



Working for every child

To share good practice in preparing  
pupils for the skills needed in the new  
GCSE exam  
from KS2, KS3 and KS4

Thursday 2<sup>nd</sup> October 4.30 – 6pm  
Parkwood International Spanish School.  
Queens Drive N4 2HQ



Working for every child

# Programme



- Outline of the skills needed for the new GCSE - Bernadette Clinton
- How a secondary department is adapting their planning to cover the new GCSE criteria – Jacqueline Smith
- Teaching reading aloud – Sara Alonso Jimeno
- Describing a photocard orally and in writing – Raquel Tola Rego
- Translating into the target language – Sam Hughes
- How the designated vocabulary can be covered – Hannah Ventisei
- Developing listening skills – Pilar González Gómez

**Overview of GCSE Examination – first time 2026 in Spanish, French , German**  
4 skills of listening, speaking, reading, writing each have 25% of the marks  
Students enter for Foundation or Higher level in all 4 skills  
2 main exam boards



AQA has 3 Themes

Theme 1 People and lifestyle

Theme 2 Popular Culture

Theme 3 Communication and the world around us

Pearson-Edexcel has 6 themes

Theme 1 My personal world

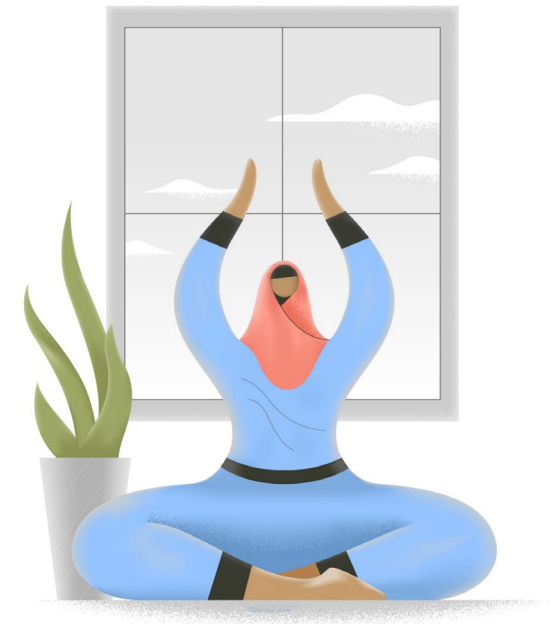
Theme 2 Lifestyle and wellbeing

Theme 3 My neighbourhood

Theme 4 Media and technology

Theme 5 Studying and my future

Theme 6 Travel and Tourism



# Skills needed and tasks set in the exam



- Taking part in a role play
- Reading aloud to test Sound Symbol Correspondence
- Photocard descriptions orally and in writing
- Unscripted conversation
- Dictation to test SSC
- Listening & responding, including to recorded speech
- Comprehension questions
- Choosing from multiple choice options
- Translating from Target Language into English
- Translating from English into Target Language
- Grammar and vocabulary activities
- Extended piece of writing of 90 or 150 words







Jacqueline Smith  
St John of Jerusalem  
&  
London Enterprise Academy



# How to plan for the new GCSE criteria for Modern foreign languages 2026

Jacqueline Smith  
London Enterprise Academy  
Head of MFL: [jsmith1@londonenterpriseacademy.org](mailto:jsmith1@londonenterpriseacademy.org)

# Curriculum Planning Adaptations

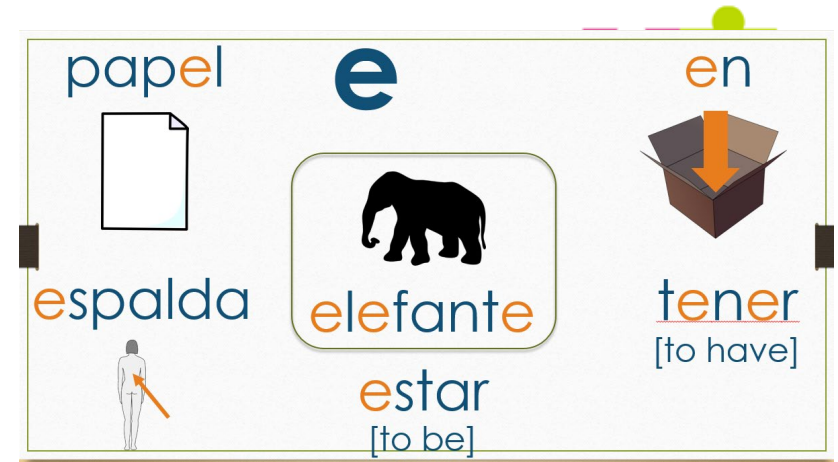


## Curriculum Mapping

- Schemes of Learning have been redesigned to introduce high-frequency vocabulary earlier and build word families gradually.
- Grammar progression needs to be sequenced carefully to reflect the increased precision required.
- New units incorporate phonics explicitly to support reading aloud and pronunciation accuracy.

# How is this implemented in planning

- Dictation tasks
- Reading aloud exercises
- Targeted grammar tests
- Speaking tasks modelled and included in the new SOL
- New rubrics reflect the updated Assessment Objectives (AOs).




**DICTATION:** You are going to hear someone talking about what they do online.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word in Spanish.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in Spanish.

1. Escucho música y también chateo con mis amigos.
2. A veces saco fotos y siempre uso las redes sociales.
3. Siempre mando mensajes y hago compras.
4. En mi ordenador leo y también juego con mis amigos.
5. A veces utilizo las aplicaciones importantes.
6. Siempre mando mensajes a mis amigos.



**TASK 3**

Picture 1



Picture 2



Thematic context: Lifestyle and wellbeing

Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe. Your description must cover:

- people
- location
- activity

very child

# Teaching and Learning Approaches



The department has adopted new pedagogical strategies:

- **Explicit Vocabulary Instruction:** Teaching focuses on high-frequency words, with structured vocabulary lists and revision strategies.
- All year groups now receive regular phonics input using the target language's sound-spelling patterns.
- **Integrated Skills Practice:** Lessons incorporate more interleaving of skills (e.g. listening followed by dictation; reading followed by speaking).
- **Grammar in Context:** Grammar is taught both explicitly and through contextualised use in reading and writing tasks.

## Resources for students

- New knowledge organisers aligned with the prescribed vocabulary
- Grammar booklets with tier-specific content
- Phonics reference sheets
- A bank of speaking practice materials
- Digital platforms (e.g. Quizlet, Language Cloud) support vocabulary and grammar retrieval.





