

Bienvenidas/os

Transfer and Transition

Primary-secondary languages network
26 February 2026

Aims of the session



- To share and discuss examples of Spanish transition activities taking place in Hackney
- To hear from one school about year 6 practice
- To compare some pieces of writing from year 6 and year 7
- To ensure that all are clear about transition requirements

Agenda



4.40 Cristina Gainza – The Urswick Secondary School; Natalee Colbron – The Primary Viridis Federation; and Raquel Tola Rego – Parkwood Primary Spanish International School talking about Transition activities

5.10 Pilar Gonzalez Gomez – Mossbourne Riverside on achieving high standards in Year 6

5.30 In table groups, compare pieces of written work from Years 6 and 7

5.45 Transition arrangements

6.00 Finish – What can I do to develop transition activities? Name 1 thing



The importance of working partnerships with primary school colleagues for secondary languages departments

Cristina Gainza

Head of European and Community Languages

The Urswick School

My experience



- Transition is not always a priority in secondary schools, as GCSE exams tend to take most of the attention and energy at both school and departmental levels
 - Results and position in local and national tables
 - Changes in the curriculum- New 2026 exams
 - The new national measures- Progress 8
 - Students do to not always continue with the same language once they start year 7
- Hackney is in a privileged position as there is a coherent approach to language learning at KS2. The language learning practice in Hackney primary schools is strong and this is often demonstrated by the knowledge of grammar, phonics and vocabulary that the new year 7s have when they first arrive to secondary and the confidence they show in lesson
- Year 7 students always talk highly of the primary school language teachers and have a positive attitude towards learning languages

My experience



- Before arriving to The Urswick School I had been teaching in a secondary school in Tower Hamlets for over 20 years. The situation could not have been more different
 - Year 6 language lessons were understood as an enrichment rather than an integral part of the KS2 curriculum and this often resulted in students having a negative experience
 - Not all schools have language specialist teachers
- Year 7 students did not always demonstrate a positive attitude towards learning languages and did not see language learning as an important part of their school experience

My rationale



- Current and past learning are crucial for moving students in their language acquisition journey and it makes sense to invest time and effort to fully understand what primary school students experience before they arrive with us
- The KS2 language descriptors and annual learning reports developed by Bernadette's team are very useful to see what grammar, vocabulary and phonics were seen -but quantitative data only gives you part of the picture
- I needed to visit and see (feel) the learning environment at primary school in order to experience what students receive in order to improve the efficacy of my own department- The last time I visited a primary school was during my PGCE!

Visits to Daubeney primary school
Focus on peer to peer learning- Year 10
workshop (phonics and photo description)

Hosting a visit to The Urswick School to visit both
the European languages and Mandarin
Departments (Focus on peer to peer learning)

It is all about priorities



- Appraisal targets included improving links with primary schools and a CPD day to visit to a Hackney primary school
 - Focus: Experience how primary students learn
 - How: Spend a whole day at this school with Raquel to observe her lessons and taught a year 3 group how to describe a photo
 - Opportunities: Discuss how to approach key areas of learning, such as photo description (PALMA), more challenging grammar (masculine, feminine, singular, plural, verb endings...)

It is all about priorities



- Building the foundations for meaningful professional collaboration with four local primary schools in Hackney
 - Student- centred approach
 - Looking for ways to continue improving our transition programme that is bespoke and unique to Hackney students
 - Taking part in trips to develop students' cultural capital with other schools, including primary schools (Kings College London trip)



KS2 – KS3 Transition Experience



Aims of the visit

- Strengthen continuity in Spanish from KS2 to KS3
- Support long-term engagement and continuation in MFL
- Build pupil confidence ahead of transition
- Make prior KS2 learning visible to secondary colleagues
- Foster shared understanding of expectations between primary and secondary colleagues



Workshop Activities

L.I: To learn to describe a photo



<p>1</p>	<p>3</p>	<p>A. Tres niños 🖐️</p> <p>B. Dos niños y una niña 🖐️</p> <p>C. Un niño y una mujer 🖐️</p> <p>D. Están en la escuela 🖐️</p> <p>E. Están en el dentista 🖐️</p> <p>F. Están en el parque 🖐️</p>
<p>2</p>		

- Who, what, where (GCSE focus)
- Sentence-building challenges
- Running dictation
- Collaborative speaking
- Giving opinions

<p>En la foto hay</p>	<p>un chico / una chica. un hombre / una mujer. un grupo de [amigos/amigas]. [tres] jóvenes/personas. una mesa / [dos] sillas.</p>	
<p>En mi opinión, Creo que</p>	<p>está</p>	<p>en el cine. en el centro comercial. en el parque.</p>
	<p>están</p>	<p>en la cafetería. en la calle. en casa.</p>

La descripción de la foto

- En la foto hay y . Los tres comen un helado
- En la foto hay . Las niñas comen churros. Las niñas están en The School
- En la foto hay . Los tres escriben y mucho. Están en la
- En la foto hay . Las niñas montan en . Están en el
- En la foto hay y . Los dos leen. Están en
- En la foto hay y . Los celebran un . Están en un

The Unweird School

Guided school tour



Taster Mandarin Lesson



- Languages are valued across the curriculum
- Multilingualism is normal at secondary level
- Normalised the move
- Built aspiration
- Made secondary feel accessible

