

# Year 3 Spanish cross-curricular teaching strategies

With many thanks to Ana Chapela and Salusbury Primary School, London



- Starting the lesson with a familiar song creates a positive and friendly atmosphere. The use of actions makes the song inclusive for less confident speakers.
- Instructions in English on the slide reinforce information given in Spanish.
- The time allowed for an activity is measured on the slide.
- There is an IPC (International Primary Curriculum) class display for the children to say what they want to find out about their IPC unit of work\*, with information and pictures. Spanish animal vocabulary has been added to the display to reinforce language learning throughout the week (the photo above shows this).  
\*The units are based on themes that incorporate a range of subjects.
- A Talk Partners activity is used for the children to discuss why they are learning the topic (it's because it is linked to the IPC theme). This discussion helps children to recap on previous learning.
- There is explicit use of the Language Ladder to measure progress. The picture of the ladder helps learners to understand where they are and what they need to do in order to progress.
- The lesson revisits words from the previous week. The children have a good memory of the Spanish names of the rainforest animals, helped by the display on the wall.
- Gestures are used to clarify information, for example using hand movements to show the way a serpent moves. Children express meanings visually and physically to help memorisation. This is an inclusive strategy that helps all types of learners.

9. The meaning of vocabulary is checked in English, followed by a challenge game with children answering questions such as 'What does *arboles* mean?'
10. The content is supported by very good quality images, a strategy that is particularly helpful for those with less confident reading skills as well as EAL children (those learning English as an Additional Language).
11. The lesson includes interesting information, eg. that ants can carry ten times their weight. Children were given opportunities to share interesting facts they know about animals.
12. The class is excited when they beat the teacher in a game (a Speaking & Listening language game).
13. Gestures are used to explain an activity: first an example is shown in Spanish then it is clarified using a small amount of English.
14. Grammar points are revisited, in this case singular/plural and feminine/masculine words, but the geography subject content remains the main focus. The challenge activity for those who finished fast was grammar based, using a Carrol Diagram to sort animal names into four categories.
15. The children work in groups of three. Tasks are differentiated into three well-judged levels of challenge. The top groups write their own sentences, the middle groups glue them to the page and the least confident children do a noughts and crosses version.
16. Resources are adapted according to the class, taking notice of their specific needs.
17. Key words are underlined to support decoding.
18. The level of complexity of the language is manageable for the children, with long sentences used effectively.
19. In the plenary, a group is chosen to show their work at the front of the class and explain it in English. The teacher discusses the learning strategies used, the pupils correct a mistake and the class applauds them.
20. The lesson is well timed, allowing time for a few minutes of discussion before the end of the lesson.
21. The children sit down while the teacher tells them what they will do in the next lesson.
22. A Spanish monitor (one of the children) is chosen for the next week. Their role is to write the date in Spanish each day on the board.
23. The topic is related culturally to the Spanish language, and the importance of intercultural awareness is reflected in posters the children are making for the European Day of Languages.