Sara Alonso Jimeno  
Blossom Federation



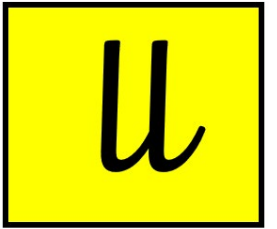
# Effective reading aloud in the classroom: strategies for engagement



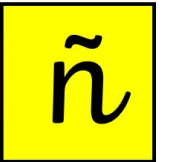
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## Explicit and Implicit Phonics:

Teach specific phonetic sounds and tricky spellings, such as the "j," "ll," "ce," "ci," "ge," "gi," "gui," "ñ," and "que" in Spanish.



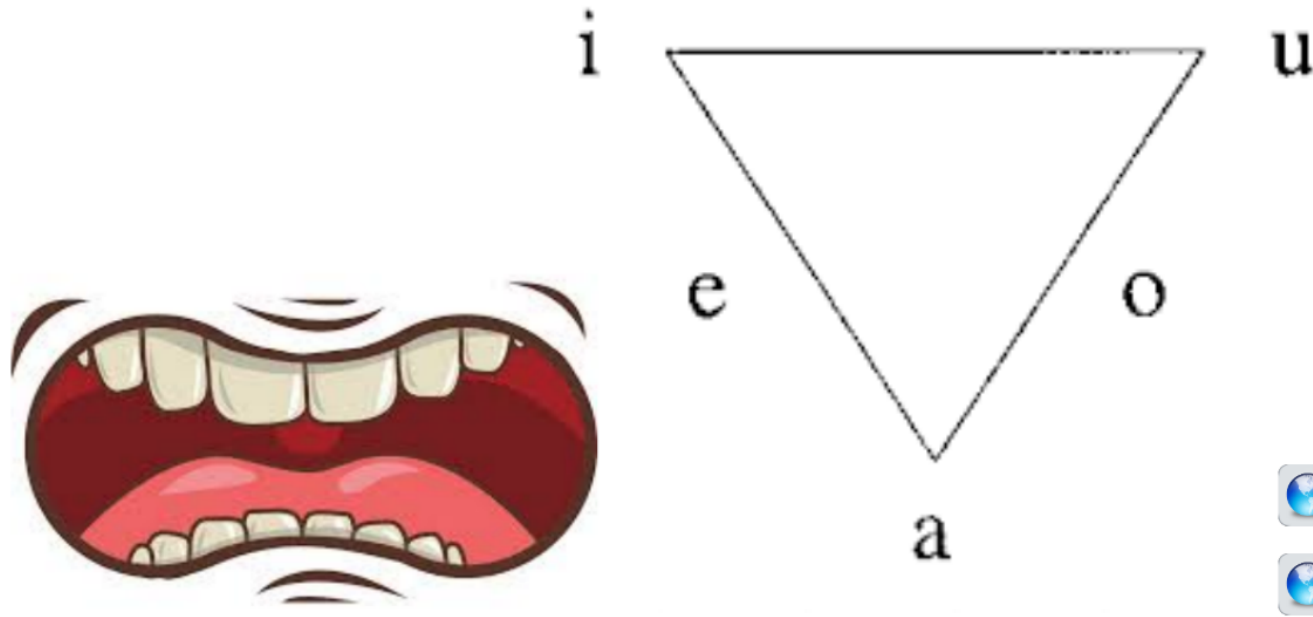
llave



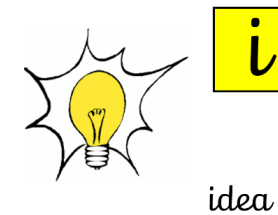
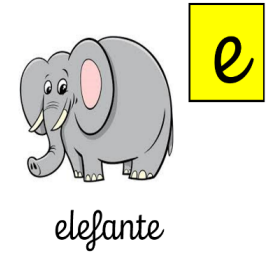
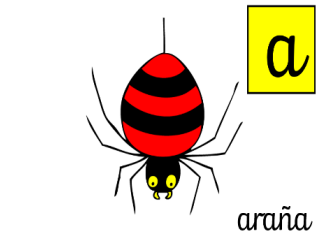
España

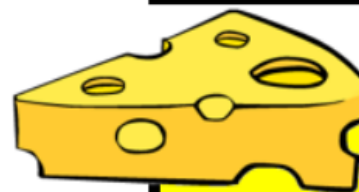
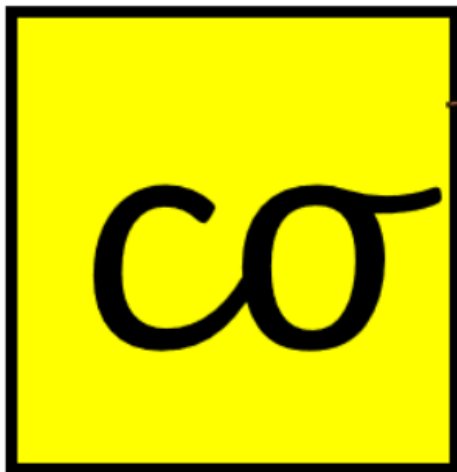
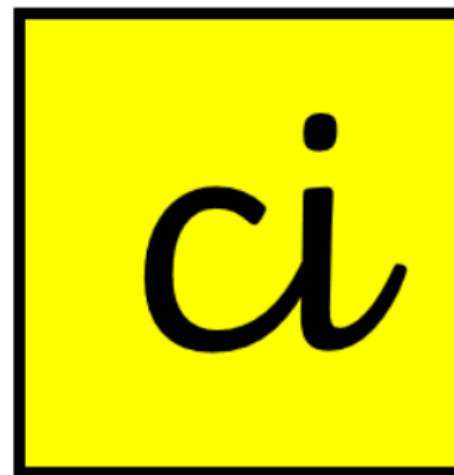
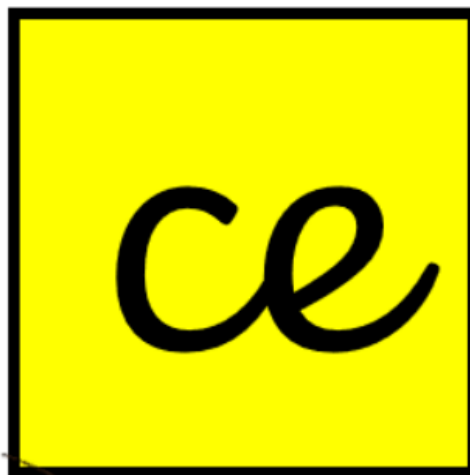
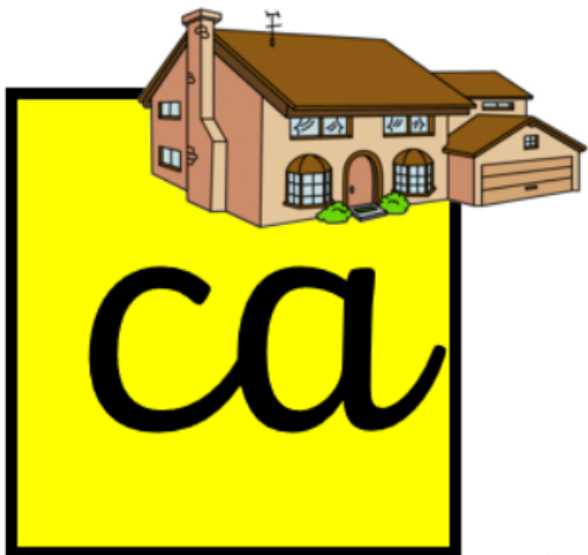
In the Spanish language there are 5 vowels the same as in English but they only have 5 sounds. They always sound the same.