Pupil Feedback – google quiz results



Confidence

- 78% felt more confident after the visit
- No negative shift reported

Readiness

- 100% said the visit helped them imagine Year 7
- 67% felt more ready

Peer Learning

- 78% felt comfortable/confident with older pupils

Language Identity

- All pupils recalled Spanish learning
- 78% enjoyed trying Mandarin



Tips for collaboration



- **Reach out** to (local) secondary schools
- **First email** – share idea/ proposed collaboration
 - transition opportunity
 - suggested activities – photo description, collaborating with older year groups?
 - start small – pupil numbers, consider secondary capacity
- **Set up call** to discuss details – aims/ format of visit, distribution of tasks
- Set a **deadline** for logistics – confirm dates
- Share **feedback** – pupil quiz, photos, impact

Key Takeaways

- Positive impact on pupil confidence – transition
- Primary/secondary colleagues benefit from seeing KS2/KS3 curriculum knowledge and aims in action
- Demonstrates to our pupils the importance of language journey and opportunities at secondary



Next Steps

- Annual transition workshop(s)
- Team up with more local primary schools
- Cross-phase planning





Teaching in the other setting and ways of working together, what can other schools do?

Raquel Tola Rego

Parkwood Primary School

Transition projects with secondary schools

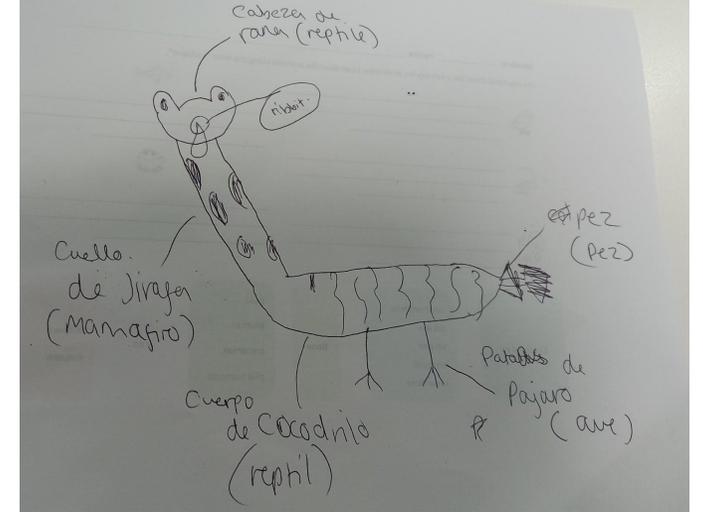
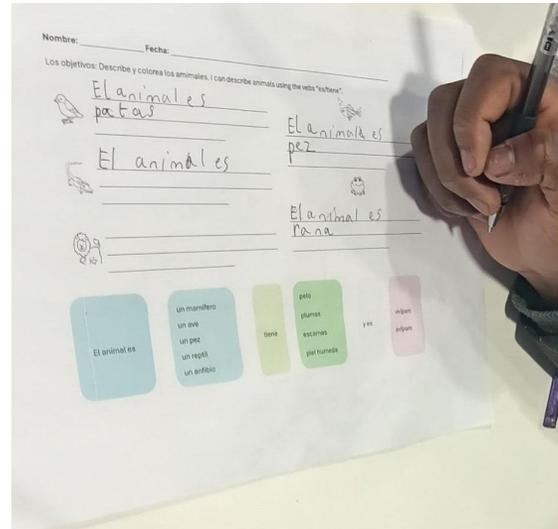
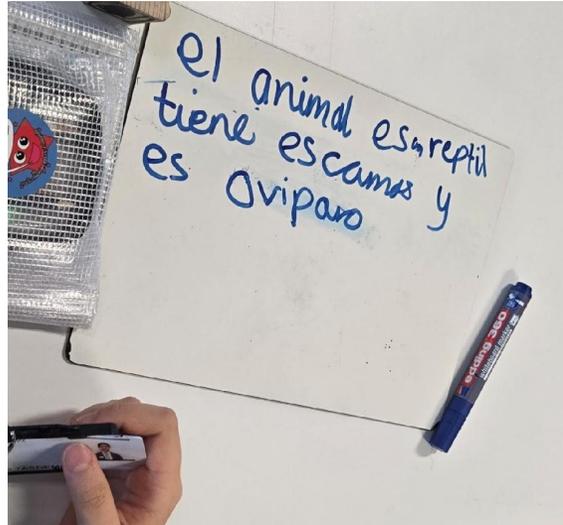
- Working with multiple secondary schools simultaneously to ensure more opportunities for pupils
- Taking Y5 & Y6 pupils to secondary schools for taster lessons of other languages.
- Joining joint activities organised by Hackney Education for KS2 & KS3 like attending a film in Spanish at the Rio Cinema, or a Theatre performance in Spanish at All Saints Secondary School.
- Taking Y5 & Y6 pupils to deliver a CLIL lesson to a Y8 class. Skinners will bring student to teach Spanish at Parkwood.
- Working with colleagues from secondary schools to learn about each other's settings to better understand the impact of transition for both, students and teachers.



French taster lesson to celebrate European Day of Languages at Skinners Academy



Teaching CLIL to Y8 at Skinners



Some feedback from Y8

Everyone was amazing
and very talented
I learn so much.
They were also
so helpful

The students were
very helpful and
sweet. ~~They~~ Their
vocabulary was extremely
impressive and for their
age, their knowledge was
great.

I learned ~~think~~ so
much things
and I really
enjoyed this
Lesson in helped
me improve my
~~Spanish~~ Spanish.

I enjoyed this
lesson. I learned
a lot of new Spanish
~~words~~ words today

I enjoyed this. I would
like to have an
experience like this
again.

They were impressive
like ~~the~~ they are kids they
understand Spanish
more than I do

It was a very calm lesson and
I would want more lessons like this
and I learned a bit more and
Thank you.

