



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. Inspired by Word Boost, pilot a similar familiar approach to vocabulary/phrase building in target language to help develop staff confidence and embed Spanish across the school.</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. Transfer but extend the approach from word to phrase level with a phrase of the fortnight in Spanish to support target language skills and use in class. Disseminated across the school by P5-P7 languages ambassadors – their pronunciation skills as well as self-confidence from involvement in initiative. Written handout provided. Included in class Word Boost displays. Included on school blog to encourage use at home, by families.</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. BEFORE: Pupil questionnaire about experience of Word Boost for English vocabulary and thoughts on potential for similar approach for Spanish. Online, anonymous staff survey re: confidence and willingness to try this approach. AFTER: Repeat staff survey and pupil questionnaire to gauge changes in confidence, attitude.</p>
<p>4. Challenges encountered thus far and the strategies you have used/will use to overcome these</p>	<p>Brief outline. Insufficient time for meetings with P5-P7 language ambassadors to agree on 'phrase of the fortnight' so at the moment, decided by Languages Lead and rolled out by pupils. Need to check pronunciation with native Spanish speaker working in the school, include phonetic pronunciation on handout. [Suggestion not discussed on Teams – depending on tech availability, consider using QR code to link to audio file of native speaker?]</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. Possibly incorporate into a future Share, Play, Learn event and/or a family learning event across the cluster.</p>