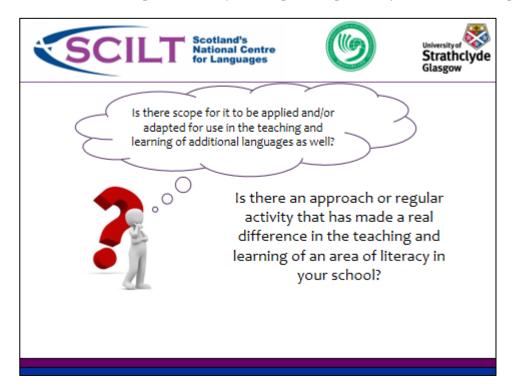
WLC SCILT Primary Professional Learning Partnership: Strengthening literacy skills across languages



This slide is taken from the presentation given to interested parties from schools at the initial PLP meeting on 19th May 2018. It is a reminder that the intended outcomes of this professional learning partnership were to:

- 1) try out a familiar approach used in your context to support the development of literacy skills in the target language
- 2) begin to identify effect(s) of your intervention/approach

Ahead of sharing your project with colleagues from the 5 other schools involved in the PLP on **Tuesday 30th April**, please consider the following questions.

The programme for the meeting will include a **10 minute slot for each project** – 5 minutes to present, 5 minutes of discussion & questions with the audience. Use the question and answers below to structure your sharing slot – you may print, write and bring it with you on the day as an aide-memoire.

We will keep to time as strictly as we can to ensure that each project gets a turn. You may wish to print, complete and bring your answers to the questions below as aide-mémoire on the day.

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	What, who, why.
1. Identify your project aim.	Storytelling: transferable skills to support target language reading
i. identity your project aim.	Other P5 class.
	Following on from successful French storytelling assembly.
2. Opportunities to strengthen links to literacy across languages.	Clearly identify how the project offers opportunities to transfer/strengthen literacy skills in the target language.
	Raíse pupils' awareness of decoding and comprehension skills used in engaging with stories in the target language.
	Increase in pupils' confidence in tackling target language story texts.
3. Your self-evaluation process	Outline what evidence you gathered before/during/at the end, who from and what (you think) it shows.
	Before: Survey of children's thoughts of what they knew about French language. Responses: lists of vocabulary.
	Plan to do same survey at the end of the project: Hope responses will be less about lists of vocabulary and more about skills & patterns used e.g. independence through using dictionary
	Brief outline.
4. Challenges encountered thus far and the strategies you have used/will use to overcome these	The time taken to pin down the focus of the project in the first instance.
	Outline thoughts that you, your colleagues, your SMT, your pupils and their families - as appropriate - have for moving forward based on what's been learned from this project in terms of (1) developing literacy skills across languages (2) your stated project aim (3) anything else.
5. Moving forward	Hope to share the project with her collagues, there is an interest. If outcomes of the project are positive, she would like to run some in-house CPD to support colleagues increase their confidence in doing similar projects with their own classes.