

Modern Foreign Language at Holy Trinity



Intent

At Holy Trinity, we aspire to create confident linguists who are excited to immerse themselves in a language beyond their mother tongue. Pupils are inspired to express their ideas and thoughts in Spanish both in speech and in writing. Our exciting curriculum provides opportunities to communicate for practical purposes, learn new ways of thinking and read authentic texts in the original language. We strive to help our pupils realise the full potential they have to achieve and succeed, not just at school, but as educated citizens within their own community and on a wider global scale.

As linguists at The Federation of Holy Trinity Church of England School we want...

- Pupils to acquire an appreciation, enjoyment and lifelong love of languages.
- Pupils to develop confidence and positive attitudes towards language learning.
- To expose our pupils to the language, cultures and traditions of the Spanish speaking world.

Learning a foreign has many benefits for our pupils as it...

Has been shown to enhance literacy skills, with children developing a better understanding of the grammatical constructions of English when they study a new language.

Improves memory and brain function. Learning a language strengthens the area of the brain which is responsible for memory, speech and sensory perception.

Fosters respect and understanding of other cultures, nurturing curiosity and appreciation of people and customs different to their own.

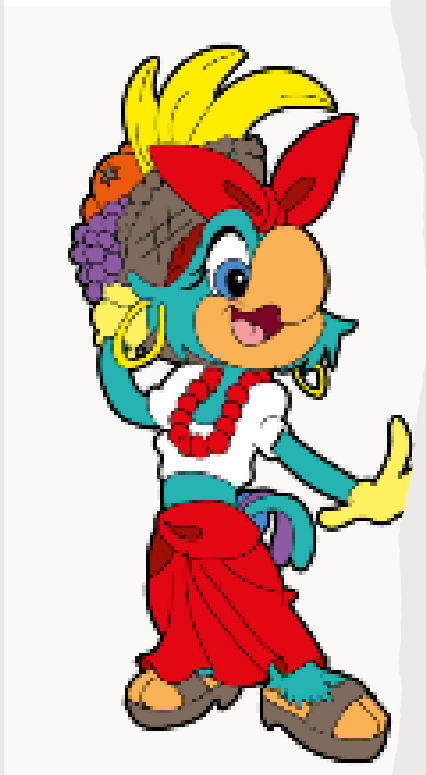
Creates employment and career opportunities as more companies are seeking staff who can speak more than one language.

Enhances travel experiences, enabling the traveller to immerse themselves more easily in local culture, interact more with locals, interpret written information and travel with ease.

Spanish is taught through the 'La Jolie Ronde' scheme of work

Why Spanish?

We have chosen Spanish as our MFL as it is the second most widely spoken language in the world with over 580 million speakers worldwide. We believe that having a solid foundation in Spanish will open up a world of opportunities for our pupils.



**¡Hola amigos!
Me llamo Carmen!**

**Today we are working with
Carmen. Carmen is a linguist
and lives in Spain. She is
helping us to learn about the
Spanish language and culture.**

Progression through school

	Autumn		Spring		Summer	
Y3	<p>Content Greetings and stating name Numbers 0-10 Classroom instructions</p> <p>Grammar Introduction to concept of gender</p>	<p>Content Asking and stating name and age Recognising formal forms of address Learning key verb <i>tener</i> Revisit numbers</p> <p>Grammar <i>tener</i> (used with age) <i>tengo</i> – I have <i> tienes</i> – you have</p>	<p>Content <u>Colours</u> Grammar Introducing key verb <i>Ser – to be</i> <i>Elmer es</i> – Elmer is</p>	<p>Content Revisit <u>colours</u> and plural of the verb <i>ser</i> Fruits and other foods Naming healthy/unhealthy foods</p> <p>Grammar Re-visit the concept of gender linked to food items: <i>el</i> – masculine <i>la</i> – feminine <i>los/las</i> – plural Plural forms of nouns Use of the determiner in Spanish: <i>Me gusta el chocolate.</i> <i>El chocolate, es malo para la salud.</i></p>	<p>Content Re-visit numbers 0-12 Re-visit food items Re-visit grapheme <i>je</i></p> <p>Grammar Re-visit use of the determiner and gender</p>	<p>Content Days of the week Months of the year</p>

Examples of Y3 work

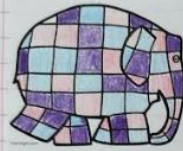
18.3.24

blanco	white
negro	black
naranja	orange
rosa	pink

Date: 12.06.24
Success Criteria: To correctly use the verb 'ser' when describing what colour Elmer is.

