



Handing over

Gosforth Academy

East Middle

Central Middle

Junior High

Archbishop Runcie First

Archibald First

Broadway East First

Dinnington First

Gosforth Park First

Grange First

Regent Farm First

South Gosforth First

Challenge: teachers had little or no knowledge of the target language and most lacked confidence

Objectives

- to teach first school teachers Italian or German
- to support teachers in their delivery of the language
- to involve teaching assistants in the training
- to incorporate teachers' expertise in KS2 pedagogy
- to maximise the use of the target language
- to help teachers to understand the importance of CLIL
- to support the integration of CLIL in the KS2 curriculum



**5 first schools
chose Italian**

**3 first schools chose
German**



We wanted:

- to develop a coherent, consistent teaching approach
- all years 3 and 4 pupils to have the same exposure
- all years 3 and 4 to experience high quality language provision
- schools to embed the teaching of languages
- schools to lay the groundwork for a smooth transition in the pyramid

So we:

- provided INSET sessions on the KS2 framework and CLIL
- organised collaborative group sessions
- participated in joint planning exercises
- shared ideas and resources in sessions and on our blog
- involved a variety of colleagues (teaching assistants were invaluable)



Designated as a Language College in 1996 and now an Academy, where languages continue to be promoted.

First school teachers followed a course of 10 language lessons, delivered by German and Italian nationals. They wish to continue their language learning to accreditation and will start their GCSE courses in September 2011.