Let's have a look at the vowels first!



Con la "E", el bebé bebe leche.





15



3

el sonido LL



Prepárate



pollo



pantalla



llama



olla



malla



tallo

¡Lee!



Llamamos a Lola.

La llama salta allá.

No toca la pantalla con las manos.

Las Fallas

Paco toma pollo con patatas.

Los fantasmas llaman.

Alfonso llama a casa.

# 4 L or LL ?

me llamo Luna

fecha 05.06.25

A. Listen to the word list and make a mark when you hear the L sound.  
Repeat for the LL sound.

L	<del>    </del> (5)	LL	<del>     </del> (5)
---	---------------------	----	----------------------

B. Listen to the words. Fill in L or LL as appropriate.

10/10

1. aLas ✓

2. maLLa ✓

3. caLidad ✓

4. mascariLLa ✓

5. siLLín ✓

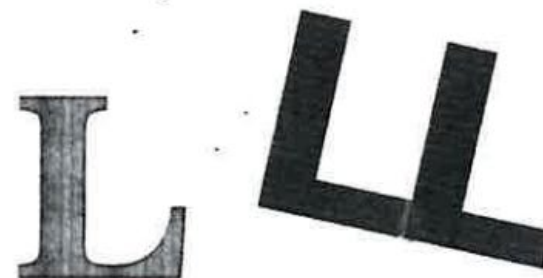
6. eLegante ✓

7. martiLLo ✓

8. caLLejero ✓

9. baLance ✓

10. LLovizna ✓



# Teacher and whole-class modelling



Bola de fuego. Escucha y repite.



1. hace calor

2. hace frío

3. hace sol



4. hace viento



5. hace mal tiempo

6. hace buen tiempo



7. hay niebla





# Teacher and whole-class modelling



Repetición retrasada. Escucha, memoriza y repite.

1. hace calor

2. hace viento

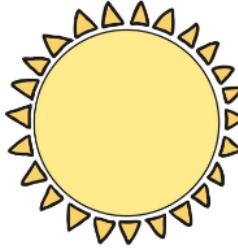
3. hace mal tiempo

4. hace buen tiempo

5. hace frío

6. hay niebla

7. hace sol



# Teacher and whole-class modelling

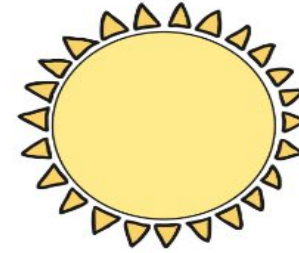


Grumpy time. Escucha y repite la frase en negativo.



How do we make negative sentences in Spanish?

1. hace buen tiempo
2. hace mal tiempo
3. hace viento
4. hace calor
5. hace frío
6. hace sol
7. hay niebla



# Structured and interactive paired activities

Shadow reading



Hola, me llamo Juan. Tengo once años. Vivo en Londres. Londres es una ciudad muy grande, hay tres aeropuertos internacionales. También hay muchos museos. Hay un museo de ciencia, un museo de historia natural y un museo de arte contemporáneo. En mi ciudad hay una biblioteca nacional y muchos estadios de fútbol. Vivo cerca de Tottenham Hotspur estadio, pero mi estadio favorito es Emirates estadio. También hay un hospital enorme y muchos mercados y supermercados.

# Structured and interactive paired activities



Dicador retrasada. Escucha, memoriza y escribe.



1. Hay un cine.
2. No hay una farmacia.
3. Hay un hospital y un supermercado.
4. No hay un cine ni un hospital.
5. Hay un museo pero no hay un estadio.

# Structured and interactive paired activities



Mind reader. Adivina la frase.



1. No hay **una** farmacia**a**.
2. Hay **un** cine.
3. No hay **un** hospital.
4. Hay **un** supermercado**o**.
5. No hay **un** museo**o**.
6. Hay **un** estadio**o**.
7. No hay **una** escuela**a**.
8. No hay **una** gasolinera**a**.

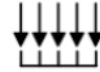
# Structured and interactive paired activities



+



123

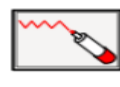


Sentence bingo. Dibuja una tabla y escribe un numero en cada cuadrado.

1. En Hackney no hay **una** farmacia.
2. En Barcelona no hay **un** cine.
3. En mi ciudad hay **un** hospital.
4. En Londres hay **un** supermercado.
5. En Mallorca hay **un** museo y un supermercado.
6. En Tottenham hay **un** estadio.
7. En mi ciudad hay **una** escuela.
8. En Valencia hay **una** gasolinera pero no hay una escuela.




# Structured and interactive paired activities



Encuentra a tu pareja. Escribe una frase en la pizarra.

## ¿Qué tiempo hace hoy?



1. hace buen tiempo
2. hace mal tiempo
3. hace viento
4. hace calor
5. hace frío
6. hace sol
7. hay niebla
8. hay tormenta
9. está lloviendo
10. está oscuro
11. está nublado





# Sentence stealer

- Display around 10 sentences on the board, preferably ones which show language patterns you have been working on recently or some time ago.
- Hand out four cards or slips of paper to each student.
- On each card students must secretly write a sentence from the displayed list.
- Students then circulate around the class, approaching their classmates and reading a sentence from the displayed list. If the other person has that sentence on one of their cards, they must hand over the card. The other person then does the same, choosing a sentence from the board to see if their partner has it.
- As an alternative, to add some spice students can play rock/paper/scissors to see who has the right to read a sentence.
- After five minutes, the winner is the person with the most cards.



