Transcript: **TRG 3.4 Spanish Showcase**

Length of Talk: 17:35 minutes

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Slide 1:

Welcome to this showcase of differentiation with the Spanish SoW.

We will explore teaching activities from Y7 Spanish Term 3.2 weeks 4-5 and 7, looking at supporting lower proficiency learners through differentiation by support, task and outcome.

Slide 2:

The main aim of weeks 4-5 and 7 is to teach and consolidate the verb 'ir' in present tense in singular persons and in first person plural to use this as a platform to then go on to teach and consolidate 'ir a' +infinitive to express future.

This goes towards ensuring that students acquire a good verb lexicon.

This is essential so that they can understand and create interesting sentences and so that they have a solid bank of verbs which can be manipulated, over the coming months and years, for different persons, numbers, tenses, moods, and aspects.

Slide 3:

This is the excerpt from the Scheme of Work.

Initially, we list three subparts (*voy, vas*, and *va*). After initial practice of pairs of features, gradually, activities incorporate more than two features.

Week 5 introduces *vamos*, from where pairs of meanings are juxtaposed in different combinations, ensuring that features are revisited and reinforced. In lesson 2 we see the first teaching of 'ir a' + infinitive to express future.

Week 7 is a revision week. Lesson 2 concentrates on revisiting 'ir' for habitual actions and 'ir a' +infinitive to express future.

Slide 4:

Now that we have seen how progression is built in across a series of weeks, let's now look in closer detail at differentiation to support lower proficiency learners within the resources themselves, in particular starting with week 4 of T3.2

Slide 5:

We will start by looking in detail at week 4, the first week of learning singular persons of the verb 'ir' in present tense.

To support students' understanding of this verb, where retention is weak, teachers could make use of the Y7 Language Guides in class.

If students are not able to readily recall meanings, they can be directed to pages 43-44.

This supports the input and production activities across the pair of lessons for weeks 4 and 5, plus the recap on this grammar point in week 7.

How Language Guides plus Knowledge Organisers and vocab lists can be used most effectively to help promote recall will be discussed on slide 32, as we come to look in more detail at specific teaching activities.

Slide 6:

This is the first lesson where students are introduced to the verb 'ir'.

In this lesson, consistent with the principle of avoiding introducing too much too soon, the pair of features focussed on here is first person singular and third person singular.

Slide 7:

Before we move on, some teachers within the network report they find it useful when differentiating for lower proficiency learners to use an even further simplified grammar explanation slide, such as this, to minimise written language.

Slide 8:

Ahead of the listening and reading input activities, an opportunity is offered, after the explicit grammar explanation to reinforce these two specific verb forms.

Acquiring a good verb lexicon is essential, as we have said, hence the attention given to the highly frequent verb 'ir' and will be particularly beneficial to lower proficiency learners.

Slide 9:

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Slide 13:

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Slide 14:

Now that we have seen ways of differentiating by support, let's now look at differentiation by task type to support lower proficiency learners.

This is specifically lesson 1 of Y7 Term 3.2 week 4, and is the reading activity which follows the previous grammar explanation.

Slide 15:

This reading activity offers many layers of differentiation.

The primary focus is on practising the newly introduced 1st and 3rd person singular forms of the verb 'ir'.

Students could be asked to complete the first part only- identify who is performing the action.

With a mixed ability class, keep the slide as is, to include both support and challenge options.

With a setted group, simplify the slide if you feel this would help.

Gauge with your groups how to explain the different levels of challenge within the activity.

Some students feel reassured by having a simplified option, others enjoy giving the challenge a go.

You will know how best to set this up.

Teachers could consider asking students to mark their work in three sets, to allow students to feel successful and give the teacher an indication of how students did with the three aspects of the task.

Slide 16:

Here is one example of what a simplified version might look like, adapting the task to focusing on the primary learning point of first and third persons of the verb 'ir'.

This is the most simplified version of the task, whilst remaining working at sentence level.

