



Grand Union Ideas Board

Welcome to our Ideas board! Contribute by posting your ideas here.

↻ Partner Roleplay Practice

I have them practice with each other as if one of them is the teacher and one is the student answering questions. They then switch. I allow them to write out their responses first so they know what they are going to say and can practice pronunciation. Then I go around and ask them extra spontaneous questions myself.

🗨 0

↻ Roleplay response requires a verb - AQA

🗨 1

Jane Handley 10/22/25 1:08PM

Not completely different. Main thing that stands out is the number of pieces of info with photo.

↻ Read aloud tasks incorporated into some Year 7 speaking assessments already. We also ask students to read aloud their mini whiteboard responses to develop confidence.

🗨 0

↻ Read aloud

Need lots of practise on question words to be able to understand the unprepared questions after the read aloud.

🗨 0

↻ Example answers (walking talking mock type)

Practice on a variety of topics

Explicit teaching of how to form questions

At start of lessons - often reading aloud task - students have to prepare the task as they would in exam

Explicit teaching of phonics from Year 7

🗨 0

↻ Read aloud:

Candidates can use words or chunks from the text to answer unprepared questions.

🗨 0

↻ More phonics practice needed as we have students doing French and Spanish GCSE and may get confused with "j/ge/gi" pronunciation which is said to be a major error for Spanish

🗨 0

↻ Read aloud: I do this a lot, using any reading task, quite often without any thinking time, but I will now really make sure that pupils read through prior to asking them to read and also emphasise that they can choose to repeat a word if they think it hasn't come out as they wanted.

🗨 0

- ⇌ Our schemes of work have mid term formative assessments to describe a photo or conduct a role play. Students peer assess each other and assess using gcse mark scheme while teacher circulates. Some students are assessed by the teacher too. This is in KS3 schemes of work as well as KS4

🗲 0

- ⇌ **Photo card**

9 chunks of info required for foundation.

15 for higher.

🗲 0

- ⇌ **Questions.**

Remember they need to understand the question when they hear it but just when they see it.

🗲 0

- ⇌ **I will make it clear to students that they can restart the read aloud multiple times**

🗲 0

- ⇌ At our school we need to make students more aware of giving 9 or 15 pieces of information for the photo cards

🗲 0

- ⇌ **Photo card**

Only 5 marks for describing photos. Students lose 1 mark if only describe 1 photo

🗲 0

- ⇌ Less necessary to use the PALMA (or similar) approach now that pieces of information are what are being counted to get to the top box

🗲 0

- ⇌ Use the PALMW acronym to train them to answer photo card

🗲 0

- ⇌ **The amount of information that needs to be conveyed to access top marks**

🗲 0

- ⇌ **Timing for the exam**

If you can move through the earlier parts of the exam quickly, you can spend longer on the unprepared conversation.

🗲 0

