

Clothes

Context

A British Council Foreign Language assistant is developing children's listening skills and their knowledge of clothes and colours using the verb llevar. She describes items of clothing shown on the interactive whiteboard and children volunteer to come out to the front to cross them off as they recognise the descriptions. The assistant then asks those children wearing certain items of clothing to put up their hands and asks them to respond to questions about their own dress.

Exploration

It is important to give children frequent and regular practice in listening to language for a purpose. They need plenty of time to hear and absorb the new sounds. By hearing a good model, with sentence patterns deliberately repeated in a variety of ways, they develop their understanding and knowledge of the vocabulary and reflect on how sentences, questions and negatives are put together. This preparation of the ear and reflection on language is crucial in developing accuracy and fluency in the future. Effective language teachers have a range of listening activities such as this in their repertoire of activities. Use of the interactive means not only that children have clear and colourful models, and also that the teacher is free to interact with the class.

Links to the KS2 Framework

The children:

- recognise and respond to sound patterns and words
- listen attentively and understand instructions, everyday classroom language and praise words
- listen for specific words and phrases

O 3.2 O 3.4 O 4.2

[Oracy 3.2](#)

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- identify specific sounds, phonemes and words
- recognise questions forms
- imitate pronunciation of sounds
- recognise patterns in simple sentences
- recognise typical conventions of word order in the language

KAL

[Knowledge about Language](#)

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- use context and previous knowledge to determine meaning and pronunciation
- look at the face of the person speaking and listen attentively

LLS

[Communicating, Understanding and Being understood](#)

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Next steps

Children might go on to say what others are wearing and what they are wearing themselves. The teacher might start by showing pictures of people on the board or on cards, describe what the people are wearing and then ask the class to describe them too.

- perform simple communicative tasks using single words, phrases and short sentences

O 3.3

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If children are to use colours to describe clothing, they will need to learn about the rules for agreement in Spanish.

- recognise and apply simple agreements (e.g. gender, singular, plural)

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The class might discuss with the assistant and their teacher the types of clothes which children of their age wear in Spain and other Spanish speaking countries. They might prepare questions in Spanish to put to children in a partner school.

- learn about festivals and celebrations in different cultures
- know about some aspects of everyday life and compare them to their own

IU 4.1 IU 4.2

[Intercultural Understanding 4.1](#)

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Development

- Trace the development of the skill of listening through the Oracy strand of the KS2 Framework for Languages. See the Overview of Oracy on pages 67-69.

[Oracy](#)

- Consider the importance of listening skills in the development of Oracy. What are the next steps you could take to enable you class to progress?
- Consider ways of enabling children to move on from listening to speaking, e.g. taking the role of teacher, working in pairs.
- How might the class teacher build on the work of the assistant? What links can be made with work in English?