Learning Objective: I am learning to use the verb 'ser' to describe colours.

Feedback: Immediate and Review



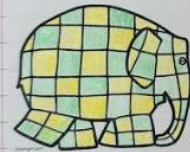
Elmer es morado, azul y rosa.

Date: 06.03.24
Success Criteria: To correctly pronounce the colours in Spanish. To spell the colours in Spanish.

Learning Objective: I am learning how to read and write the colours in Spanish.

Feedback: Immediate and Review

rojo	verde	azul	amarillo
blanco	naranja	negro	rosa



Elmer es amarillo y verde.



Elmer es negro y gris.

¿Cual es tu colour favorito?

	Mi color favorito es azul.		Mi color favorito es naranja.
	Mi color favorito es rosa.		Mi color favorito es amarillo.
	Mi color favorito es rojo.		Mi color favorito es blanco.

Buenos días

¿Cómo te llamas?

Me llamas Niall ¿y tú?

Me llamo eddie

Adiós

Buenos días

Adiós

Date: 21.02.24
Success Criteria: To choose the correct vocabulary to complete the sentence. To spell words correctly. To use the correct accents and punctuation where appropriate.

Learning Objective: I am learning to spell specific vocabulary in Spanish.

Feedback: Hot marking



- Paco, ¿Cuántos años tienes? Tengo siete años.
- Cristóbal, ¿Cuántos años tienes? Tengo cinco años.
- Mateo, ¿Cuántos años tienes? Tengo seis años.
- Ana, ¿Cuántos años tienes? Tengo ocho años.
- Juan, ¿Cuántos años tienes? Tengo dos años.
- Felipe, ¿cuántos años tienes? Tengo cuatro años.
- Manuel, ¿cuántos años tienes? Tengo tres años.


12.1.24

¿Cómo te llamas?	What is your name?
Me llamo	I'm called
¿Y tú?	and you?
Señor	Mr
Señora	Mrs
Señorita	Miss


Progression through school

Y4	<p>Content Re-visit <u>colours</u> Re-visit numbers 0-10 Parts of the body Adjectives to link to the text <i>'El monstruo'</i> Grammar Re-visit the concept of gender, recognising masculine and feminine adjectives eg <u>pequeño/pequeña</u> <u>el/un</u> and <u>la/una</u> Introduction to adjectives, position and agreement Re-visit <u>ll</u> and <u>z</u> sound</p>	<p>Content Zoo animals Adjectives Revisit parts of the body (snowman) Introduce some items of clothing for cold weather Introduce its cold and it's snowing (weather) Grammar Re-visit gender and agreement of adjectives when describing zoo animals Introduction to third person pronoun: <u>el/ella</u> Re-visit verb <u>es</u> Introduce <u>hay</u> Use quantifiers: <u>bastante</u> <u>muy</u></p>	<p>Content Family members – asking and answering questions Using third person to give information about family members Re-visit numbers when stating age Grammar Re-visit gender and determiners Revisit plurals: <u>dos hermanas</u> Introduce possessive pronoun: <u>mi</u> Use first and third person of verb <u>estar</u> and re-visit third person pronouns: eg <u>se llama</u> Introduction to negative sentences: No <u>tengo</u> (revisit verb <u>tener</u>)</p>	<p>Content Text: '<u>El rábano gigante</u>' Pets Easter Dictionary work Grammar Re-visit verb <u>tener</u> Use first person of <u>tener</u> to form positive and negative sentences Re-visit high frequency word and introduce <u>también</u> Introduce irregular <u>z</u> changes to <u>c</u> from <u>pez</u> to <u>peces</u></p>	<p>Content Leisure activities Stating likes/dislikes in relation to hobbies Conjunctions – <u>y, pero</u> Numbers to 13 - 30 Grammar Use an opinion in front of an infinitive verb Re-visit positive and negative verb form <u>Me gusta / No me gusta</u> and <u>me gusta mucho</u></p>	<p>Content Re-visit leisure activities and opinions Means of transport Points of the compass Re-visit months of the year Packing a suitcase for the holidays Grammar Basic adverbial at start of sentence related to months: <u>En noviembre ...</u> Re-visit quantifiers: <u>mucho</u> – <u>un poco de</u> Re-visit <u>colours</u> and position of adjectives: <u>un pantalón corto y rojo</u></p>

