Clothes Game

Context

This class is practising language for clothes in Spanish with a British Council Foreign Language Assistant. They play a game in which they respond to sentences which contain colours and agreements, using the verb llevar. When they are ready, children take the role of the teacher and compose sentences describing what people are wearing.

Exploration

By using a clear, progressive sequence of activities the teacher ensures that children develop confidence in Oracy at their own pace. This is a more effective strategy than asking children direct questions at the beginning of the lesson. Children need time to assimilate language, so listening games such as this are important parts of the language teaching repertoire. Children hear and respond to a good model from the assistant. By listening to several examples of the same pattern of sentences, they come to conclusions about the structure of the sentence and about adjectival agreements. When they are ready, they volunteer to take the role of the teacher and say the sentences themselves, using adjectival agreements correctly. The use of an enjoyable, competitive game for this activity ensures good motivation to participate and learn. The pictures on the interactive whiteboard ensure a clear, colourful focus of attention which makes meanings clear and helps children remember the language.

Links to the KS2 Framework

The children:
• recognise and respond to sound patterns and words
• perform simple communicative tasks using single words, phrases and short sentences
• listen attentively and understand instructions, everyday classroom language and praise words
• listen for specific words and phrases
O 3.2   O 3.3   O 3.4   O 4.2
Oracy 3.2
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• recognise questions forms
• manipulate language by changing an element in a sentence
• apply knowledge of rules when building sentences
• recognise and apply simple agreements, singular and plural

• hear word classes
• recognise typical conventions of word order in the language
KAL
Knowledge about Language
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• use context and previous knowledge to determine meaning and pronunciation
• plan and prepare a language activity
• look at the face of the person speaking and listen attentively
• apply grammatical knowledge to make sentences
• look and listen for aural clues
LLS
Planning, analysing and evaluating ways of learning
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Communicating, Understanding and Being understood
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Applying Prior Knowledge
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Next steps

Children will be able to recognise these sentences in written form and begin to write using a model.
• read and understand a range of familiar written phrases
• write simple words and phrases using a model and some words from memory
L 4.1   L 4.4
Literacy 4.1
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They could be given the opportunity to apply adjectival agreements to familiar language on another subject.
• recognise and apply simple agreements (e.g. gender, singular, plural)
KAL
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The class might discuss with the assistant and their teacher the types of clothes which children of their age wear in Spain and other Spanish speaking countries. They might compose descriptions of their school uniform and develop questions to send to children in a partner school.
• learn about festivals and celebrations in different cultures
• know about some aspects of everyday life and compare them to their own
IU 4.1   IU 4.2
Intercultural Understanding 4.1
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Intercultural Understanding 4.2
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Development

• With a colleague, list other games which you could use to develop listening and speaking skills, using the sequence of listening first then speaking when ready.
• How might the class teacher follow up the work of the assistant?
• Are there ways of sharing this work electronically with children in a partner school?
• How else might this activity lead to development of intercultural understanding?