictions
- refer to a dictionary

Children work collaboratively as they read through a text. They work out the gist of sentences in Spanish by identifying cognates and previously-learned vocabulary.

The children scan the text for specific details. They work collaboratively and refer to a dictionary as necessary for additional support.

**Part 4:** 20 minutes (continued)**Teaching Sequence****Pupil Activity**

After seven or eight minutes collect suggestions from the children. Encourage good pronunciation as the children suggest vocabulary items.

Congratulate the children on their achievements and emphasise the importance of 'finding a way through' a text. It is not essential to understand/translate every word to gain an overall understanding of a piece of text in a foreign language. Also, being able to identify specific details is an important skill when reading texts in a different language.

Children recognise how they can use context, previous knowledge and deduction as they improve and develop their reading skills.

**NOTES:**