Examples of Y4 work

	Date: 3.5.24	Learning Objective: Leisure Activities
	Success Criteria	<ul style="list-style-type: none"> ✓ I can understand seven leisure activities ✓ I identify common sounds in a list of words

Wednesday 18th October 2023

	Date: 18.10.23	Learning Objective: I am learning to use 'has' and 'also' in a sentence	Feedback HM
	Success Criteria	<ul style="list-style-type: none"> ✓ I can work with a partner to practice my sentences ✓ I can use 'has' and 'also' in a sentence 	

A Head	Una cabeza. <i>cabeza</i>
A Nose	una nariz
The <i>Teeth</i>	unos dientes
The Hair	el pelo
Eyes	unos ojos
A Mouth	una boca
Ears	unas orejas

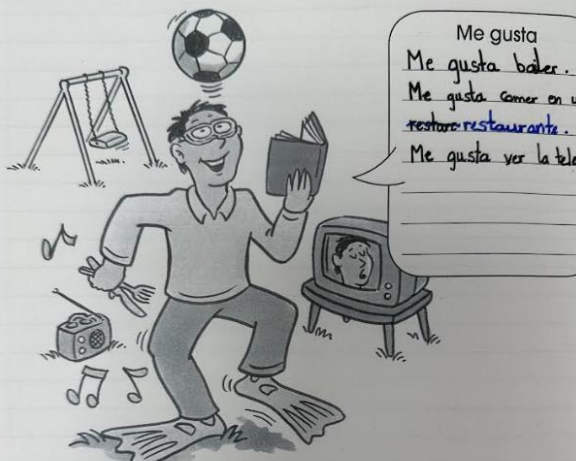
Spain Lauren *tiene* una cabeza and *tambien* uno brazo.
 eng Lauren has one head and also one arm.

Comer en un restaurante / going to the restaurant.
 Bailar / dancing.
 Nadar / ~~swim~~ swimming.
 Leer / read.
 Ver la tele / watching TV.
 jugar al fútbol / playing football.
 ir al parque / going to park.

Date: 19.1.24 17.01.24	Learning Objective: I am learning how to talk about family members in Spanish
Success	✓ I can use the phrase 'Este es'
Criteria	✓ I can use the phrase 'Se llama'


Este es la madre. Se llama Bó / Montserrat.
 Este es el padre. Se llama Bobb.
 Este es la hermana. Se llama Kim.
 Este es el hermano. Se llama Arthur.

1 ¿Qué te gusta hacer?
 Fill in the speech bubbles to show how this character likes to spend his free time.



2 ¡Trabaja con un amigo!
 Practise with a partner saying which of the activities you love to do. Use the example to help you and record your responses on the lines below.

¿Qué te gusta hacer?
 Me gusta mucho jugar al fútbol.
 Me gusta mucho bailar.



