



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.

<p>1. Identify your project aim.</p>	<p>What, who, why.</p> <p><i>Storytelling: transferable skills to support target language reading Other P5 class. Following on from successful French storytelling assembly.</i></p>
<p>2. Opportunities to strengthen links to literacy across languages.</p>	<p>Clearly identify how the project offers opportunities to transfer/strengthen literacy skills in the target language.</p> <p><i>Raise 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.</i></p>
<p>3. Your self-evaluation process</p>	<p>Outline what evidence you gathered before/during/at the end, who from and what (you think) it shows.</p> <p><i>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</i></p>
<p>4. Challenges encountered thus far and the strategies you have used/will use to overcome these</p>	<p>Brief outline.</p> <p><i>The time taken to pin down the focus of the project in the first instance.</i></p>
<p>5. Moving forward</p>	<p>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.</p> <p><i>Hope to share the project with her colleagues, 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.</i></p>