Slide 17:

After the feedback, teachers could follow this up with low stakes oral questioning to develop a greater understanding of the sentences.
To further exploit comprehension, the teacher could ask follow up questions e.g. east of where?, which neighbourhood? etc.
Oral questioning removes potential literacy barriers.
Questions such as 'Did anyone pick up on when? could also help challenge where appropriate in a swift and appropriate manner.

Slide 18

If teachers want to use this as an activity to:

1) practise 'ir' and

2) practise 'al' vs. 'a la', here is how an adapted slide could look.

Students give the person of the verb and if they can, identify the place as well.

That way, the secondary learning point is seen as a bonus.

Highlighting the verb in Spanish as part of the feedback may help here, given the dual grammar focus.
Giving the genders of the nouns in a 'help' box would support the processing of 'al' vs. 'a la'.

This reduces cognitive load by having students focus on the grammar connection 'al' / 'a la' rather than the vocabulary simultaneously.

Once the grammar points have been dealt with, vocabulary can be exploited as a second step to this exercise. (See next slide)

Slide 19:

Give students 1-2 minutes' thinking time in pairs to translate the underlined parts of each sentence, eliciting extra information orally as appropriate during the feedback.

Oral questioning helps maintain a swift pace, removes any literacy barriers whilst still exploiting all the options this task has to offer.

Preserve the 'attempt to recall' but then prompt students to use their vocab lists/Learning Guides/Knowledge Organisers if they cannot readily recall any vocabulary items.

Slide 32 discusses ways in detail of how to make most effective use of such in-class aids.

Slide 20:

Before moving on, just to reference here 3.2.5 lesson 1 to show the progression – after plenty of practice, activities incorporate more that two features, but modelled in advance and again with multiple layers of differentiation offered as previously explored.

Slide 21:

Here is the activity in full for reference.

Slide 22:

Here we can see how learning steadily moves on to incorporate practice of the four forms of 'ir' learnt so far, combined with a further opportunity to practise al vs. a la.

Note in the teacher notes below that this follows on from a listening activity where all the places required for this task have been heard.

If the whole class requires it, the Spanish words for the places could be on screen (again, to focus on the grammar connection al / a la rather than the vocabulary simultaneously).
Or the place vocabulary could be prompted by a first letter, which often is sufficient as a memory trigger.

Slide 23:

Again, included here to show progression, this task is from 3.2.5 lesson 2.

This listening practice offers valuable input practice of the two grammar foci:

the four forms of the verb 'ir' learnt so far

combined with further practice of al vs. a la.

To support lower proficiency learners, the place vocabulary could be again prompted by a first letter.

Slide 24:

A reinforcement activity is included to allow students further production practice, now at sentence level.

This builds on the listening activity and offers highly scaffolded production practice as an interim step ahead of freer production practice activities to follow.

These types of activity support lower proficiency learners to consolidate their knowledge of these grammatical structures.

With higher proficiency groups, this interim step may not be needed.

Teachers could progress directly onto the freer production activities.

Slide 25:

Now onto differentiation by outcome.

Slide 26:

This is the speaking task from 3.2.4 lesson one.

Here we have the instructions being modelled by of use of a worked example.

Let's take a closer look at the speaking cards.

Slide 27:

The lexical information (where and when each person goes) is given in Spanish to the person speaking.
This reduces the lexical cognitive load to focus on the grammar (choosing whether to say 'voy' or 'va' and 'al' or 'a la').
Incidentally, it also prevents copying, since the listener is expected to write the English.

It's in lesson 2, the person speaking will be expected to produce the sentence in Spanish, based on an English prompt.

In this task, the speaker says everything; three details in total.

Differentiation by outcome allows partners to understand one, two or three pieces of information.

Slide 28:

Here is the answer slide for reference.

Slide 29:

One particular activity in this sequence of learning taken from Term 3.2, from week 7, a revision week, offers sentence level production tasks, in question and answer format, to consolidate grammar features learnt across weeks 4 and 5 of this sequence.
In order to support lower proficiency, differentiation here can be offered by support, task and outcome.