Progression through school

Y5	<p>Content Hay State what can be found on the high street and the location of shops and buildings: <i>A la izquierda and a la derecha – en el centro</i></p> <p>Grammar Re-visit agreement of adjectives. Revisit conjunction y and también Re-visit formation of negative sentences with no before the verb Revisit <i>está</i></p>	<p>Content Re-visit days of the week Time of day: <i>lunes por la mañana a las diez</i> Adjectives to describe the high street at different times Re-visit quantifiers: <i>muy</i> and <i>bastante</i> Through short story and related writing task, revisit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies Christmas</p>	<p>Content Re-visit days of the week Re-visit leisure activities and extend with future tense: <i>voy a otra vez</i> Re-visit likes and dislikes. Recap numbers 0-20 Introduce numbers 30 – 50 Introduce comparatives with adjectives: <i>más / menos.... que</i> Grammar Recap expressing an opinion in front of an infinitive verb:</p>	<p>Content Revision and extension of food item vocabulary, appreciating cultural differences in eating habits Re-visit opinions vocabulary Re-visit stalling strategies Re-visit conjunctions: <i>y pero</i> and <i>también</i> Grammar Choose the correct word order when writing sentences about likes and dislikes Re-visit formation of negative sentences</p>	<p>Content Introduction to Spanish literature: (An appropriate text) Prepositions: Re-visit days of the week, months of the year, numbers 0-31 Date Weather expressions Seasons Adverbs: <i>normalmente, en general</i> Grammar Extend basic sentences with the use of adverbs using correct punctuation</p>	<p>Content Re-visit points of the compass State where you live: <i>Vivo en....</i> Compare objects and products which represent our culture with those of another country Understand stereotyping Quiz to recap learning throughout the year Grammar <i>en + city en + country</i></p>
		<p>Grammar Re-visit expressing an opinion in front of an infinitive verb: <i>Odio ir al parque.</i> Re-visit use of determiner: <i>Me gusta mucho jugar al fútbol.</i> <i>a + el = al</i></p>	<p><i>Me gusta jugar al tenis</i> Linking sentences with <i>pero, y</i> and <i>también</i> Introduction of immediate future tense in first and second person: <i>¿Qué vas a hacer?</i> <i>Voy a + infinitive</i></p>	<p>Modal verb: <i>Querer</i> when offering and accepting food <i>¿Quieres...?</i> <i>Quisiera ...</i></p>		

Examples of Y5 work

22.11.23

To describe a town in Spanish

En la calle mayor hay una oficina de correos a la izquierda y una tienda de ropas a la derecha. En el centro hay una escuela.

On the main street there is a post office on the left and a clothes shop on the right. In the middle there is a school.

06.12.23

cinco pasos a la derecha hay un supermercado.

10 steps to the right there is a house.

diez pasos a la izquierda hay una casa.

tres pasos a la izquierda hay una tienda de ropa.

cuatro pasos a la derecha hay una escuela.

seis pasos a la derecha hay una catedral.

En el centro hay una oficina de correos.

En el centro hay una mercado.

ocho pasos a la derecha hay una caf e.

Cuatro pasos a la izquierda hay una tienda.

En el centro hay dos pasos a la derecha hay una plaza.

nd

Wednesday 22 November 2023

To describe a town in Spanish

En la calle mayor hay Supermercado a la izquierda y una caf e y a la derecha. En el centro hay una catedral.

On the main street there is a Supermarket and on the left there is a caf e and on the right and in the middle there is a cathedral.

6.12.23

Diez Pasos a la izquierda hay una casa. Diez Pasos a la derecha hay escuela.

viernes el 23 de febro

Dia	Actividad	Duraci�n
Lunes	Voy a bailar leer	60 minutos 15
Martes	Voy a nadar	30 minutos
mi�rcoles	Voy a ir al parque	60 minutos
jueves	Voy a bailar	60 minutos
viernes	Voy a jugar al netball	90 minutos
S�bado	Voy a ver la tele	45 minutos
domingo	Voy a nadar	30 minutos.

Viernes el 23 de febrero

Dia	Actividad	Duraci�n
lunes:	voy a nadar:	20 minutos:
↓		
1. lunes	Futbol	1 hora 50 minutos
2. Martes	tenis	30 minutos
3. Mi�rcoles	Rugby	45 Minutos
4. jueves	b�dminon	30 minutos
5. viernes	Bailar	2 h 60 minutos
6. S�bado	leer	20 minutos
7. domingo	netball	30 minutos

