

## Greeting 2

### Context

These children are in the very early stages of learning Spanish. A native speaker Language Assistant provides an excellent model for children to copy. She teaches them a song, designed to help them remember a simple conversation when meeting someone.

### Exploration

A Language Assistant has introduced a chant to practise a conversation used when greeting someone. The model provided by a native speaker ensures correct pronunciation and intonation. When the Language Assistant is not there, the class teacher can follow up this work by practising the language daily. Young learners need to practise language at regular and frequent intervals throughout the week. Using the language every day makes it easier to learn and remember, and reinforces and consolidates their learning. If lessons are held only once or twice a week, children may forget and teachers need to repeat work often. Integrating the language into the school day is, therefore, a good use of time. It is important for young children to have as good a model of pronunciation as possible to copy, as they are excellent mimics. Models can be provided by a native speaker or by songs and language recorded on CDs or DVDs. This enjoyable and routine activity provides an enjoyable and effective way of remembering greetings and a simple conversation. Putting words to rhythm aids memorisation and the catchy nature of the tune will ensure that children recall the language easily.

... languages should be integrated into the curriculum rather than being seen as a bolt-on extra.'

Piece by Piece

- implementing the National Languages Strategy,
- DfES/CILT 2004

### Links to the KS2 Framework

The children:

- listen and respond to simple rhymes, stories and songs
- perform simple communicative tasks using single words, phrases and short sentences
- memorise and present a short spoken text

O 3.3 O 3.4 O 4.1

[Oracy 3.1](#)

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- imitate pronunciation
- recognise conventions of politeness

KAL

[Knowledge about Language](#)

Pages 79-83

- look at the face of the person speaking and listen attentively

LLS

[Language Learning Strategies: Communicating: understanding and being understood](#)

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### Next steps

Children could practise the greetings on a daily basis with their class teacher. They might develop the conversation further to include language about the weather, days of the week and what they are going to do on that day. This gives them the opportunity to ask and answer questions on several topics

O 4.4

[Oracy 4.4](#)

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When totally familiar with the spoken versions of the questions and answers children might read from words and short texts on wall displays or a whiteboard and then write some of the words and phrases.

L 3.1 L 3.2 L 3.3

[Literacy 3.1](#)

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Children could question the native speaker Assistant about aspects of everyday life in France, comparing with theirs at home.

IU 3.2 IU 3.3 IU 3.4 IU 4.1 IU4.2

[Intercultural Understanding 3.2](#)

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### Development

- A native speaker model is ideal for young children to copy. Without the help of a Language Assistant, how might you provide this good model for your class? Investigate and share with colleagues CDs or DVDs containing songs, conversations and model language.



- How might you build on this language, using progression in the KS2 Framework? Look at the Overview pages for the strands of the Framework on pages 67- 73.

Overview of Oracy: pages 67-70

Overview of Literacy: pages 71-74

Overview of Intercultural Understanding: pages 75-77

Overview of Knowledge about Language: pages 79-84

Overview of Language Learning Strategies: pages 85-90

[Oracy Overview](#)

[Literacy Overview](#)

[Intercultural Understanding Overview](#)

[KAL Overview](#)

[LLS Overview](#)

Using language for daily routines is one way of making language learning part of the school curriculum. It also helps when finding time to fit language teaching and learning into the school day. On what other occasions during the day could you present and practise language, e.g. assemblies, circle time, lunch time, playtime, PSHE, cross-curricular work?