

Week 1 - drill the pronunciation of the text, don't change the language*

1. Teach reads aloud the text in chunks - with choral and individual repetition. Teach pauses to focus on pronunciation and 'pop up grammar'.
2. Pupils 'CUDDLE' the text. Blog post on how to CUDDLE here: <https://ilmfl.wordpress.com/2017/01/15/aides-memoire-1-cuddles/>
3. Pupils practice reading the text aloud in pairs or individually. You can play all sorts of 'pronunciation games' here, the classics like louder/quieter, say in a silly voice, competitions between sides of the class etc. Or more ideas here: <https://busyteacher.org/14855-7-fun-esl-games-to-practice-pronunciation.html>
4. Once you're sure all pupils can read the text text aloud with near perfect pronunciation, then you can more on to memorising the spelling of the text.

*Note: little to nothing will be written down during this week. Except the text will be stuck in exercise books and annotated (i.e. 'CUDDLED'ed). **See example attached of how you can CUDDLE in Spanish.**

Plus, notes on the 'pop up' grammar could also be noted down e.g. "oh look 'tienen' means 'they have', how do we say 'I have'? Let's all write down the verb 'tener' in our books....".

Or 'pop up' vocabulary e.g. "'lunes' means Monday, did you know it comes from the word 'luna' meaning 'moon'? Like Monday is Moon-Day. Let's write 'luna' in our books. Can we think of any other similar words?".

Or word lists could be written down to aide with pronunciation e.g. "'naranja' means 'orange', that 'j' is a different sound in Spanish as it is to English, what sound is it? Can we make a list of other Spanish words with this sound?'

Week 2 - memorise the spelling and the meaning...

1. Essentially you're 'testing' them to see if they really know the text, it's AfF really. You can do all sorts of things, just orally quiz them e.g. Teacher: "I have 10 years". Class: "Tengo 10 años.". Teacher: "Now, 'I have 10 years' that's not really what we say in English, Katie can you give a better translation?". Katie: "I am 10 years old. You could also use mini-whiteboards to quiz them. You could also use ICT etc. Quizlet, Quizizz, Kahoot, Textivate etc. Here's an example of a Quizlet from Michaela School where they've given them the first letter of each word to help them: https://quizlet.com/_1wbhu6
2. You're also going to get them to do some writing in their book. Starting off with some scaffolded translation, moving towards translating from memory. **See examples attached (not my work) or the sort of activities you could do.**
3. In terms of homework, you can ask them to 'self-quiz', attached is a bookmark showing them how to self-quiz.

Week 3 - adapt the text to introduce new language

1. Now, once they can say and write the teacher's text beautifully, they can start substituting and recycling to create their own texts. But, you need to model to them how to do this i.e. keep it quite controlled à la Gianfranco Conti.
2. This is where you can really go to town with games and exercises, here's a list of some of Gianfranco's activities: <https://gianfrancoconti.wordpress.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/> and another list here: <https://gianfrancoconti.wordpress.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/>

Then the assessment/assessed task at the end of the 3 weeks would either asking them to write a text of a similar length as the original on the same topic in exam conditions i.e. no resources to help. Or a 'surprise speaking' where you ask them the questions from the text (if the text was set out as a Q&A format. Here's an example from Michaela of a Q&A format: <https://ilmfl.files.wordpress.com/2017/04/y8-knowledge-grid-exemplar.pdf>.

Note: intermittent to all this would also be some listening and reading comprehension which would include some unseen vocabulary, because, well, that's the reality of the GCSE exam! These could be written by us, taken from the textbook, or taken from GCSE past papers. But when it comes to speaking and writing, I want there to be a huge amount of drilling, focus on accuracy, and modeling of how to substitute/recycle BEFORE students are expected to produce their own language.

My hope is that this approach will make languages feel easy/less scary for pupils as everything is so scaffolded and controlled by the teacher. This in term will make them feel like they're able to achieve. And if we think we can do something, we generally like it. Thus, hopefully making language lessons enjoyable for all kids, regardless of ability. It's the whole 'self-efficacy' stuff Gianfranco talks about.