Martes ~

Mi rcoles ~

Jueves ~

viernes ~


S bado ~

domingo ~

Progression through school

Y6	<p>Content Re-visit classroom routines and commands Re-visit stating the date Re-visit weather conditions Classroom items Re-visit <u>colours</u> Re-visit and extend clothes vocabulary Adjectives to describe clothes – Es bonito – Es fabuloso. Es feo. Grammar Re-visit and extend explanation of negative sentences with high frequency verb <u>tener</u>: <u>Tengo</u> and <u>No tengo</u> <u>¿Tienes...?</u> Masculine and feminine <u>colours</u> Re-visit indefinite determiner: <u>un</u> and <u>una</u> and the plural <u>unos</u> Re-visit position and agreement of adjectives Re-visit use of the determiner: <u>Me gusta el rojo.</u></p>	<p>Content Re-visit family members Re-visit adjectives to describe family members: <u>simpático/a</u> <u>inteligente</u> <u>divertido/a</u> <u>deportivo/a</u></p> <p>Re-visit <u>quantifiers</u>: <u>muy</u>, <u>bastante</u> Traditional tale: <u>El patio de mi casa.</u> Occupations: <u>Es médico.</u> Grammar Re-visit describing someone using third person verbs: <u>Se llama/tiene</u> - Es Re-visit masculine and feminine. Re-visit third person of high frequency verbs: <u>Tener</u> – <u>Tiene</u> <u>Llamarse</u> – <u>Se llama</u> <u>Ser</u> - <u>Es</u> Re-visit agreement of adjectives Understand that the determiner is not used when</p>	<p>Content Re-visit: <u>Hay</u> – <u>there is</u> <u>Aquí está</u> – <u>Here is</u> House and home: rooms of the house Re-visit preposition: <u>en</u> Re-visit stating where you live: <u>Vivo en Ripon.</u> Spanish alphabet Adjectives to describe ideal home New words: <u>piscina</u> and <u>ventana</u> Prepositions: <u>arriba</u> and <u>abajo</u> Grammar Re-visit position and agreement of adjectives</p>	<p>Content Re-visit vocabulary relating to house and home Re-visit prepositions: <u>en</u>, <u>arriba</u>, <u>abajo</u>, <u>a la derecha</u>, <u>a la izquierda</u>. Appreciation of Spanish literature: (Appropriate text)</p> <p>Re-visit Spanish alphabet Grammar Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary</p>	<p>Content Understand where Spanish is spoken in the world Extended project: Plan a holiday to a Spanish speaking country. Re-visit days, months, dates Accommodation: <u>un hotel</u>, <u>una casa</u>, <u>un piso</u>, <u>un camping</u> Re-visit preposition: <u>en</u> Means of transport: <u>en barco</u>, <u>en avión</u>, <u>en coche</u>, <u>en tren</u> Grammar Re-visit immediate future tense – <u>ir</u> + infinitive – <u>vamos a ir</u> <u>en tren</u> Verb: <u>comer</u> – to eat/to take <u>salir</u> – to leave <u>estar</u> – to be</p>	<p>Content Extended project continued: Plan a holiday to a Spanish-speaking country Places of interest: <u>el museo</u>, <u>el castillo</u>, <u>la playa</u> Re-visit conjunctions: <u>y</u>, <u>a</u>, <u>luego</u> Present information about an aspect of culture of the country studied during the project Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage Grammar Re-visit immediate future tense – + infinitive - in third person: <u>Vamos a...</u> <u>ir</u> – to go <u>coger el tren</u> – to catch the train <u>visitar</u> – to visit Re-visit gender and its importance when learning nouns: <u>el</u>, <u>la</u></p>
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Examples of Y6 work

	Date: 12.12.23	Learning Objective: I am learning to recognise classroom instructions.	Feedback
Success Criteria	<ul style="list-style-type: none"> Use my skills as a language detective – looking for words which are similar in English and Spanish. Use my knowledge of known vocabulary and use my work from previous learning to help with this. Write words accurately in Spanish Pronounce words with confidence. 		

Classroom instructions - match up!