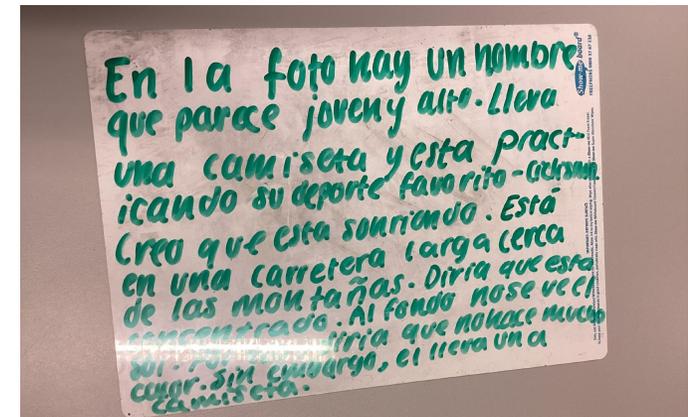
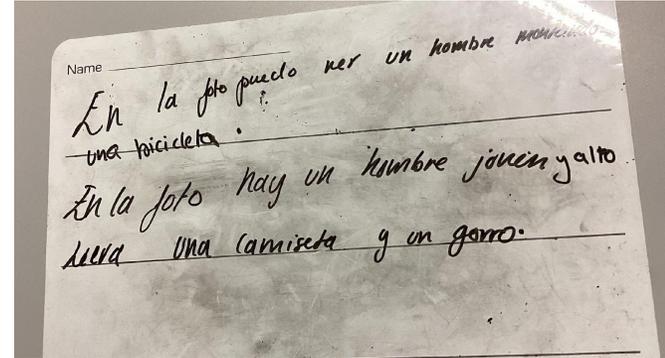


- Observing each other teach
- Cristina teaching a Y3 lesson





- Observing each other teach
- Raquel teaching a Y10 lesson





Impact:

- Y3 pupils felt very special and confident
- Cristina and myself have a better understanding of each other's curriculum and understand and value “the power” of collaboration
- Mutual respect and inspiration (planning to develop our transition work further)



Planning

- Observing each other teach
- Planning CLIL workshops for pupils at Stormont House
- Pupils from Stormont to join with Hispanic Week activities at Parkwood



Activity



On your tables, discuss what transition activities you are currently carrying out and what else can you plan to do?



 Working for every child



Achieving high standards

Pilar González Gómez

Mossbourne Riverside Academy

What “high standards” look like in Year 6

You cannot achieve high standards without secure memory



Retrieve vocabulary quickly

Speaking in full sentences (not single words)

Manipulating language (applying grammar rules)

Accurate pronunciation and intonation

Writing short paragraphs independently

What “high standards” look like in Year 6



You cannot achieve high standards without secure memory

To know adjectives to describe my physical appearance

Knowledge Recall 🤔

¿De dónde eres?
Soy inglesa. ✓

¿Dónde vives?
Yo vivo en Londres. ✓

Llevo puesto un polo blanco.

Tengo los ojos azules.

Soy guapa

Soy castaña

Soy delgada

Tengo el pelo un poco ondulado

Soy mediana

Soy joven

Tengo el pelo largo

Tengo el pelo rubio



Llevo ^{fantástico} No llevo el pelo trenzas y ^{fantástico} pelo coleta.

No tengo gafas o una barba.

Llevo puesta una rebeca turquesa y una falda gris.

What “high standards” look like in Year 6

You cannot achieve high standards without secure memory



Todo sobre mí

Hola, me llamo Lily. Tengo once años. Soy Inglesa y yo vivo en Londres. Tengo los ojos azules y tengo ^{el pelo} largo y un poco ondulado ~~pelo~~. Soy castaña. Soy mediana y joven. Soy guapa y delgada. No llevo ~~el pelo~~ trenzas porque mi pelo es en una coleta. No tengo gafas y una barba. Llevo puesta una rebeca turquesa y una falda gris. Llevo puesto un polo blanco

Mi personalidad

Yo me considero simpática y sociable pero a veces yo soy nerviosa. Pienso que soy competitiva, trabajadora y responsable aunque a veces creo que soy ~~seria~~ un poco seria. Yo soy muy educada y muy inteligente. Yo puedo ^{ser} ~~ser~~ un poco ~~seria~~ mandona. Yo no soy un antipática o vaga.

^{soy muy joven,}

Hola, me llamo Orla, [↑]tengo once años. Soy inglesa y vivo en Hackney. Mi cumpleaños es ^{el} veintiseis de diciembre. Mi color favorito ~~esta~~ ^{es} amarillo pero mi color favorito ~~esta~~ ^{es} también multi-color. Soy delgada y ~~alta~~ ^{alta} pero no muy alta. Mi pelo es castaña y tengo el pelo largo y ondulado pero un poco ~~o~~ liso. Tengo ~~los ojos~~ ^{los} ojos marrones y no tengo gafas. Llevo trenzas en ~~el~~ ^{la} ~~photo~~ ^{foto}. Tengo los ojos marrones y no tengo gafas. Llevo una camiseta blanca, una rebeca turquesa, un pantalón corto gris. Soy ^{muy} ~~muy~~ divertida ✓✓

Hola! Me llamo Orla. ~~Es~~ Yo soy muy divertida... ~~ameiudo~~ ~~Yo~~ me considero inteligente y trabajadora Yo soy tímida a veces y nerviosa Yo soy a veces maleducada ~~poco~~ pero no muchas. ^{¡Perfecto!} 😊

What "high standards" look like in Year 6



You cannot achieve high standards without secure memory

Unit Assessment 

Mi Colegio

Hola, me llamo Orla y vivo en Londres. ✓

Mi cole está en Hackney Wick, se llama Mossbourne Riverside Academy y hay 602 alumnos. Nuestro uniforme es de color gris, turquesa, blanco y negro en education de physical. En verano nuestro uniforme para niñas es verde y blanco ✓ vestido. Hay muchos profes hay una directora y cuatro cinco vicedirectores.