- 1. Si el café fuera dinero, ya sería rica.**
- 2. Si mis plantas hablaran, me regañarían.**
- 3. Si cobrara por olvidar cosas, ya no trabajaría.**
- 4. Si la pereza diera premios, tendría uno diario.**
- 5. Si pudiera teletransportarme, igual llegaría tarde.**
- 6. Si ser adulto tuviera trucos, ya los usaría todos.**
- 7. Si se va el Wi-Fi, se va mi alma.**
- 8. Si tuviera un clon, haría todo por mí.**
- 9. Si el finde durara más, dormiría más.**
- 10. Si mi nevera hablara, me bloquearía.**



Raquel Tola Rego  
Parkwood International Spanish Primary School

# Developing skills to ensure success in the new languages GCSE



**“Describing a photo orally and in writing”**

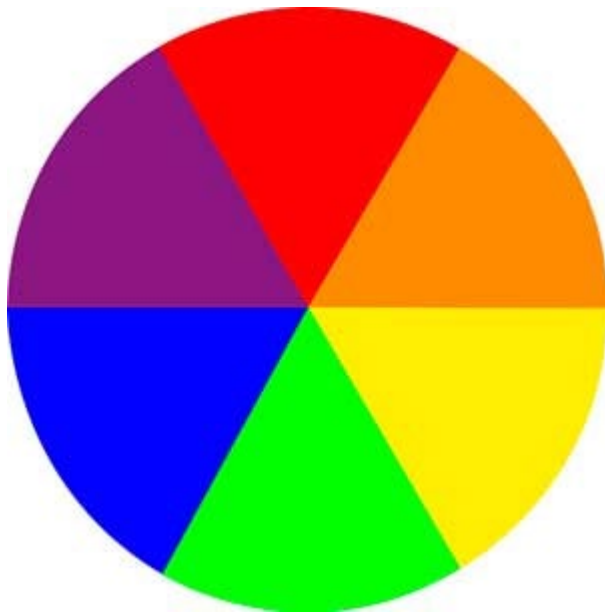


**Examples from Parkwood**

# “Describing a photo orally and in writing”



- Pupils' skills to describe “photos” orally starts from **EYFS** when they are asked simple questions (they will be using single words).  
E.g.; “¿Qué color es? ¿Qué animal es? ¿Qué forma es?”

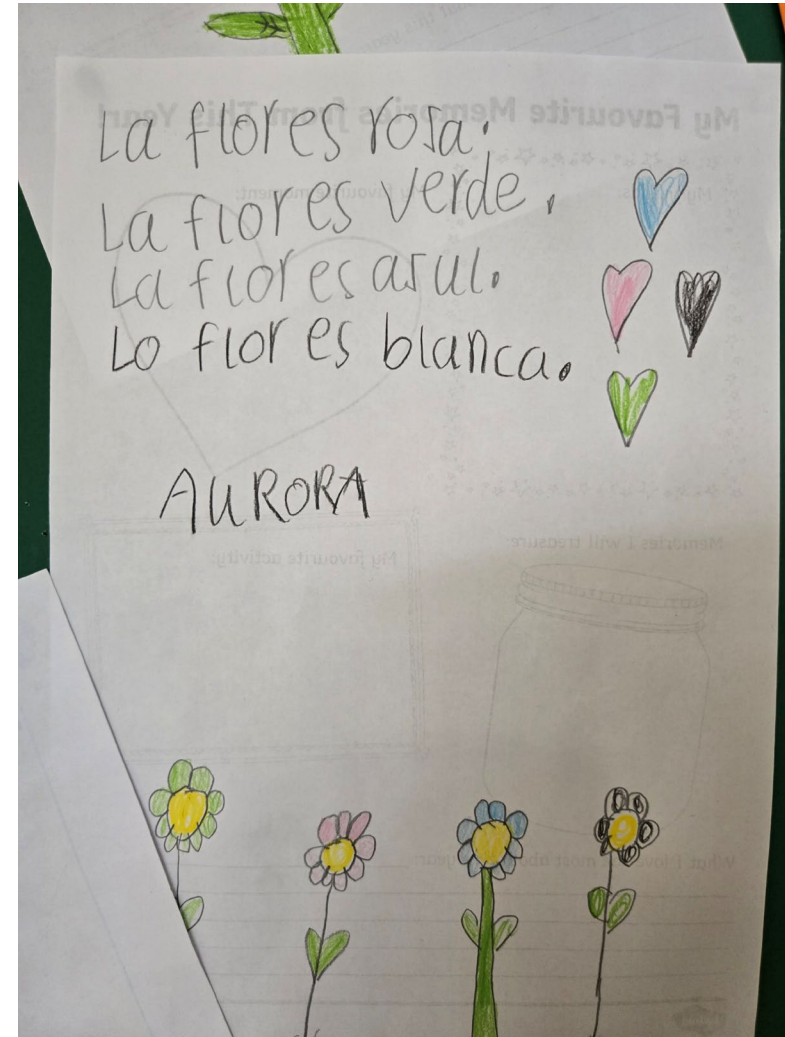


# “Describing a photo orally and in writing”



- In **KS1** pupils can describe “photos” using simple sentences orally and in writing with support (by changing key words to make their own sentences”).

-Example from Y1-





# “Describing a photo orally and in writing”



Veo el color azul.

Veo el color rojo.

Veo el color amarillo.

Veo el color negro.

Veo el color verde.

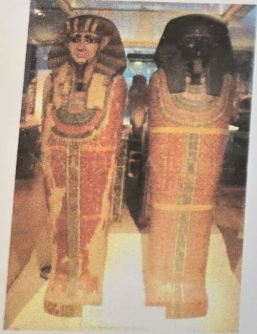
- In **KS1** pupils can describe “photos” using simple sentences orally and in writing with support (by changing key words to make their own sentences”).



-Example from Y2-



# “Describing a photo orally and in writing”



1. la hay En sarcófagos foto dos.  
En la foto hay dos  
sarcófagos.



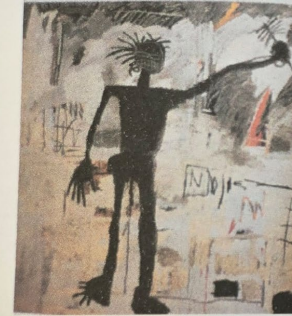
2. sarcófago En foto hay momia  
un y una la.  
En la foto hay una  
momia y un sarcófago.

3. tres En foto la hay pirámides. En la foto hay tres pirámides.



4. una foto hay momia la En. En la foto hay una momia.

5. hay la foto En faraón un. En la foto hay un faraón.



odio el dibujos de  
Basquiat porques  
horroroso



me encanta el  
dibujos de basquiat  
porques original

- In **lower KS2**, pupils can describe “photos”, including their opinion, orally and in writing with some support.  
-Year 3 example-

# “Describing a photo orally and in writing”



- In **lower KS2**, pupils can describe “photos”, including their opinion, orally and in writing with some support.

