

Reception Colours

Context

These young learners practise asking and answering a question about colours in Spanish. They sing a song and perform actions while standing on a little stage in the school hall.

Exploration

These children are fortunate to have a native speaker voice to copy, ensuring accurate pronunciation from the outset. The actions to the song help children remember the language and ensure that everyone in the class is involved. If children are unsure, they can look at their neighbour or at the teacher. Singing the action song helps children learn faster and increases motivation. Teaching methods which involve rhythm, music and actions motivate and involve all children. By singing and performing actions, they listen, respond and repeat in a way which helps them remember and is enjoyable. Songs learned as children help to educate children's ear to the sounds and patterns of the new language and are remembered for the rest of their lives. Younger learners should use the language on a daily basis, so that they can recall the new language easily. If the language teacher visits only once a week, then the class teacher will be able to follow up her work for short periods during the school day. Activities particularly suited to very young learners include:

- Finger rhymes and songs, speaking in chorus
- Recognising a familiar word or phrase and giving a physical response
- Listening to language spoken by other children in the class
- Drama activities
- Big books, listening to stories from dual language books
- Games - circle games, pass an object round, simple paired conversations

Links to the KS2 Framework

Children:

- listen and respond to simple rhymes, stories and songs
- recognise and respond to sound patterns and words
- listen attentively and understand instructions, everyday classroom language and praise words

O3.1 O3.2 O3.4

[Oracy 3.1](#)

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- identify specific sounds, phonemes and words
- recognise question forms

KAL

[Knowledge about Language](#)

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- look at the face of the teacher and listen attentively
- imitate the production of sounds
- use actions and rhymes to aid memorisation
- use gestures to show they understand
- remember rhyming words

LLS

[Communicating, Understanding and Being Understood](#)

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[Memorising](#)

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- make direct or indirect contact with the country/countries where the language is spoken

IU3.4

[Intercultural Understanding 3.4](#)

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Next steps

The class teacher can follow up the work of the Assistant by practising the song and reminding children of the language they have just learnt. Children might practise the song in pairs, inside and outside the classroom and with their class teacher.

- practise with a friend
- try to use the language outside of the classroom

LLS

[Practising language](#)

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Children could perform the song for a friendly audience, e.g. another teacher or class or in an assembly. They might learn a traditional Spanish song.

- memorise and present a short spoken text

[O4.1](#)

Oracy 4.1

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The class might make a digital recording of the song to send to a partner school and receive a song back in return or post as a podcast and receive comments. Children could question the native speaker about aspects of everyday life in Spain or Spanish speaking countries, comparing with their way of life at home.

- make indirect or direct contact with the country/countries where the language is spoken.

IU3.4
[Intercultural Understanding 3.4](#)

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Development

- Investigate ways of bringing a native speaker voice into your classroom. It may be possible to share an assistant with a local school, use videos or CDs or sound and digital pictures received via e-mail from a partner school abroad.
- Adapt an aspect of your scheme of work for music to include language learning.
- Extend your repertoire of activities by looking at other sub themes of the Primary Languages website under the main heading of Active Learning.
- The Teaching Activities sections of the KS2 Framework contain numerous activities using songs, rhymes and actions. While the activities are linked to specific stages in the Framework, many can be re-used in different years, e.g. using Year 3 activities in Year 5.

KS2 Framework Teaching Activities

[Year 3 Teaching Activities](#)

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[Year 4 Teaching Activities](#)

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[Year 5 Teaching Activities](#)

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[Year 6 Teaching Activities](#)

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