Es un cole bastante agradable y nuevo y es de tamaño mediano, tiene cuatro plantas aunque muchos plantas. Tiene veintidos classes muy modernas con pantallas digitales. Tiene tres patio, 4 cuatro bibliotecas y ~~se~~ tres canchas; también tiene una clase de música, una clase de música de arte, un comedor mediano, cinco oficina y una recepción pero no tiene piscina ni clase de español.

Lunes, seis de octubre del 2025

Knowledge Recall 🤖

How do we form the plural of nouns in Spanish?

If the word ends in vowel (a, e, i, o, u) we need to add **-s** ✓
mesa > mesas ✓

If the word ends in consonant we need to add **-es** ✓
ordenador > ordenadores ✓

If the consonant is **-z** we need to:
Swap the **-z** for a **-c** and add **-es**
luz > luces lápiz > lápices

Distado Colegio ✓
1 signaturas ✓ Alumnos ✓
2 Turquesa ✓ Biblioteca ✓
3 Informática ✓
4 School ✓ Subjects ✓ 6/6 for 7/6
5 Students ✓ Turquoise ✓
6 Library ✓ Computing ✓
+1 for 50 actua

U1: To write a description of my school.

Hola, me llamo Libby y vivo en Hackney Wick en Londres. Mi colegio está en Hackney Wick, se llama Mossbourne Riverside Academy y hay 602 alumnos. Nuestro uniforme es de color gris y turquesa. Hay muchos profesores. Hay una directora y cuatro vicedirectores.

Es un colegio bastante nuevo tiene 10 años y es tamaño mediano, tiene cuatro plantas. Tiene veintidos clases muy modernas con pantallas digitales. Tiene tres patios, tres bibliotecas y tres canchas; también tiene una clase de música, una clase de arte, un comedor grande, muchas oficinas y una recepción pero no tiene gimnasio ni clase de español. ✓

Mi colegio es muy bonito y tenemos muchas asignaturas: inglés, matemáticas, ciencia, religión, historia, geografía, música, arte, español, informática y educación física. Mis asignaturas favoritas son música y español porque son muy divertidas. Me gusta mi colegio porque es muy divertido. ✓

very child



What “high standards” look like in Year 6



You cannot achieve high standards without secure memory

Jueves, veintisiete de marzo del 2025

Dictado 73/77

Raúl es una rata que vive en Hackney. En Hackney hay muchas personas de países diferentes. Raúl tiene dos amigos que se llaman Tauseef y Kala Rose.

En la historia, una urraca ha robado unos pendientes de diamantes. Raúl y sus amigos van a una granja a conseguir información sobre el ladrón. La urraca también roba un collar y un móvil.

Al final, Raúl recupera lo que la urraca ha robado. La historia tiene un final feliz.

What "high standards" look like in Year 6



You cannot achieve high standards without secure memory

SE BUSCA

ZORO



El joven, es muy guapo y tiene el pelo verde. Es muy valiente y leal.

Lleva una camisa blanca, unos pantalones verdes y unas botas verdes. También lleva pendientes y tres Katanas

RECOMPENSA

฿ 99999

SE BUSCA



Es joven, es delgada y tiene el pelo naranja. Es muy inteligente y agresiva. Lleva una camiseta blanca y azul, una falda amarilla y unas botas rojas y negras.