- | | |
|-------------------------------------|-----------------------------------|
| 1. Abrid los libros | a) Close the door |
| 2. Cerrad los cuadernos | b) Can I borrow a pen? |
| 3. Abrid las ventanas | c) Can I go to the toilet? |
| 4. Cerrad la puerta | d) Put your hands up |
| 5. Sacad un bolígrafo | e) How do you say ... in Spanish? |
| 6. Mirad la pizarra | f) True or false? |
| 7. Trabajad a dos | g) Take a pen |
| 8. Levantad las manos | h) Can I take off my blazer? |
| 9. ¿Puedo quitarme mi chaqueta? | i) Look at the whiteboard |
| 10. ¿Me prestas un bolígrafo? | j) Work in pairs |
| 11. ¿Puedo beber? | k) How do you say ... in English? |
| 12. ¿Puedo ir al baño? | l) Open the windows |
| 13. ¿Cómo se dice en inglés? | m) Close your exercise books |
| 14. ¿Cómo se dice en español? | n) Can I have a drink? |
| 15. ¿Verdadero o falso? | o) Open your books |

Abrid Los Libros = open your books

Cerrad la puerta = close the door

¿Verdadero o Falso? = True or False

Great sentences - bien hecho!

	Date: 29.01.24	Learning Objective: I am learning to give opinions on clothes worn as school uniform.	Feedback
Success Criteria	<ul style="list-style-type: none"> I can translate sentences written in Spanish about opinions on school uniform. I can write sentences in Spanish about opinions on school uniform. 		Immediate

¡Completa las frases!

Read the passage and fill in the gaps:

¡Hola! Me llamo Ben. Tengo diez años. El uniforme del colegio es: pantalón negro, jersey azul y camisa blanca. No me gusta llevar uniforme.

- Ben is 10 years old.
- He wears black trousers.
- He wears a blue pullover.
- He wears a white shirt.
- He does not like the school uniform.

Can you replace the words underlined to do a description of your uniform.

¡Hola! Me llamo Yash. Tengo once años. El uniforme del colegio es: pantalón gris, jersey rojo y camisa blanca. No me gusta llevar uniforme. Me gusta no uniforme.



Spanish to English Classroom Equipment

Pencil un lápiz

rubber una goma

Pencil sharpener Saca puntas

pen un bolígrafo

hells

Exercise book un Cuaderno

back pad una Cartera

- No tengo un cuaderno.
- Tengo un bolígrafo.
- No tengo un lápiz.
- No tengo un Saca puntas.
- Tengo una Cartera.

lunes, el 4 de marzo de 2024

¿Verdadero o falso?

Read the passage.

¡Hola!
Me llamo Pablo y vivo con mi padre, mi madre y mis dos hermanas. Tenemos dos gatos que se llaman Coco y Tata. Mi madre tiene cuarenta y dos años y mi padre tiene cuarenta y tres años. Mi madre se llama Teresa y es muy divertida. Mi padre, que se llama Juan, es simpático y deportivo. A mí me gusta jugar al tenis y nadar. El viernes por la tarde practico judo con un amigo. El sábado por la tarde veo la televisión. Mis abuelos viven en Barcelona.
¡Escribeme pronto!
Pablo

Now put a ring around verdadero (true) or falso (false).

- | | | |
|--|-------------------|---|
| 1. Pablo tiene cuatro hermanas. | verdadero / falso | ✓ |
| 2. Pablo tiene dos gatos. | verdadero / falso | ✓ |
| 3. La madre de Pablo se llama Carmen. | verdadero / falso | ✓ |
| 4. La madre de Pablo es divertida. | verdadero / falso | ✓ |
| 5. El padre de Pablo tiene cuarenta años. | verdadero / falso | ✓ |
| 6. El padre de Pablo es simpático. | verdadero / falso | ✓ |
| 7. A Pablo le gusta nadar. | verdadero / falso | ✓ |
| 8. Pablo hace judo los sábados por la noche. | verdadero / falso | ✓ |
| 9. A Pablo no le gusta jugar al tenis. | verdadero / falso | ✓ |
| 10. Los abuelos de Pablo viven en Madrid. | verdadero / falso | ✓ |

Great translating - well done 😊

Subject Leadership

Structure and oversight – big picture

- Monitoring:
 - Books
 - Planning
 - Pupil voice

Next steps...

- **Raise the profile of Spanish teaching and learning in school**
- **Exploit opportunities to apply learning outside the classroom (establish partnership with a link school)**
- **Introduce Spanish through Little Languages at KS1**
- **Challenge for greater depth and scaffolding/adaptations**