Slide 30:

This final activity as part of the revision lesson brings together students' learning on 'ir' for habitual actions in present and future plans.
You will see from the teacher notes below that this activity can be used to reinforce a number of other grammar features, as well as offering the opportunity to recycle vocabulary.
If we first look at differentiation by support, a help slide is shown on the next slide that could be used by students alongside this activity, to act as an in-class aid for vocabulary and grammar explanations.

Slide 31:

To promote recall, rather than having the sheet on the desk for constant referral and in order to maintain a degree of challenge, students could be asked to have this help sheet face down on their desks and that they try to remember vocab items and grammar rules before they check the sheet.
Once checked, they should turn the sheet back over.
Another way to make use of this sheet would be to ask students to read the sheet for 2 minutes ahead of the activity as a quick refresh, either asking students to make no further reference to it, or limiting the number of times the sheet could be referred to ('lifeline' style).

These methods could be particularly useful for mixed ability groups where various levels of challenge are required to meet the span of ability across the group.

Where students' retention is very poor, then allowing the sheet to be referred to throughout may be of benefit.
Remember though that some 'attempt to recall' is needed to strengthen memory, so it may be better to reduce the number of items students are required to produce, and instruct them to repeat the task, with less support each time. i.e. whilst others produced 4 questions and answers, they produce 1 or 2, several times, referring to the sheet initially, then reducing their own reference to it.

Slide 32:

Now differentiation by task (and support if necessary).

Here is what the task could look like in its simplest form to concentrate on the verb 'ir' only.

Students still have to firstly identify the tense required, then produce the verb accordingly.

During the feedback, the focus on asking students to raise their voice in the question is still possible, rather than asking students to produce the verb alone.

The support sheet could also be used alongside if necessary, in the ways previously described.

Slide 33:

Should teachers want the focus to be twofold – the verb 'ir' and al vs. a la, this is a possible option.

Again, allowing use of the support sheet where appropriate in the ways discussed on slide 31.

Slide 34:

Here we combine differentiation by support, task and outcome.

Breaking the task down in this way allows the teacher to make increased use of modelling and thinking out loud strategies to scaffold students' thinking before they complete each set of questions and answers.
The vocab and grammar supports are also included on the slide for easy reference during the 'thinking out loud' stage.
The slide is currently set up so these disappear, so that students are compelled to produce the answers from memory.
Where appropriate for some students, the support sheet could be used.
Naturally, given the multiple grammar foci of these sentences, students will produce answers to a greater of lesser degree of accuracy.
Teachers could consider using a points system for scoring (or at least stimulate reflection in the feedback without answers needing to be either right or wrong) - i.e. points for the correct verbs, correct use of al vs. a la, correct vocabulary, correct adjective agreement, correct use of negative no, correct use of mi/mis etc.
This would allow students to articulate their success and areas for development at the end of the activity.

Slide 35:

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Slide 36:

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Slide 37:

No audio.

Slide 38:

Here we will see how one school who are using the NCELP Spanish SoW with Year 7 have adapted teaching activities for lower proficiency learners.

Slide 39:

Here is the original activity for reference, taken from Y7 T3.2 W7 (lesson 2).

Slide 40:

Here we can see that:

1) the content of the text has been pared back

2) the verbs have been highlighted

3) the task has been spilt into two stages – firstly asking students to concentrate on present tense, as seen on this slide. Students then concentrate on future tense on the next slide.

Slide 41:

This is the second part of the task which asks students to concentrate on future tense.

Even though some content has been removed, students will still work at paragraph level.

The highlighting helps draw students' attention to the key verbs, yet they are still being required to identify present vs. future tense constructions.

Breaking the task down into two stages in this way will make the task more manageable.

Kind thanks to Blanca Roman, ST at Sir William Borlase's Grammar School for providing this example.