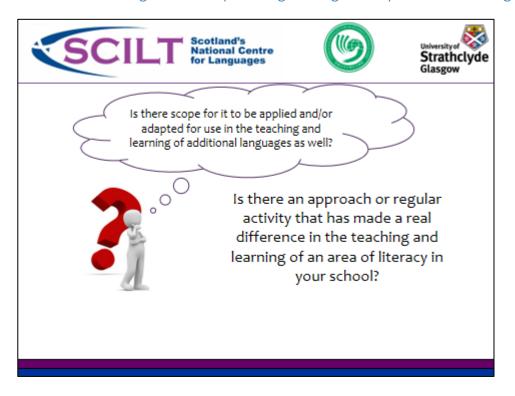
WLC SCILT Primary Professional Learning Partnership: Strengthening literacy skills across languages



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.

1. Identify your project aim.	What, who, why. 5 a day French – pick from a menu of activities and try to do it in/for 5 minutes. Increase teacher and children confidence through short, supported and regular target language activities.
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. Activities on menu trialled with P1 before Easter. Full pick g mix 5 a day menu to be piloted with P3. In other classes, explicit connections between grammar, punctuation etc in English and target language are made/explored as they pop up in the course of lessons. 5 a day is in addition to successful initiatives such as whole school Gruffalo target language book study as part of #ScotlandLovesLanguages focus in February.
3. Your self-evaluation process	Outline what evidence you gathered before/during/at the end, who from and what (you think) it shows. BEFORE: Google forms staff survey re: confidence and ability in French & Spanish. Plan to do a focus group with P3 before pilot to gauge feelings before and introduce 5 a day concept. AFTER: P3 focus group for feedback.
4. Challenges encountered thus far and the strategies you have used/will use to overcome these	Brief outline. Start small, trial in own class (P1) and pilot with enthusiastic class (P3). Activities modelled and demonstrated by Languages Lead and visiting S6 Languages Ambassador across the school and/or in drop-in sessions to support teacher confidence across the school. This addresses the uncertainty expressed in staff survey about how to use/incorporate resources/activities effectively in class.
5. Moving forward	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. Whole school roll out of 5 a day menu next session. As staff survey highlighted a lack of resources, aim is to stock up on more resources and apps. Include opportunities for feedback from pupils and staff. Hope to continue with S6 language ambassador.