

# Follow up No.1 – Additional Resources (KS2 Module 2- Speaking - SPANISH)

## Classroom Language For Pupils - Spanish

One of the objectives in the new Programme of Study for Languages at KS2 is:

‘engage in conversations; ask and answer questions; express opinions and respond to those of others; **seek clarification and help**’

The following suggestions give some ideas for ways in which you could encourage children in your class to ‘seek clarification and help’ in Spanish. To ensure progression, and to avoid overusing the same few phrases, there are suggestions for Lower Key Stage 2 and Upper Key Stage 2. However, please feel free to teach them in the order most appropriate for your pupils. These suggestions have been adapted from QCA KS2 Schemes of work for Spanish.

### Lower Key Stage 2

- Ask children if they know what the phrase *por favor* might mean, which they will have heard you using. Explain that it means ‘please’ and ask children to practise the phrase. Tell them that if they would like to ask you a question or get your attention they can say *Por favor Señor/Señora/Señorita*. Practise the phrase together and encourage children to use it during the next few language lessons.
- Teach the phrase *Repita por favor* if children would like you to repeat a phrase they didn’t understand. Use a puppet to model this and then practise the phrase as a whole class. Encourage children to use it during language lessons.
- When giving instructions to the children for games, use the question *¿Está bien?* to check understanding and encourage children to reply with *Está bien* if they do understand and *No* if they don’t. Using a ‘thumbs up’ gesture to accompany *Está bien* will help children understand how to use it. Continue using the question in language lessons to check understanding and encourage children to respond with *Está bien* or *No*.
- Teaching children some simple language for playing games. For example how to say ‘my go’ and ‘your go’. Using a large foam dice, say *‘me toca a mí’* before throwing the dice and *‘te toca a tí’* when passing it on. When the dice has passed around the circle, say *‘¡terminado!’* (finished). What do children think this means? Practise saying *¡terminado!*
- Tell children that if they would like you to slow down, they can say *Hable más despacio, por favor* (Speak more slowly please) Another useful phrase for children is *Hablad más fuerte por favor* (Speak more loudly please) This is

what the teacher would say to all of the children in the class. If a child, or children, wants the teacher to speak more loudly, they would say, *Hable más fuerte, por favor*.

- Introduce *¿Perdón Señora/Señor?* and practise as a whole class. Continue asking individual children questions, but do so in a very quiet and/or unclear way and encourage them to ask for clarification using any of the phrases you have practised.

## Upper Key Stage 2

- When practising writing sentences, take the opportunity to deliberately make a sentence containing a mistake. Ask the class *¿Es correcta esta frase?* Is this sentence right? Invite children to explain why / why not. Explain that they can use this question when writing, if they want to check something with a partner or with the teacher. During writing activities, give pairs of children a mini white board and let them work in pairs to complete their sentence. Ask children to show their mini whiteboards to another pair and check their answers. Encourage them to use the question *¿Es correcta esta frase?*
- Teach the question *¿cómo se escribe?* (How do you spell that?) Begin by modelling it yourself with a familiar word, e.g. *El fútbol, ¿cómo se escribe?* and by spelling it out in Spanish as you write it on the board. Then ask children to listen and repeat as you say the question. Repeat a number of times as you clap the syllables. Ask children when they might use this question and encourage them to use it frequently.
- If children are unsure of a **word** the phrase *¿Cómo se dice ..... en español?* (How do you say that in Spanish) will be helpful.
- When reading new words aloud, children may be unsure of how to pronounce them. Explain that they can ask you the question *¿Cómo se pronuncia?* If they would like you to say the word for them. Remember to practise the question as a class first.
- Knowing how to say *No entiendo* (I don't understand) and *otra vez, por favor* (again please) will also be useful.
- Ask children if they can remember how to say 'I would like' (*Quisiera*) and teach *Quisiera decir/escribir*