RECOMPENSA

฿ 400,000,000

for every child



Why memory matters

“Memory is the residue of thought” Daniel Willingham



Pupils can only attend to a **handful of stimuli** at once

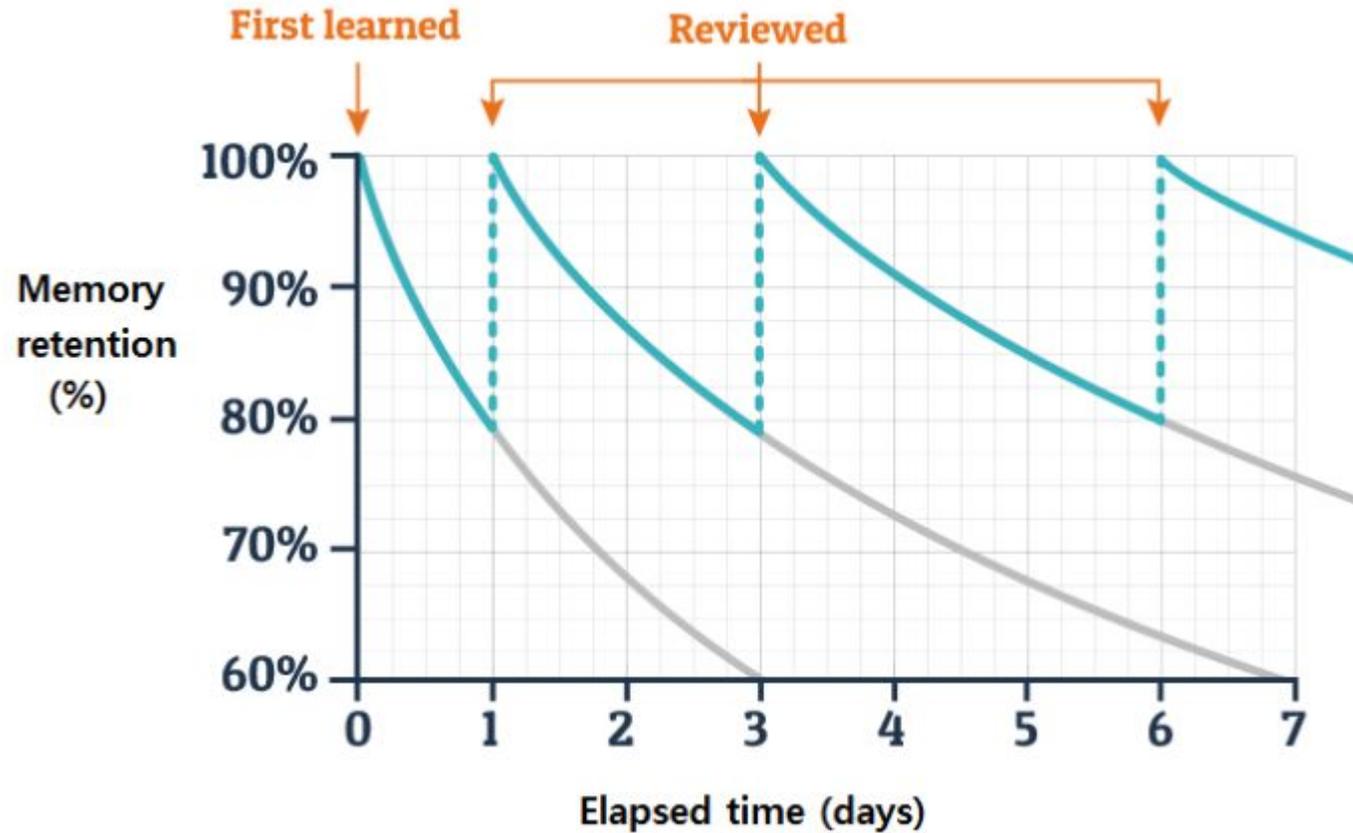
Prior knowledge determines what students can learn

Working memory has a **limited** capacity

Forgetting is inevitable

Why memory matters

“Memory is the residue of thought” Daniel Willingham



Retrieval Practice

Pulling knowledge out of memory



Knowledge Recall

Secure long-term memory

‘Daily, weekly and monthly review activities give students opportunities to generate versions of what they know and understand, helping to strengthen future retrieval of the knowledge involved, build fluency, and identify where they might have residual gaps or areas of uncertainty.’

(Sherrington, 39.)

Retrieval Practice

Pulling knowledge out of memory



5-minute recall starters

Translate 5 words from last term
Write 3 opinion phrases from memory
Conjugate *tener* without support

Mini whiteboards

Change adjective gender
Add a connective
Correct a mistake

Retrieval before new learning

Instead of:

“Today we are learning pets.”

Try:

“Write 3 animal words you already know”

Cumulative retrieval

Current unit
Last half term
Last year

Knowledge Recall



Spanish is the official language of **21** countries.

Me llamo _____

Escuchad



Levantaos



Sentaos



Silencio



En fila



Mirad



Yo soy su _____

Yo soy su _____

Yo soy su _____

Yo soy Lisa _____

Yo soy el _____

Yo soy el _____

- padre
- hermana
- perro
- hermano
- gato
- madre

la clase 	la puerta 	la mesa 	la silla
el lápiz 	el libro 	la mochila 	las tijeras

Los sonidos del español

Las vocales
a e i o u

a araña	e elefante	i idea	o oso	u universo
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Knowledge Recall



EL CLUB DE ESPAÑOL

Vamos al club de español, de español, de español.
Vamos al club de español en tres, dos, uno.

Días de la semana

- Ayer fue
- Hoy es
- Mañana será

- lunes
- martes
- miércoles
- jueves
- viernes
- sábado
- domingo

EL CLUB DE ESPAÑOL

El mes es

Meses del año

- enero
- febrero
- marzo
- abril
- mayo
- junio
- julio
- agosto
- septiembre
- octubre
- noviembre
- diciembre

Los colores

Colorín colorado, este cuento se ha acabado.

Las formas

Ángulo aquí y lado allá, ¿qué forma es?, ¿qué forma es?

Los números

¡Contando voy! ¡Contando vengo! y con los números yo me entretengo.

- 1 uno
- 2 dos
- 3 tres
- 4 cuatro
- 5 cinco
- 6 seis
- 7 siete
- 8 ocho
- 9 nueve
- 10 diez

$$10 - 3 =$$

_____ menos _____
es igual a _____

Abracadabra

Abracadabra...pata de cabra, ¿cuál es la palabra?

dode :
bcoa :
c _ _ r p _

Las vocales

- a araña
- e elefante
- i idea
- o oso
- u universo

El género

¡Manos arriba esto es un atraco!
Put your hands up in the air, hey! put your hands up in the air.

¿femenino o masculino?
un bocadillo **masculino**
una sopa **femenino**
una ensalada **femenino**

Artículo indefinido a / an	
Masculino	Femenino
un	una

Knowledge Recall



Knowledge Recall 🤔



¿Cómo te llamas?

Knowledge Recall 🤔



¿Cuántos años tienes?



¡PIZARRAS ARRIBA!