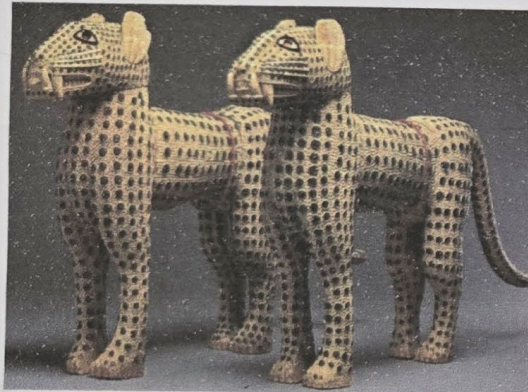
-Year 4 example-

El soldado lleva un ~~casco~~ casco y una capa. El soldado una armadura y un escudo. También el soldado lleva una espada y unas sandalias.





# “Describing a photo orally and in writing”



En la foto hay dos animales bronce de Benin.

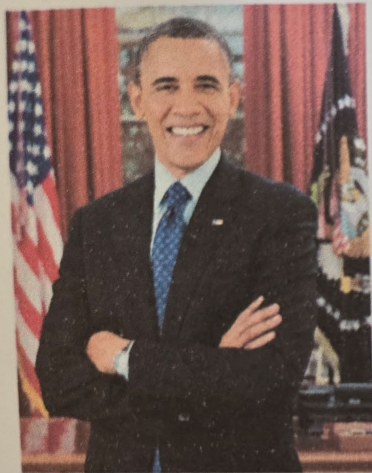
En este bronce hay ~~es~~ dos animales.

Este bronce es bonito.

Opinión: Me encanta este bronce de Benin porque es interesante, original y fascinante!

- In **upper KS2**, pupils can describe “photos” orally and in writing giving more details, including opinions and having a simple unprepared conversation on familiar topics and/or about themselves.

# “Describing a photo orally and in writing”



Él es alto. Él tiene los ojos marrones.  
El pelo gris, rizado, negro y corto.  
Él tiene la nariz redonda.  
Él es delgado.



Ella lleva trenzas marrones.  
Ella tiene los ojos marrones.  
Ella es musculosa.  
Ella es patita guapa.

- In **upper KS2**, pupils can describe “photos” orally and in writing giving more details, including opinions and having a simple unprepared conversation on familiar topics and/or about themselves.

-Year 6 example-



# Hannah Ventisei

## Clapton Girls Academy

# Effective Use Of Vocab Tests at KS3 & KS4

Hannah Ventisei - Clapton Girls' Academy

# Overview



1. Context &  
Challenges



2. Structure Of  
Vocab Tests



3. Outcomes &  
Learnings



# Context & Challenges



Students learn both French & Spanish



Before would often confuse vocab - insufficient time for consolidation

AQA  
Quality Standard

GCSE French (8652), German (8662)  
and Spanish (8692)

New vocab list for new spec -  
routines in KS3 to support KS4




Manage teacher  
workload & clear  
expectations of pupils

# Preparing For Tests

## Vocab List

- Students have vocab list for all tests at the beginning of the half term
- For KS3 split into three groups
- For KS4 split into modules in the book
- KS3 = fortnightly
- KS4 = weekly

 = What I know

### YEAR 8 – French – Vocabulary (Autumn 1)

Year 8 – Autumn 1 – Group 1

1. je regarde ...	I watch ...
2. j'adore ...	I love ...
3. j'aime bien	I like
4. je n'aime pas	I don't like
5. je suis fan de ...	I'm a fan of ...
6. mon film préféré, c'est ...	my favourite film is ...
7. j'ai horreur de ...	I really dislike ...
8. à mon avis, c'est ...	in my opinion, it's ...
9. je déteste ...	I hate ...
10. les dessins animés	cartoons
11. les documentaires	documentaries
12. les émissions de sport	sports programmes
13. les émissions de télé-réalité	reality TV shows
14. Mon émission préférée, c'est ...	My favourite programme is ...
15. les comédies	comedies
16. les films d'action	action films
17. les films d'amour	romantic films
18. les films d'aventure	adventure films
19. les films fantastiques	fantasy films
20. les films d'horreur	horror films


Year 8 – Autumn 1 – Group 2

1. je lis ...	I'm reading ...
2. une BD	a comic book
3. un livre sur les animaux	a book on animals
4. un roman fantastique	a fantasy novel
5. un roman policier	a thriller / crime novel
6. je pense que c'est ...	I think it's ...
7. amusant	funny
8. assez bien	quite good
9. barbant	boring
10. chouette	cool/excellent
11. effrayant	frightening
12. émouvant	moving
13. ennuyeux	boring
14. génial	great
15. intéressant	interesting
16. nul	rubbish
17. passionnant	exciting
18. pratique	practical
19. stupide	stupid
20. formidable	great

Jendredi 4 Septembre 2025  
LO: Talk about TV Programs La télé

Do now:

Qu'est-ce que tu regardes à la télé? Je regarde ...



a) The Sports  
b) reality TV  
c) Music Programs  
d) The news  
e) a series  
f) Game Show  
g) animated  
h) documentaries  
i) The weather

1) Game Shows, b  
2) Music, a  
3) Series, c  
4) Sports, a  
5) Music, B Game Show G

# Structure Of Tests

## Test Paper KS3

- ▶ 10 questions
- ▶ First half Fre → Eng
- ▶ Second half Eng → Fre
- ▶ Challenge column - phonetics
- ▶ 'STAIR' time for students to review and learn from their mistakes

### Contrôle de vocabulaire – Group 1

	Question	Réponse	Correction	Challenge <small>Write out each French word phonetically (cinéma = sin-ay-ma)</small>
1	j'adore	I love	✓	<del>ja-door</del> ja-dore
2	les films d'amour	Romance Film	✓	les-films-da-more
3	mon film préféré, c'est	My favourite film is	✓	Mon-film-preh-fer-ay-ses
4	je suis fan de	I am a fan of	✓	jeh-sweet-jum-deh
5	à mon avis,	In my opinion	✓	ah-mon- <del>avis</del> ahvces
6	reality TV shows	les émission de realite TV	✓	les-ehm-ission-deh-ravaliteh-Tee Vee
7	I watch ...	Je regarde	✓	Je reg-ar-deh
8	sports programmes	les émissions de sport	✓	les-em-iss-shions-deh-sport
9	comedies	<del>les comedies</del> les comedies ✓	comedies	les-come-eh-dees
10	My favourite programme is ...	Mon émission de prefere <sup>1/2</sup>	c'est	Mon-em-iss-shions-preh-er-ay-ses