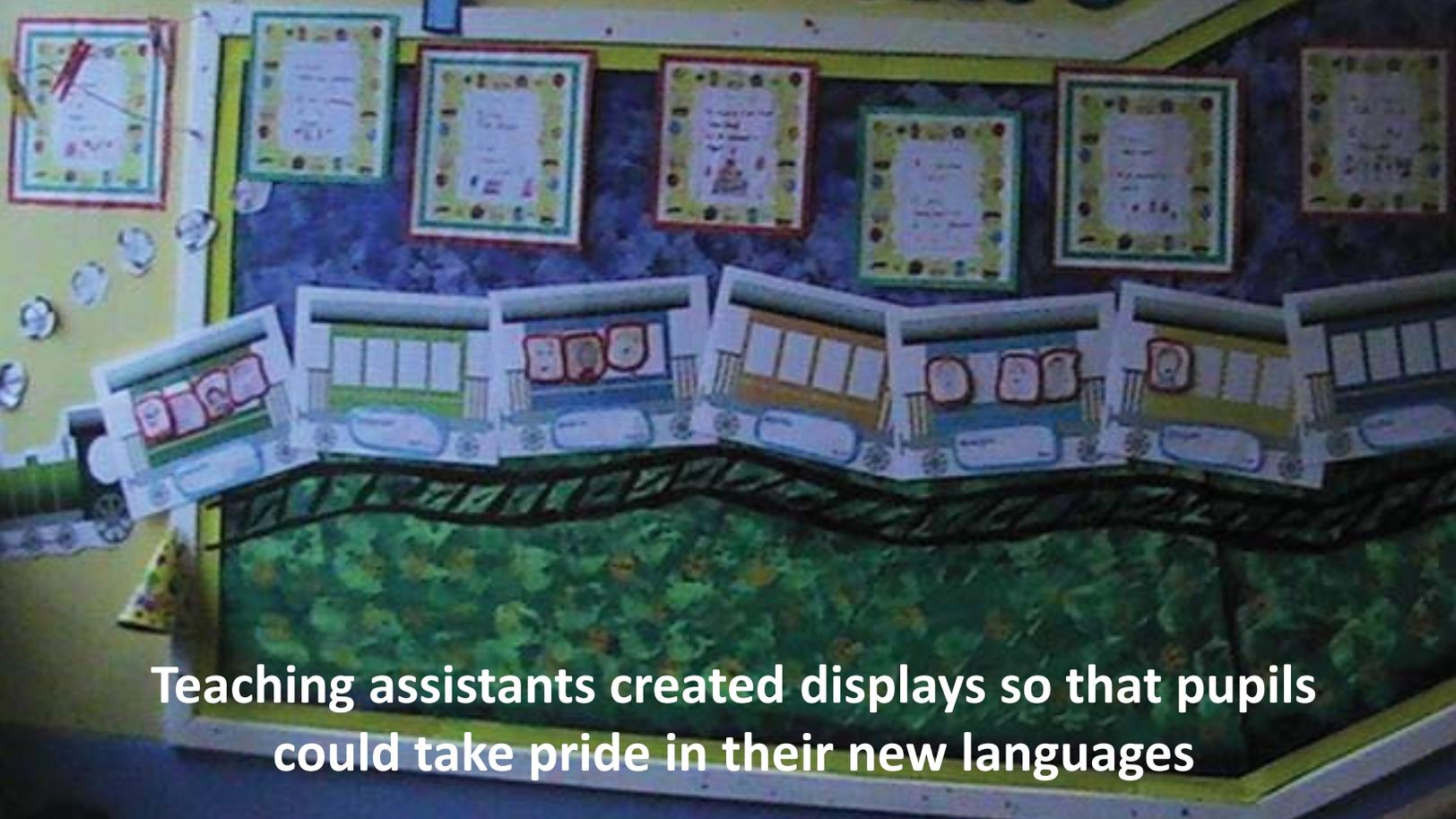
Gosforth Academy

We needed a Scheme of Work for a coherent, consistent teaching approach so that all pupils in Years 3 and 4 would enjoy high quality language provision.

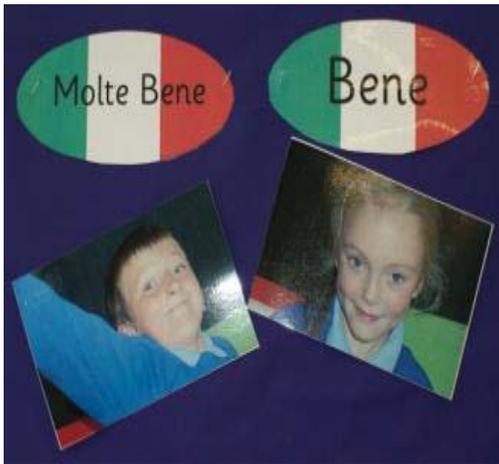


During INSET, teachers used QCA Key Stage Two schemes of work for German and Italian as a basis for their pupils' study, sharing ideas for the addition of enjoyable activities and cultural enrichment.

Esploriamo i no



Teaching assistants created displays so that pupils could take pride in their new languages



