

Whole School and classroom approaches to successful language integration

- Use greetings with children other than language lessons, in the classroom or on the playground.
- Exploit phonics and make constant links with what you are learning – have images of the actions on a display.
- Use some greetings in assemblies or have a language assembly once a month, use songs or focus on a cultural aspect that can be delivered in English for less confident staff. This could be done as a virtual assembly and shown across the school in classrooms.
- Subject leaders should support staff and provide signals and sign posting to resources, ideas and helpful language support. Language support sessions could be offered on a fortnightly basis for example via the subject leader or a 5 minute slot in a staff meeting.
- Share the expectations of learning a language with all staff and the whole school – it is compulsory and should be delivered (sometimes this is not clear). Be explicit about the time which should be spent on languages (KS2 45minutes to 1 hour).
- Celebrate special times in the year, festivals unique to the country of the language studied. Look at how Christmas and Easter are celebrated in France and Spain and also in other French and Spanish speaking places around the world. Build a child's cultural capital!
- Use food as a focus, make something linked to the language you are studying, have a French breakfast or try some Spanish tapas, use it to excite and inspire the children. If real food cannot be made due to allergy or other restrictions, make craft cardboard versions and give children recipes which they could make at home.
- Use music and songs from the country/countries, play as children arrive in the classroom in the morning or as a calming background noise to other more creative lessons such as art.
- Share the children's own experiences of holidays and places they have visited, ask them to bring in photographs or leaflets or empty packaging from food packets from a holiday for example.
- Make language meaningful, share with children why we learn languages, why might languages be useful to them in the future. Invite somebody from local or national

business where languages are a focus. Sell the benefits of language learning at a young age.

- Use languages in PE to learn numbers and colours and simple commands, use a Spanish, German or French song as part of the PE lesson for fitness or dance
- Make explicit links in language lessons with Literacy you are learning and make comparisons. This is particularly true of learning grammar in the target language.
- Inspire your staff and have a special Spanish, German or French themed lunch on a monthly basis. Ask people to bring food into school and join in or have a virtual lunch and share what you have brought in via Zoom in different classrooms.
- Link in Spanish or French/German artists into art within the curriculum.
- Encourage all the staff to write the date on the board each day in French/Spanish or German (if teaching German) or ask staff to show children the format and it is a child's job each day.
- Set up the classroom like a French, German or Spanish café.
- Use film clips, adverts and cartoons in the target language – the internet is your oyster!
- Encourage some language in your KS1 classes, no additional time needed just playing and sharing songs with these children is enough.
- Celebrate Literature, make some books in French/Spanish/German available to the children.
- Share with the children other countries which speak the target language you are studying.
- Displays can be very powerful, encourage all classes to have similar key things displayed for example colours, numbers, question starters, key vocabulary.
- Show progression by labelling one of your other displays you have in the classroom with the target language for example a Science display and translate this with a quick set of

labels, you are expanding the children's vocabulary and also sentence building capability if you include a translation of questions.

- Re-visit key vocabulary and greetings at the start of lessons regularly as these key things are what the children often forget.
- Have a 'Phrase of the fortnight and phonic focus' use children to help you to distribute a new phrase for teachers to display every 2 weeks or if this is too all encompassing, do it monthly.
- Use games with the children, card swapping with key vocabulary, throwing a bean bag or soft ball to ask and answer questions, Lotto (Bingo), translation race game (show the children ten things to translate and first pair to get all recorded win), human sentences (ask children to hold up words on card/white boards to create human sentences in the target language). A lot of these things can be done from a board or by asking the children to hold things up individually if games and swapping or objects is limited.
- Use dictionaries and word banks and give children some words in the target language to try and work out using either language detective skills as well as the dictionary.
- Use objects, leaflets, empty food packets in the target language or even a few euro coins to inspire the children.
- Focus on 'Thinking skills' – this can be achieved by providing the children with something but not giving instructions for example with Y3 children you might give them a set of cards with the words for the colours and a set of objects plus other word cards. The idea is that the children have to match the label with the correct colour object and then use the word cards to create a sentence (you will have already taught colours perhaps a few weeks prior to this).
- Label things throughout your school in the target language you are learning, for example the toilets, the staff room, the hall, the library.
- Have some after school family workshops for parents and children to demonstrate how we learn languages or have a one off special themed evening for parents and children.

- Liaise with your secondary feeder school, create a rapport, offer to visit and ask to observe some Year 7 lessons – this can give you an idea of what you need to be working towards. Ask them to visit you.
- Create a central display in your school to show visitors that you are learning a language, this might be interactive for example a map of the country for the language you are learning with places your children have been or perhaps places teachers have been (this always fascinates children).
- Have an instructional lesson in the target language which produces something for example deliver a whole lesson in French with simple instructions to make a French Christmas card.
- Encourage the children to use actions to show understanding, particularly for less confident or shy language learners – they often understand more than you think.
- Use a whole class approach to speaking or put children in small groups – this can help speaking in the target language feel more comfortable rather than one or two children speaking in front of the whole class.
- Make books with the children over the course of a few lessons.
- Use stories the children already will know well in English for example fairy tales and traditional tales.
- Use the idea of theme parks – there are super examples in Spain and France and there will be children that do not get to visit these places but you can bring the places to the children. Children might create their own theme park maps labelled in the target language.
- Use different learning style techniques in your lesson to encourage all learners. Use a mixture of approaches and encourage children to move around, work in different groups, share information.
- Film or record the children in speaking and play back to them, it is always fun to hear yourself speaking in another language and can help to develop pronunciation.