9 1/2 /10  
2

### STAIR

Trois mots à retenir :

PREMIER	DEUXIEME	TROISIEME	QUATRIEME	CINQUIEME
Mon émission Prefere c'est my favourite programme is	Mon émission Prefere c'est my favourite programme is	Mon émission Prefere c'est my favourite programme is	Mon émission Prefere c'est my favourite programme is	Mon émission Prefere c'est my favourite programme is
Comedies	Comedies	Comedies	Comedies	Comedies



# Structure Of Tests

## Test Paper KS4

- ▶ 20 questions
- ▶ First half Fre → Eng
- ▶ Second half Eng → Fre
- ▶ Challenge column - phonetics
- ▶ Longer 'STAIR' time for students to review and learn from their mistakes

CONTROLE DE VOCABULAIRE 2 : planète en danger 16 / 20

	Question	Réponse	Correction	STAIR
1	La pollution	the Pollution ✓		
2	Le climat	the Climate ✓		
3	Les espèces	Species ✓		
4	Le niveau de la mer	the sea levels ✓		
5	Les fleurs	The flowers ✓		
6	La faim	Hunger ✓		
7	La circulation	Traffic ✓		
8	Il pleuvra	it will rain ✓		
9	Quel temps fera-t-il à Marseille ? weather	what's the weather like in Marseille? ✓		
10	La planète est menacée par le réchauffement de la planète	the planet is threatened by global warming ✓		
11	The environment	the environment X	l'environnement	
12	Destruction	Menacer	la destruction	
13	The carbon level	le taux de carbone ✓		
14	Forests	le Forêts ✓		
15	The human population	le population humaine ✓		
16	It will snow	il fait neige ✓		
17	The natural world	le monde naturel ✓		
18	The carbon level it will be cold	le taux de carbone ✓		
19	It will be sunny	il fait du soleil ✓		
20	Fish are affected by climate change	les poissons sont touchés par le changement climatique ✓		

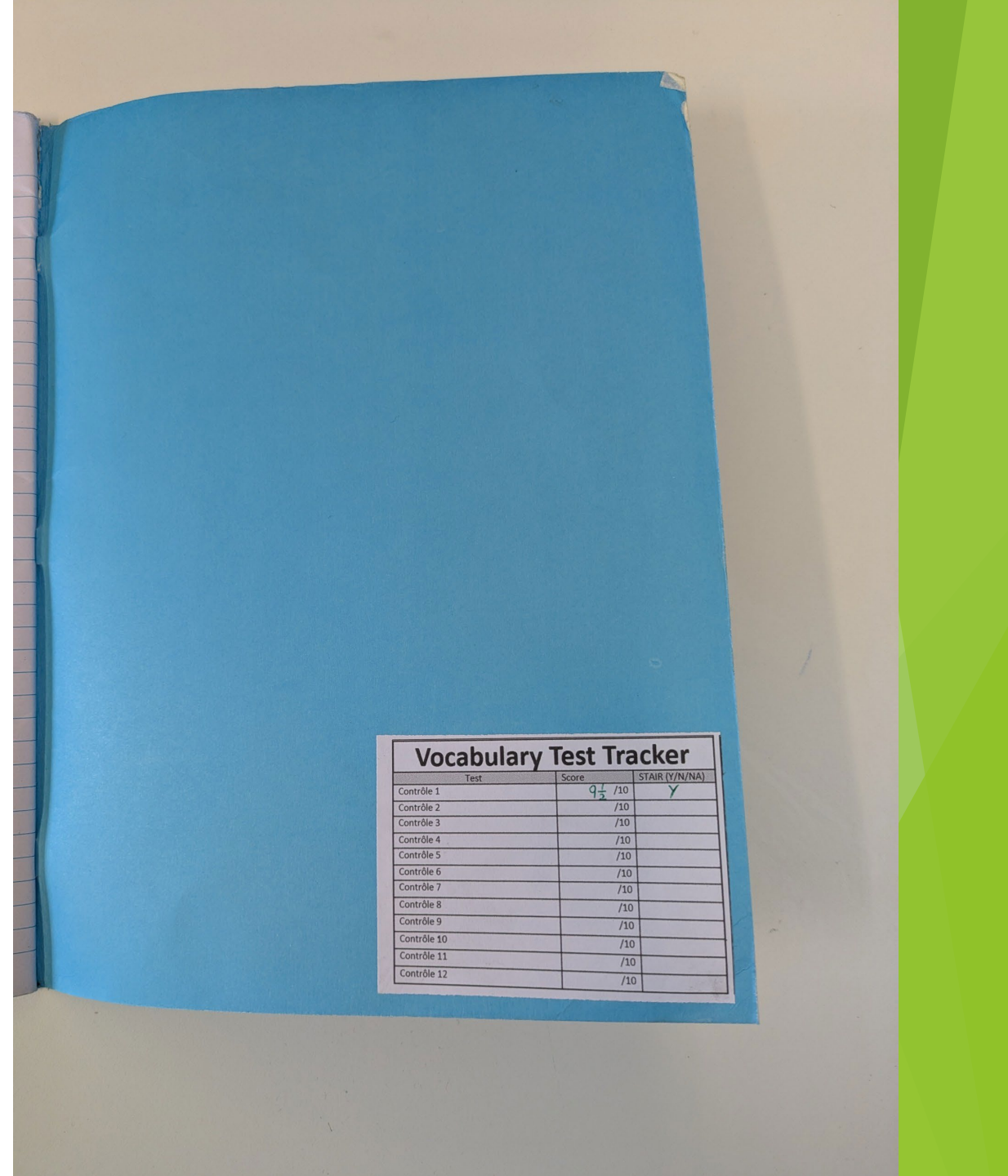
STAIR  
(POUR CEUX QUI ONT ATTEINT MOINS DE 15/20)  
Cinq mots à retenir :

PREMIER	DEUXIEME	TROISIEME	QUATRIEME	CINQUIEME	PREMIER
l'environnement	l'environnement	l'environnement	l'environnement	l'environnement	developpe
la destruction	la destruction	la destruction	la destruction	la destruction	être bénévole
il neigera	il neigera	il neigera	il neigera	il neigera	coopérer
il y aura du soleil	il y aura du soleil	il y aura du soleil	il y aura du soleil	il y aura du soleil	régulièrement
il pleuvra	il pleuvra	il pleuvra	il pleuvra	il pleuvra	

# Structure Of Tests

## Data Collection

- Students make a note of their score in vocab tracker
- Teacher records data in spreadsheet



# Outcomes & Learnings

Better vocab  
retention



Motivation to improve  
score in next test

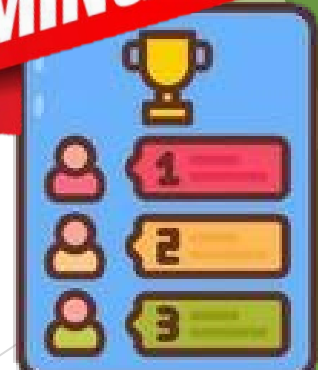


Vocab list used as  
reference tool



Routine test structure  
across key stages

**COMING SOON**



Leader board for best  
scores & most improved

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect. The shapes are layered, with some appearing more prominent than others, and they extend towards the corners of the frame.