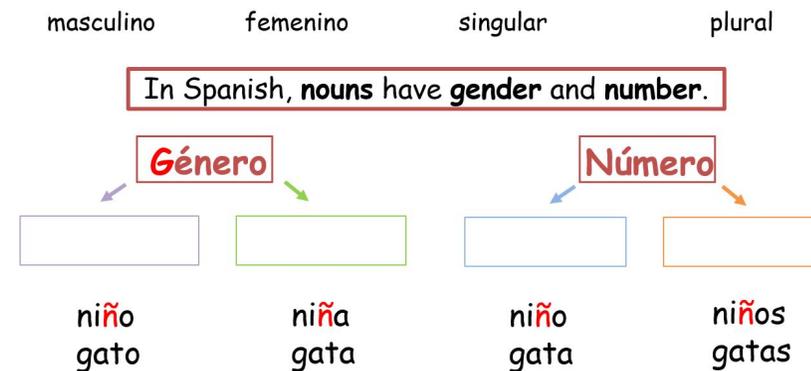
Dictado

hola
 adiós
 buenos días
 buenas tardes
 buenas noches

Knowledge Recall 🤔

In Spanish, we have opening and ending question and exclamation marks.

Verdadero Falso



Knowledge Recall



Knowledge Recall 🤔

Listen to the words and circle the sound you've heard.

1. h j t	4. ñ p m
2. s z g	5. u c o
3. q r v	6. e i a

What extra letter do we have in Spanish alphabet? _____

In Spanish, what letter is silent? _____

Knowledge Recall 🤔

¿De dónde eres?

Knowledge Recall 🤔

	hablar	bailar	
	cantar	andar	
	saltar	nadar	

Knowledge Recall 🤔

How do we form the plural of nouns in Spanish?

If the word ends in **vowel** (a, e, i, o, u) we need to add _____
perro > _____

If the word ends in **consonant** we need to add _____
hámster > _____

If the consonant is **-z** we need to:
Swap the -z for a _____ and add _____
pez > _____

Knowledge Recall 🤔

Listen carefully, find the syllables and write the word you've heard.

1. _____ 3. _____

2. _____ 4. _____

za	sue	com	ar
pe	pa	tir	to
lla	bus	ti	ño

Knowledge Recall 🤔

¿Cuál es tu deporte favorito?

Knowledge Recall 🤔

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

verdadero o falso
In Spanish, days of the week always have a capital letter.
Verdadero
Falso

Knowledge Recall 🤔

Write in the box the conjugation to which these verbs belong.

1 conjugación _____ 2 conjugación _____ 3 conjugación _____

<input type="checkbox"/> tomar	<input type="checkbox"/> ver	<input type="checkbox"/> coleccionar
<input type="checkbox"/> dormir	<input type="checkbox"/> jugar	<input type="checkbox"/> hacer
<input type="checkbox"/> escribir	<input type="checkbox"/> beber	<input type="checkbox"/> pasear
<input type="checkbox"/> recibir	<input type="checkbox"/> escuchar	<input type="checkbox"/> leer

Knowledge Recall



IPIZARRAS ARRIBA! **Knowledge Recall**

enero	febrero	?	abril
mayo	?	julio	agosto
septiembre	?	noviembre	?

TTYP: ¿Verdadero o Falso? In Spanish, the months of the year don't have a capital letter unless it is starting a sentence.

GRAMMAR FOCUS

Write the verbs "ser" and "estar" inside the correspondent definition.

_____ describes what something is _____ describes where something is

Fill in the gaps with "es" or "está"

Mi madre _____ inglesa.

Londres _____ en Inglaterra.

La frutería _____ delante de la panadería.

Esto _____ un supermercado.

Knowledge Recall

Write the translation to English.

I like: _____

I don't like: _____

I love: _____

I hate: _____

Knowledge Recall

el colegio	tener	carne	el mercado
el quiosco	la biblioteca	ser	libros
haber	fruta	la zapatería	la piscina
ropa	el museo	la pescadería	estar

La concordancia del adjetivo
All adjectives must agree with the noun

número	variable
invariable	género
masculino	singular
plural	femenino

aburrido aburrída genial alegre fácil divertidas aburridos



guay	great
fácil	cheerful
horrible	boring
genial	cool
fantástico	horrible
agresivo	difficult
alegre	funny
aburrido	sad
difícil	easy
divertido	fantastic
triste	aggressive

Knowledge Recall

What is the infinitive form of a verb?

- It's the verb when is conjugated.
- It's the main form of the verb.
- It's a verb that goes to the infinite and beyond.

In Spanish, the verbs belong to **three** different conjugations. What are the endings?

Primera Conjugación verbs ending in _____

Segunda Conjugación verbs ending in _____

Tercera conjugación verbs ending in _____

Challenge: can you give one example for each conjugation?

Knowledge Recall

Choose the correct translation:
I live in a fun and clean house.

- Vivo en una casa divertida y limpia.
- Vivo en una casa divertido y limpio.

I live in a very quiet village.

- Vivo en un pueblo muy tranquilo.
- Vivo en un pueblo muy tranquila.

I live in a noisy city.

- Vivo en una ciudad ruidosa.
- Vivo en una ciudad ruidoso.

Knowledge Recall

How many countries have Spanish as an official language? _____

How many do you remember? Write the name of the countries:

Knowledge Recall

zapato	jamón	rata	brillar
amarillo	acero	rodar	ágil
acoger	yogur	buzo	perro
burro	cilantro	apoyar	dijo

Knowledge Recall



Knowledge Recall		
artículo definido	femenino	masculino
singular		
plural		
artículo indefinido	femenino	masculino
singular		
plural		

Knowledge Recall

interesante	easy
fácil	cool
guay	interesting
aburrido	boring
divertido	difficult
difícil	fun

Which of these adjectives have a feminine form? How do you know?

Knowledge Recall

Knowledge Recall

Dictado

colegio
asignaturas
alumnos
azul
biblioteca
informática

Knowledge Recall

Knowledge Recall

Listen carefully, find the syllables and write the word you've heard.

