

KS3-4

Mastering GCSE dictation

TEACHING
PACK



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Introduction

This GCSE teaching pack is designed to improve students' dictation skills in Spanish. It will prepare students to successfully transcribe what they hear in Spanish in order to assist them with the dictation question of the new GCSE listening exam.

Dictation is likely to prove challenging to students as most will not have much or any prior knowledge of what it is to transcribe in the target language. They need regular and targeted practice to embed the skills they need to perform well, especially at the early stages of teaching, while the language is modelled through meaningful input.

This pack is Teachit's take on how to improve your students' confidence, accuracy and marks when transcribing the target language. The sample material has not been endorsed by a specific exam board, but it draws from the lists of high-frequency vocabulary in the [AQA](#) and [Edexcel](#) specifications.

The pack is made up of four stages to help teachers to scaffold dictation activities, from syllable/grapheme level to sentence level without support, in preparation for the GCSE exam.

Stage 1: Low challenge – high support

Stage 2: Medium challenge – medium support

Stage 3: High challenge – low support

Stage 4: High challenge – no support

Each stage showcases three detailed activities with aims, instructions and further exploitation ideas beyond the actual activity. Each activity within each stage is linked to a specific PowerPoint. PowerPoint 5 is focused entirely on AQA and Edexcel exam-style questions as outlined by each exam board.

The pack also includes a section with ideas on how to use digital technology to support dictation.

Each PowerPoint includes:

- three suggested activities at a specific level, gradually building in difficulty
- the level of challenge (low to high) and support (high to low)
- the aims of the activity
- instructions
- student-facing slides
- answer grids
- (where appropriate) a blank template.

This Word document includes:

- teaching notes for each of the four stages of dictation
- three or more additional suggested activities per stage
- suggested technologies that can enhance students' dictation skills
- top tips for teachers who are new to teaching or not so familiar with dictation.

Acknowledgements

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mflcraft.blogspot.com/

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www.pollyglotlanguages.co.uk

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Stage 2: Medium challenge – medium support

Teaching notes

This second stage, Medium challenge - medium support, aims to further develop students' dictation skills, focusing on whole words. In this process, there will be some scaffolded support from the teacher to gently help students make the correspondence between sounds (phonemes) and how they are written/transcribed (graphemes).

This process is intended to support students while slowly increasing their confidence and independence.

As with the suggested activities in stage 1, some of the tasks in stage 2 could easily lead to read aloud activities, again highlighting the close link between phonics, grapheme-phoneme awareness, targeted listening skills and accurate pronunciation.

As for stage 1, having good phonic awareness is essential for students to succeed at stage 2 transcription tasks. We have included three activities at this stage, focusing on some challenging key sounds in Spanish, such as: *que / qui / ge / gi / ce / ci / silent h / ra/re/r + vowel and b/v + vowel*.

The templates in the PowerPoints can be easily modified and populated with any alternative high-frequency words that the teacher decides to focus on.

Activity	Topic
1. Running dictation	Free-time activities
2. Back-to-back dictation	Free-time activities
3. Mad dictation	Education and work

Activity 1: Running dictation

Aim:

The aim of this activity is to continue to work on developing students' transcription skills, focusing predominantly on the graphemes *que, qui, ge, gi, ce, ci* and silent *h*. Students work in small groups, and support is provided in the form of a gap fill to provide context. The task requires students to insert simple known words into the gapped sentences based on what they hear.

Instructions:

1. For this activity, the teacher projects the gap fill sentences provided and could, should they wish, hand out one printed version to each group of students or ask them to write their answers in their book or on a mini whiteboard.
2. Students appoint a scribe.
3. The teacher dictates the passage, inviting just one student per group and per sentence out to the front to listen to each sentence. The teacher may repeat it two more times if necessary.
4. Individual students listen to the teacher, return to their group, and read out the full sentence, including the missing word.
5. The scribe transcribes what they hear with the help of their peers.
6. The teacher then shares the completed version of the task with students to check and assess their answers.

► Variations and exploitation of the activity:

After the game has been played, students can read out the words in the answer grid as a chorus to reinforce the correspondence between sound and grapheme. This can be done quickly, slowly, in a whisper, using a silly voice, etc.

In pairs, students could revisit the sentence in full and change one or more words then dictate it to a partner and see if they can spot and correctly spell the changed word(s). For example, instead of *Voy a comprar un **juguete** eléctrico para mi **hermano** pequeño* they might say *Voy a comprar un **juguete** eléctrico para mi **hermana** pequeña*.

Students could also come up with their own example sentences, either based loosely on the examples given or taken from a prior theme/topic as retrieval practice. This would make for a useful regular starter or plenary task to build skills and develop ability and confidence.

Low challenge – high support

Stage 1

Activity 3 Syllable table

ta	za	bre	po	te
ha	ma	ciu	tan	je
sa	pai	le	da	tas
vis	da	no	bi	ve
lo	dad	ci	te	gen

High challenge – low support

Stage 3

Activity 1b Gap fill without the gaps

1. En mi toco en la de música con mejor
2. Creo es importante asignaturas
3. Para tus hace trabajar duro.
4. Mi padre Derecho pero no de abogado
5. El en mi no es largo
6. se pueden los al profesor por correo
7. falta protegido y no
8. Trabajar online ha algo

Exam-style questions – AQA

Stage 5

Activity 1 Foundation tier – dictation sheet

Answers

1. Mis padres / van al cine / a menudo.
2. Mi abuela / toca el piano / bien.
3. Me llevo / mal / con mis primos.
4. A veces / mi hermano / es muy pesado.

Exam-style questions – Edexcel

Stage 5

Activity 2 Higher tier – dictation sheet

1 Vivo en una ciudad que es ruidosa .

2 Está en la costa y es turística .

3 Hace cinco años era muy tranquila.

4 La ciudad me gustaba más antes.

5 Hay mucha contaminación por los coches.

6 Hay que pensar en el medio ambiente.