**Merci/Gracias!**



# Translating into the TL

Sam Hughes

# Context

- small school
- MFL not compulsory at GCSE
- mixed ability classes at both key stages
- phasing out French



# Strategies

- **RAP: read, annotate, predict**
- **R**ead the full text first, before translating anything
- **A**nnotate the words that they already know
- **P**redict what the missing words could be, thinking about context, types of word needed, synonyms

# RAP

más

ver videos

con mis amigos

I use TikTok to watch videos with my friends. In my opinion it is more popular than Instagram. I have had it for two years. I think that WhatsApp is the most useful app to contact my family and that it is less dangerous than Snapchat.

en mi  
opinión

dos años

creo que

contactar

mi familia

menos

útil

# High Frequency Errors

- translating word for word
- keeping the word order the same as English
- forgetting agreements
- missing out words they don't know
- false friends

# How do I practice translating into the TL?

- mini whiteboards
- translation races
- reverse dictation
- correct the mistakes
- exam-style questions



# Correct the mistakes

I love going to the countryside in the holidays. It is usually very beautiful in autumn. There aren't many shops, but you can enjoy the incredible views. However, last year we went to Mexico. Next time I think I would like to travel by boat because it's less expensive than the plane.

Me gusta ir al camping en las vacaciones. A menudo es muy hermoso en primavera. No hay muchos espectáculos, pero se puede disfrutar de edificios increíbles. Por lo tanto, el año pasado fui a México. La próxima vez creo que me gustaría viajar en metro porque es más caro que el avión.



# Correct the mistakes

I love going to the countryside in the holidays. It is usually very beautiful in autumn. There aren't many shops, but you can enjoy the incredible views. However, last year we went to Mexico. Next time I think I would like to travel by boat because it's less expensive than the plane.

**Me gusta** ir al **camping** en las vacaciones. **A menudo** es muy hermoso en **primavera**. No hay muchos **espectáculos**, pero se puede disfrutar de **edificios** increíbles. **Por lo tanto**, el año pasado **fui** a México. La próxima vez creo que me gustaría viajar en **metro** porque es **más** caro que el avión.

# Correct the mistakes

I love going to the countryside in the holidays. It is usually very beautiful in autumn. There aren't many shops, but you can enjoy the incredible views. However, last year we went to Mexico. Next time I think I would like to travel by boat because it's less expensive than the plane.

**Me encanta** ir al **campo** en las vacaciones. **Normalmente** es muy hermoso en **otoño**. No hay muchas **tiendas**, pero se puede disfrutar de **vistas** increíbles. **Sin embargo**, el año pasado **fuimos** a México. La próxima vez creo que me gustaría viajar en **barco** porque es **menos** caro que el avión.

# Translation races

- one pen, one piece of paper and one dice between two
- one person begins translating onto the paper, the other is rolling the dice until they get a six
- once a six is rolled, swap who is translating and who is rolling the dice
  - must check your partners translation before you continue in case they have made a mistake



# Translation races - your turn!

Hello, my name is Antonia and I am 13 years old. I live in Santiago with my mum, my dad and my sister. My mum works in the hospital and my dad is a mechanic. I love my city because there are lots of shops and we like to go to the stadium at the weekend to watch the football. However, our school is far from our house, so my sister and I have to take the train every day which is expensive.



Hola, me llamo Antonia y tengo 13 años. Vivo en Santiago con mi madre, mi padre y mi hermana. Mi madre trabaja en el hospital y mi padre es mecánico. Me encanta mi ciudad porque hay muchas tiendas y nos gusta ir al estadio los fines de semana para ver el fútbol. Sin embargo, nuestro colegio está lejos de nuestra casa, así que mi hermana y yo tenemos que ir en tren cada día y es caro.

Bonjour, je m'appelle Antonia et j'ai treize ans. J'habite à Santiago avec ma mère, mon père et ma soeur. Ma mère travaille dans l'hôpital et mon père est mécanicien. J'adore ma ville car il y a beaucoup de magasins et nous aimons aller au stade le weekend pour regarder le foot. Cependant, notre collège est loins de notre maison, donc ma soeur et moi nous devons prendre le train chaque jour et c'est cher.



# Y5 Spanish spelling bee

Waterside Academy

Wednesday 4th February 2026, 13.30

Please email me to confirm your school's attendance:

[samanthahughes@watersidecst.org](mailto:samanthahughes@watersidecst.org)

Deadline to confirm attendance: **Friday 24th October**



Pilar González Gómez  
Mossbourne Riverside Academy



# Developing listening skills

Jueves, dos de octubre del 2025.



# National Curriculum & Hackney Scheme of work

## Aims

- ❖ Understand why listening is central to language acquisition.
- ❖ Explore strategies for developing active listening in young learners.
- ❖ Explore practical activities to build listening skills in MFL lessons.
- ❖ Reflect on progression and differentiation for different age groups and abilities.



# Language acquisition theories

Listening is the **foundation** of speaking and language **comprehension**.

phonological awareness

intonation

rhythm of speech

## Behaviourism

Emphasizes imitation  
and reinforcement

**B.F. Skinner**

## Nativism

Innate language  
faculty supported by  
universal grammar

**Noam Chomsky**

## Semantic - cognitive

Relationship between  
language and cognitive  
development

**Jean Piaget**

## Social - pragmatic

Role of social interaction

**Vygotsky**

These theories collectively explain the complex interplay of genetic, cognitive and social factors in language development.

[Theories-of-Language-Acquisition.pdf](#)



# National Curriculum & Hackney Scheme of work

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding.

