

At NLA, for the last eighteen months, we have been diligently working to enhance the linguistic aspect of our four-part oracy framework in conjunction with Voice 21. We are now transitioning to embed more physical and cognitive strategies to supplement and support this journey.

Spanish classrooms are naturally a communicative environment. Speaking activities are found in every lesson, with pupils being offered regular opportunities to communicate in a variety of ways. During the speaking process in Spanish lessons, the focus has previously been on the accuracy of the spoken language and pronunciation. We have developed our oracy policy further to not just focus on the spoken word but also on the way in which the message is delivered. Activities have been developed to focus on the pupils' physical and cognitive talk, and to offer further opportunities for pupils to express themselves and their expression and intonation.

Fluency training:

- Sentence builders are used to introduce new vocabulary in full sentences, and pupils start communicating using the full sentences rather than individual pieces of vocabulary.
- Chunking is used in games and pupils engage in spoken activities to practice the new vocabulary and structures.
- Battleships, sentence stealer, liar liar, trapdoor, sentence chaos are all games that give students the chance to practice using the correct intonation gestures, and volume for speaking to a partner or a group of people.



Green Screen:

- Our curriculum gives students the opportunities to present.
- The green screen was introduced as a way of getting pupils to think about how your environment changes the way in which we communicate.
- From relaxing on a beach in the Canary Islands to being lost in the desert in Mexico, or on the high street in Madrid. Each scenario demonstrates the use of tone and body language to help pupils to express themselves more clearly.

Literacy feedback:

- Pupils anonymously write a paragraph.
- Their peers walk around and verbally critiqued the paragraphs to a partner.
- The activity is modelled and pupils focus on using technical language to say what they like about each passage and how it could be improved.
- Guidance is also given regarding intonation and gestures.