1. _____ 3. _____
2. _____ 4. _____

man	em	zar	qui
se	due	te	con
lla	pe	jo	ño

Knowledge Recall

¿Qué es Raúl?
Raúl es una rata Raúl es una rana

¿Dónde está Hackney?
Hackney está en el norte de Londres Hackney está en el este de Londres

¿Cómo es Tawseef?
Tawseef es muy antipático Tawseef es muy simpático

¿Dónde vive Kayla Rose?
Kayla Rose vive en Clapton Kayla Rose vive en Dalston

¿Qué le encanta a Tawseef?
A Tawseef le encanta la naturaleza A Tawseef le encanta bailar

TTPP

Tierra

grande ↔ pequeño
rápido ↔ lento
caliente ↔ frío
cerca ↔ lejos

In Spanish, the adjective goes before the noun or **after** the noun?
Choose the correct example:
a) Tengo los ojos verdes
b) Tengo los verdes ojos

Knowledge Recall

Spelling

Uranu Mercreuo pequeno
Urano Mercurio pequeño

Grammar

Neptuno es lejos del sol.
Neptuno **está** lejos del sol.
La Tierra es una planeta azul.
La Tierra es **un** planeta azul.

Punctuation

Marte es un planeta frío o caliente?
¿Marte es un planeta frío o caliente?

Building Automaticity

Structured recall over time



Secure long-term memory

Automatic recall

Repeated application



Explicit grammar

High expectations

Frequent retrieval

Cumulative curriculum design



Gracias

Bernadette



TRANSITION ARRANGEMENTS



National Curriculum Programme of Study 12 Objectives for KS2

We have a statutory requirement to ensure that pupils can by the end of KS2:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations, ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English.

6.1 Can understand a short-spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.

6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material

6.3 Can write individual words accurately, building them from written syllables.

6.4 Can write individual words and phrases with understandable spelling, when delivery is slow, clear and repeated.

6.5 Can perform short role plays on a few very familiar themes including expressing opinions and responding to those of others.



6.6 Can answer simple questions on a few very familiar themes, including expressing opinions and responding to those of others.

6.7 Can use a repertoire of classroom language with teacher and peers eg ¿Puedo ir al baño?

6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with excellent pronunciation.

6.9 Can read aloud words, phrases and short passages with excellent pronunciation, applying phonics knowledge.

6.10 Can understand a short text made up of sentences with familiar language on a familiar theme.

6.11 Can use visual clues, contexts and prior knowledge to access an original story from the Spanish-speaking world.

6.12 Know about food from the Hispanic World.

6.13 Can appreciate that Spanish words do not always have a direct equivalent in English.

6.14 Can write a short, simple text from memory, using simple sentences from one familiar theme with support.

6.15 Can say and write sentences giving opinions or descriptions on a few themes using a model, a writing frame or sentence starters.

6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.

6.17 Can understand how the verb form needs to change to agree with the subject.

6.18 Show consistency in the application of grammar rules, understanding how sentence forms differ from or are similar to English.

6.19 Can use the verbs 'to be' and 'to have' in several different contexts.

6.20 Can create complex sentences (with the support of a frame)

<p>5.1 Can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>5.2 Can join in with familiar short stories, songs, rhymes or poems, or parts of them.</p>	<p>5.3 Can write high-frequency familiar words when she/he hears them spoken slowly and clearly.</p>	<p>5.4 Can use understandable spelling for high-frequency familiar words when she/he hears them spoken slowly and clearly.</p>	<p>5.5 Can perform short role plays on a known theme with several exchanges and secure pronunciation.</p>
<p>5.6 Can adapt models successfully to give own information, substituting individual words, on a known theme.</p>	<p>5.7 Can use several short phrases and questions in predictable classroom interactions. Eg No tengo boli</p>	<p>5.8 Can produce some short phrases within a familiar theme, with good pronunciation.</p>	<p>5.9 Can read short phrases accurately that contain mostly familiar language.</p>	<p>5.10 Can understand familiar words and simple sentences, including ones with connectives.</p>
<p>5.11 Can use visual clues, contexts and prior knowledge to access a non-fiction text in Spanish. Eg Los Planetas</p>	<p>5.12 Know about music and dance from the Hispanic world.</p>	<p>5.13 Can recognise and use the main dictionary codes for nouns, verbs, adjectives & adverbs.</p>	<p>5.14 Can write words, phrases and short simple sentences from memory with support.</p>	<p>5.15 Can change a range of single elements in sentences to create new sentences and say and write them (e.g. change the noun or verb)</p>
<p>5.16 Can use the definite article with verbs of like / dislike.</p>	<p>5.17 Can use qualifiers and adverbs of time</p>	<p>5.18 Can use correct articles for singular and plural, with support, demonstrating knowledge of patterns learnt.</p>	<p>5.19 Can use 1st, 2nd 3rd persons singular of several regular verbs in the present tense (with the support of a frame).</p>	<p>5.20 Can use subordinating connectives eg 'also', 'because' 'why?'</p>

KEY DATES	ACTION
<p>March 2026</p> <p>By the end of term</p>	<p>Secondary Transfer form sent electronically to a designated person in each primary school from the Hackney Data Team; to include Spanish data</p> <p>Spanish/Year 6 teachers to assign a number to each Yr 6 pupil 3,4,5,6 or 9 and give the list to the designated person to be included in the Transfer form</p>
<p>April</p>	<p>The completed Year 6 Secondary Transfer form to be returned electronically to the Hackney Data Team</p>
<p>22 May 2026</p>	<p>The Data Team collates data and sends information on each Hackney pupil who will be joining the school to a named person in every Hackney secondary school.</p> <p>Primary Subject Leads send to BC the completed Transition Checklist Data Team send to BC the numbers of primary pupils who will transfer to each secondary school and the Spanish results of each school</p>
<p>Week beginning 1 June 2026</p> <p>July 2nd Hackney Transition Day</p>	<p>BC will send to each secondary HoD: the completed Transition Checklist from each feeder primary The number of pupils transferring from the main primary schools Additional information about each feeder primary and the KS2 overview Heads of Languages Departments plan transition activities with primary feeder(s) and finalise the detail of the Year 7 curriculum building on the prior learning of pupils</p>