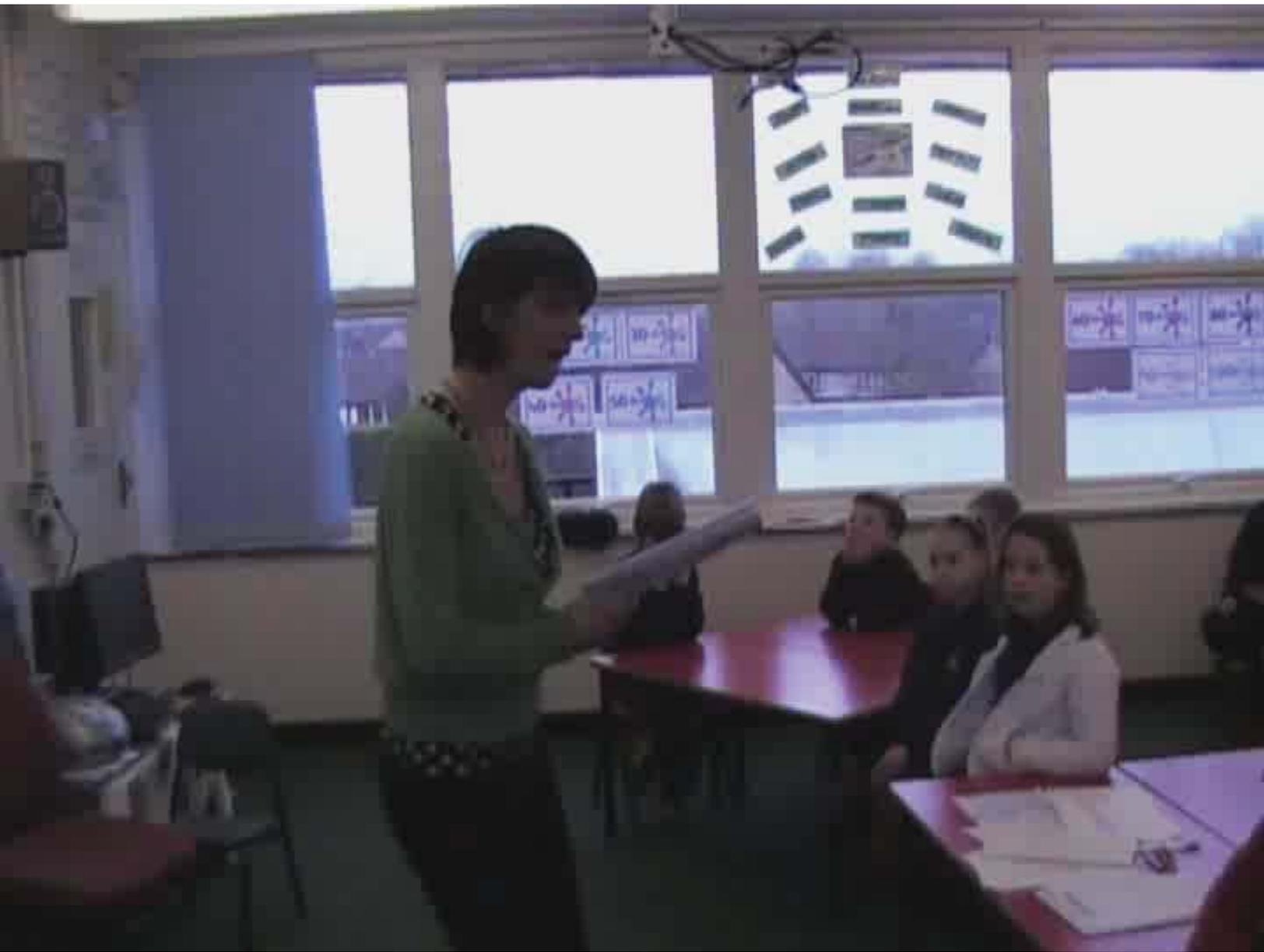
- Teachers and pupils produced displays, some of which they downloaded from the Internet.
- They placed materials for language learning alongside their displays for other curriculum areas and talked about different languages.
- Teachers and pupils used them regularly as an aide mémoire.



