**CILT Cymru Triple Literacy Songs Resource**

**Teachers’ Guide**

**Introduction**

A focus on skills development underpins the whole curriculum in Wales. In MFL, Welsh and English, learners develop and apply their literacy and communication skills through the skills of oracy, reading, writing and wider communication.

In the Programmes of Study for Key Stages 2 and 3 there is a wide range of language skills and language learning activities that are common to MFL, Welsh and English and making these common features explicit to learners, enables them to build on their skills and make connections across their language learning. Welsh Government guidance “**Supporting Triple Literacy. Language Learning in Key Stage 2 and Key Stage 3**” maps these common skills across languages in Appendix A and Appendix B.

CILT Cymru funded, school based action research has found that where teachers are aware of their learners’ experiences in other languages, they can build on and reinforce language learning throughout the school. This involves the MFL, Welsh and English departments working together to identify the best way forward for their learners.

The research has shown that a focused and joined-up approach to tackling specific literacy issues has proved to have an immediate impact and can be replicated with all learners. Furthermore, it has been found that using the same kinds of activities and assessment strategies across languages can support learners’ achievement in literacy as well as increase their motivation.

The aim of these materials is therefore to provide engaging and motivating stimuli, with ideas for accompanying activities, which develop pupils’ literacy skills across languages. The common medium of music and song is used as a methodological language teaching and learning tool.

**Resource content**

**The Triple Literacy Songs Resource** is made up of a unit of 4 songs each for French, Spanish, German, Welsh and English. Each unit contains:

* an audio clip of each song
* the lyrics for each song
* an interactive, karaoke animation for each song
* a teachers’ guide with activity suggestions for each song

The material is packaged into units which teachers can download onto their own computers as well as use on the variety of interactive whiteboards currently used in schools.

**Range of content**

Each song incorporates a key language focus relevant to this age range, which include vocabulary and structures such as question words, sound spellings to support pronunciation and reinforce key sound – spelling links, verb endings to reinforce key grammar points and punctuation to reinforce wider literacy skills.

**Using the materials**

Each individual unit is accompanied by a teachers’ guide which makes suggestions as to how each song can be exploited. However, the activities listed below make generic suggestions on how teachers could use the songs in the languages classroom to develop pupils’ literacy and communication skills. The activities are by no means exhaustive and teachers are encouraged to adapt and exploit the material further to suit the needs and ability range of groups or individual pupils.

**Generic Activities**

1. Encourage pupils to use language learning strategies to access the language in the songs, to develop thinking skills and to encourage pupils to take responsibility for their own learning.

E.g. Divide learners into groups of four or five and look at the lyrics. Ask them what words they recognise or can guess the meaning of. Share paper copies of the lines of the song with the groups. Ask learners to listen to the song and wave the lines they have in the air if they hear them. Learners listen to the song again and work with their group to put the song lyrics in order.

Encourage pupils to

* guess
* use the context
* use previous knowledge / familiar words
* knowledge of other languages / cognates
* common sense
* dictionaries / glossaries
1. Sing the song together.
2. Put the lyrics on cards (a line on each one) so that pairs can read the part that they have on their cards or use ‘loop’ cards and card pairs to practise the language.
3. Read the song by sharing the reading between individuals / pairs / groups.
4. Focus on the rules governing pronunciation of the letters and encourage learners to practise imitating the correct sounds. Learners can then create banks of words, both new and familiar, that follow the same rules of pronunciation.
5. Give learners copies of the lyrics with blank spaces. Listen to the audio track and ask learners to complete the missing words or remove key words in the song and put pupils in pairs to sing together.
6. Listen and / or read the song and ask the pupils to join in at specific times.

E.g.positive sentences, negative sentences, singular or plural nouns, pronouns, idioms, lines that include a certain word, the name of a person, a verb in the first person etc.

1. Listen and pause the song at intervals to ask questions such as:
* What was the last word / words that you heard?
* What was the last question / sentence that you heard?
* What was the last idiom that you heard? Etc
1. Divide learners into groups who must then devise movements and perform certain verses of the song or ask learners to recreate the meaning of the song in a different format.

E.g. A storyboard, a video clip, a mind map, a short animated film or a slideshow presentation.

1. Provide learners with dictionaries or glossaries to enable them to find words / phrases that rhyme. Encourage learners to write their own verses and perform them for the class.
2. Write a review of the song. Key language and structures they need should be discussed with the class beforehand.

E.g.

* I’ve been listening to a song called …
* The singer is …
* I like… because …
* I don’t like … because …
* I really like ….
* I enjoyed …
* My favourite …. is …
* Generally, the song is …
* I would / wouldn’t recommend the song to …
1. Keep a song “listening log”. Make notes about each song and use the notes to discuss the song with a partner or in groups.

E.g.

|  |  |
| --- | --- |
| Song title |  |
| Name of singer |  |
| Language of the song |  |
| Opinion about the song + reason | 1. The words:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. The music:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. The singer:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Key message(s) of the song:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Liked the most+ reason |  |
| Did not enjoy+ reason |  |

1. Concentrate on the linguistic elements of the song and then complete the grid below.

|  |  |  |
| --- | --- | --- |
| *Something that I knew before reading and listening to the song.*  | *Something new that I’ve learnt.* | *Something else that I would like to know.* |
|  |  |  |