Year 6 data transfer - things for primary teachers to do this term

- Decide what is the best fit for each of your Year 6 pupils against the yearly objectives
- Next to each Year 6 pupil's name put a number 3, 4, 5, or 6 indicating which year's objectives each pupil is meeting (OR 9 if the pupil is bilingual Spanish-English)
- Give this data to the person in your school office who does the data returns so that they can add it to the Secondary Transfer document

GRAMMAR

Gender

Awareness of gender as a concept and use of terminology masculine & feminine

Common letter patterns which show gender

(although not always the case)

Nouns & Determiners

Understand that a determiner introduces a noun, and that it can be an indefinite article, a definite article or a numeral

Rules for capitalisation

Plurals

An ability to recognise & form nouns in the plural

Agreement

Awareness of agreement as a concept, ie the matching of words by number & gender

Position & agreement of adjectives of colour

Know that most adjectives follow the noun and have to agree in number and gender with the noun

Know that some colour adjectives are invariable with m and f nouns

Regular verbs

Be familiar with some parts of regular verbs in present tense

High frequency regular verbs

Irregular verbs

Know parts of the verb ser, estar & understand the difference in usage;

Tener, ir

High frequency irregular verbs

Know some in the “I” form

Core structures

Be able to use these in sentences

Opinion phrases

Opinion adjectives

Conjunctions

Intensifiers

Prepositions

Vocabulary

Core phrases

Teacher classroom instructions

Question words

¿cómo?

¿qué?

¿cuántos?

¿cuándo?

¿cuál?

¿quién?

¿dónde?

Basic vocabulary

Days of the week & Months

Colours

Numbers 0 – 31 & dates & Time

Family members

Animals

Weather and seasons

Geographical features

Modes of transport

Sports and hobbies

Clothing

Parts of the body

Food

The planets

Places in town

Knowledge about the Spanish-speaking world & Intercultural Understanding

PHONOLOGY

Key phonemes

Accents – be aware when used

Adapted from the Transition Toolkit produced by the
Association for School and College Leaders

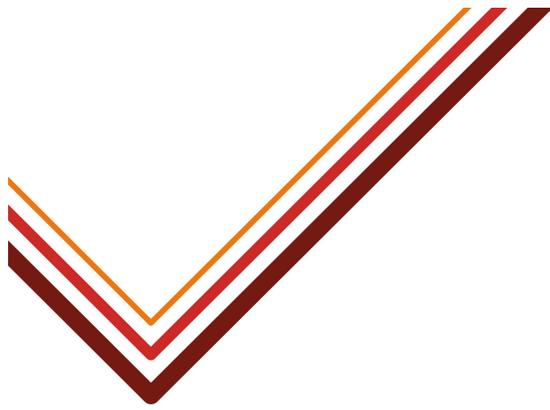
ascl.org.uk

https://www.bcclanguages.co.uk/?page_id=8840

2023 transfer of data to receiving secondary school



Primary School – numbers transferring from the main feeder schools	2023	2022	2021 numbers	2020 numbers	2019 numbers	2018 numbers	Other information including Hackney Primary Spanish Award (HSPA)
Millfields	29	18	25	24	26	22	The school has achieved the SILVER level of the HPSA. Excellent, Spanish well established specialist.
Rushmore	16	17	15	15	11	15	The school has BRONZE level of HPSA. CTs teach own classes.
Gayhurst	9	5	9	10		4	Have Spanish specialists; achieved the BRONZE level of the HPSA; using Language Angels material
Daubeney (part of the Blossom Federation)	11	11	10	10		11	The school has achieved the SILVER level of the HPSA. Excellent, specialist Spanish teacher.
Benthal	8	10	10	8			Good Spanish specialist back at school; has SILVER level of the HPSA; annual exchanges with Madrid school
Southwold (part of Viridis Federation)	7	15	16	7			GOLD level of HPSA; excellent, well-established Spanish teachers; outstanding Ofsted included Spanish; part of CLIL Erasmus+ project



Working for every child

“Best fit levels” achieved by the majority of pupils - excluding Spanish speakers. Hackney benchmark is 60%

2020 – 65% at 5/6 level

2021 – 55.5% at 5/6 level

2022 – 43% at 5/6 level

2023 – 60% at 5/6 level

2024 – 73% at 5/6 level

2025 – 78% at 5/6 level

FROM 2026 THE BENCHMARK HAS BEEN INCREASED TO 65%

Number of native Spanish speakers transferring to secondary schools

2021 – 64

2022 – 73

2023 – 53

2024 - 68

2025 - 75

GCSE Entries



“Analysis of the 2024/25 GCSE entry data shows Hackney had the highest take-up of Spanish of all local authorities in England”

P91 of the Curriculum and Assessment Review (November 2025)

There were entries in 17 different languages at GCSE in 2025 from Hackney schools from Arabic to Urdu

GCSE Spanish Entries



YEAR	SPANISH
2018	808
2019	1010
2020	1213
2021 No exams	1319
2022	1250
2023 1 ST Cohort from primary sat GCSE	1266
2024	1199
2025	1162