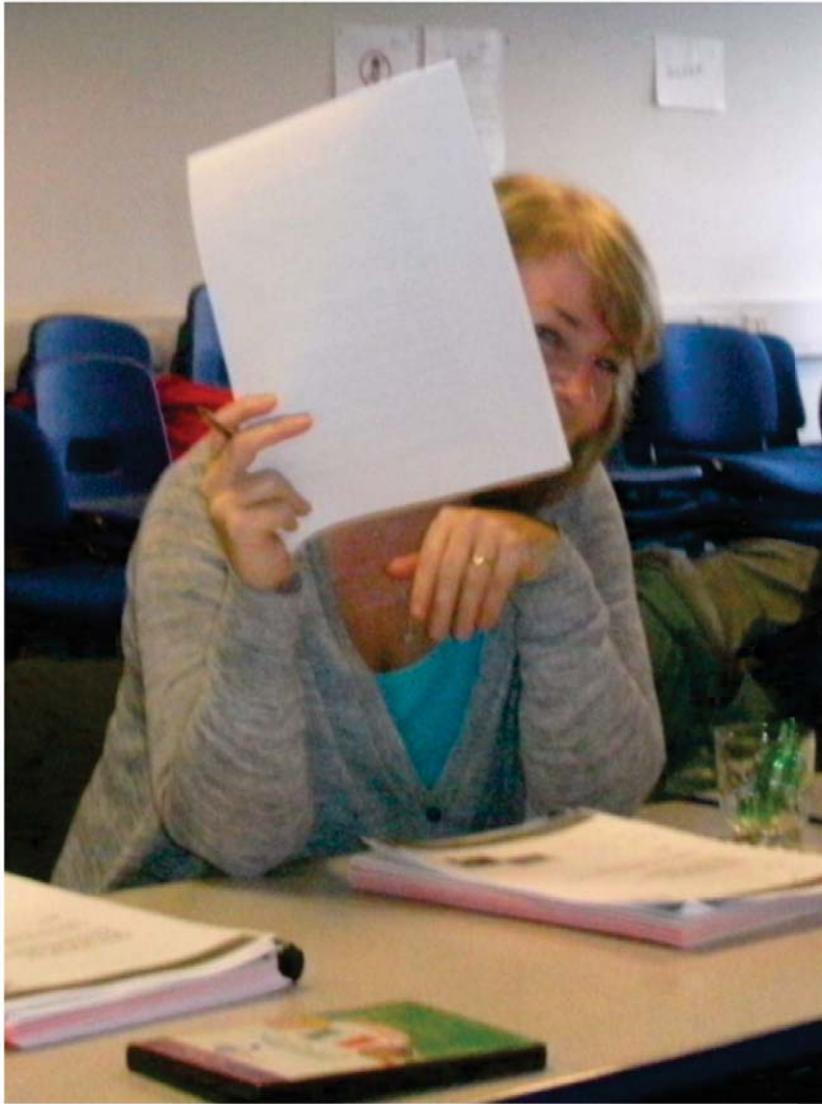
Building confidence

- teachers practised the language being taught through participation in the pupils' lessons
- they had access to a range of resources and materials
- they used CDs, songs, stories and web sites
- active participation in language learning provided enjoyment for teachers and pupils
- teachers engaged and motivated pupils in learning about a different culture









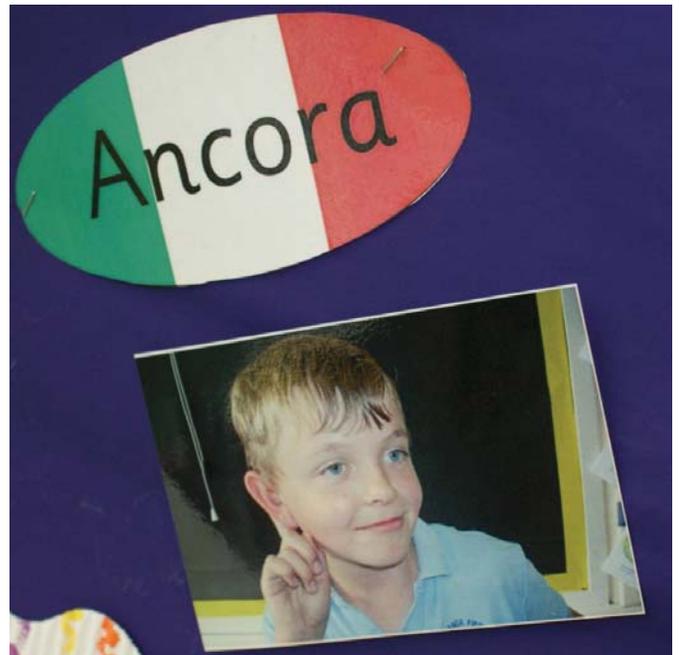
Pam's story



Teachers who had earlier lacked confidence gradually took over the delivery and practice of the language.

Spontaneous use of language

There was a perceptible increase in spontaneous use of language, like “ancora / nochmal”; “più forte / lauter”; “bravo / gut”; spontaneous singing of birthday songs plus greeting and talking to teachers and peers in the target language.





Pupils saw patterns and applied linguistic knowledge to other situations such as pronunciation and capital letters for nouns in German. The pupils really developed a sense of confidence and felt successful in their language learning.