**1.1** Can respond to simple, known songs with gestures.

**1.3** Can respond with actions to stories read aloud (that they already know in English) eg: Oso marrón.

**2.1** Can respond to a variety of known and new songs with gestures to show understanding.

**2.3** Can pick out key words from familiar stories read out loud.

**3.1** Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.

**3.2** Can follow and repeat key words from a song, rhyme or poem.

**4.1** Can understand and respond to a range of familiar spoken words and short phrases.

**4.2** Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.

**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.

**5.2** Can join in with familiar short stories, songs, rhymes or poems, or parts of them.

**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.



# Classroom strategies

## **Songs & Rhymes**

repetition, rhythm, and cultural context

## **Using authentic resources**

cartoons, songs, short clips

## **“Spot the Sound” Games**

listening for specific words, rhymes,  
or phonemes

## **Gradual scaffolding**

start with gist, move to detail  
(e.g., listening for a colour,  
then for a phrase)

## **Total Physical Response (TPR)**

children respond physically to  
commands in the target  
language

## **Storytelling with visuals**

using picture books, props or  
puppets to support  
comprehension



# Examples

Yo tengo el **arroz**,

I've got the rice



¿**quién** tiene las **patatas**?

who has the fries?



Yo tengo las **patatas**,

I've got the fries



¿**quién** tiene la **sopa**?

who has the soup?



Yo tengo la **sopa**,

I've got the soup



¿**quién** tiene el **pescado**?

who has the fish?



Yo tengo el **pescado**,

I've got the fish



¿**quién** tiene la **verdura**?

who has the vegetables?



Yo tengo la **verdura**,

I've got the vegetables



¿**quién** tiene la **carne**?

who has the meat?



Yo tengo la **carne**,

I've got the meat



¿**quién** tiene la **ensalada**?

who has the salad?



# Practice!

## ¿**v**erdadero o falso?



You do



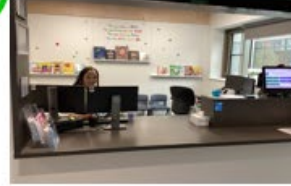
Complete on  
mini- whiteboards





# Practice!

Listen and tick the place you've heard.



## Support



la biblioteca



el cuarto de baño



el pasillo



las canchas



las canchas



la oficina de la directora



el patio



la recepción





# Practice!

Hola, me llamo José. Vivo en Maracaibo, en Venezuela. En primavera hay tormentas pero también hace calor.

Hola, me llamo Thiago y vivo en Nasca, en Perú. Hace sol en primavera, en verano, en otoño y en invierno. Siempre hace buen tiempo, ¡qué bien!

Hola, me llamo Valentina. Vivo en Paysandú, en Uruguay. En otoño no hace frío, la temperatura es de veinte grados.

Hola, me llamo Antonio. Vivo en Córdoba, en Argentina. En invierno hace viento pero en verano hace sol y llueve.



# Practice!

## Unit Assessment

Listen and fill in the table with the correspondent information.

Name	Town	Country	Spring	Summer	Autumn	Winter

## Support



### Unit Assessment

Read the texts and fill in the table with the correspondent information.

Hola, me llamo José. Vivo en Maracaibo, en Venezuela. En primavera hay tormentas pero también hace calor.

Hola, me llamo Thiago y vivo en Nasca, en Perú. Hace sol en primavera, en verano, en otoño y en invierno. Siempre hace buen tiempo. ¡Qué bien!



Hola, me llamo Valentina. Vivo en Paysandú, en Uruguay. En otoño no hace frío, la temperatura es de veinte grados.

Hola, me llamo Antonio. Vivo en Córdoba, en Argentina. En invierno hace viento pero en verano hace sol y llueve.

Name	Town	Country	Spring	Summer	Autumn	Winter



Follow the examples and **write** about the **weather** in your **city**.



# Feedback

Name	Town	Country	Spring	Summer	Autumn	Winter
José	Maracaibo	Venezuela	It's stormy and hot.			
Thiago	Nasca	Perú	It's sunny	It's sunny	It's sunny	It's sunny
Valentina	Paysandú	Uruguay			It's not cold. 20 degrees.	
Antonio	Córdoba	Argentina		It's sunny and rainy		It's windy



# Practice!

## Capítulo 3 COSTA RICA



Querido diario, buenos días. Hoy es sábado 26 de marzo, hace calor y hay mucha humedad. Lola y yo estamos en Katsi. Katsi está en la selva, en el territorio indígena Bribri en Talamanca. Aquí no hay hoteles, restaurantes, ni lugares de ocio, pero hay dos tiendas muy pequeñas con productos esenciales y muchos bananos!

Hoy es la tercera fase del concurso 'Súper cocineros' y vamos a cocinar patacones. Los patacones son un plato muy típico de Costa Rica. Los ingredientes de los patacones son: plátano verde, aceite y sal ¡Me encantan los patacones! Más tarde te escribo. Hasta luego, querido diario. Lola y yo vamos a cocinar.



# Practice!

Listen and tick all that applies.

Día de la semana	Número	Mes	¿Dónde está Katsi?	¿Qué hay?	¿Qué no hay?	Fase del concurso	Vamos a cocinar	Ingredientes	Opinión
viernes	dieciséis	enero	playa	dos tiendas	parques	primera	guacamole	plátanos	no me gusta
domingo	veintiséis	marzo	montaña	tres tiendas	restaurantes	segunda	empanadas	vinagre	me gusta
sábado	catorce	mayo	isla	doce tiendas	casas	tercera	patacones	sal	me encanta
jueves	séis	octubre	selva	una tienda	piscinas	cuarta	ceviche	aceite	odio

## Support



1. Listen and tick all that applies.

Querido diario, buenos días. Hoy es sábado 26 de marzo, hace calor y hay mucha humedad. Lola y yo estamos en Katsi. Katsi está en la selva, en el territorio indígena Bribri en Talamanca. Aquí no hay hoteles, restaurantes, ni lugares de ocio, pero hay dos tiendas muy pequeñas con productos esenciales y muchos bananos!

Hoy es la tercera fase del concurso 'Super cocineros' y vamos a cocinar patacones. Los patacones son un plato muy típico de Costa Rica. Los ingredientes de los patacones son: plátano verde, aceite y sal ¡Me encantan los patacones! Más tarde te escribo.

Hasta luego, querido diario. Lola y yo vamos a cocinar.

Día de la semana	Número	Mes	¿Dónde está Katsi?	¿Qué hay?	¿Qué no hay?	Fase del concurso	Vamos a cocinar	Ingredientes	Opinión
viernes	dieciséis	enero	playa	dos tiendas	parques	primera	guacamole	plátanos	no me gusta
domingo	veintiséis	marzo	montaña	tres tiendas	restaurantes	segunda	empanadas	vinagre	me gusta
sábado	catorce	mayo	isla	doce tiendas	casas	tercera	patacones	sal	me encanta
jueves	séis	octubre	selva	una tienda	piscinas	cuarta	ceviche	aceite	odio



# Feedback

Día de la semana	Número	Mes	¿Dónde está Katsi?	¿Qué hay?	¿Qué no hay?	Fase del concurso	Vamos a cocinar	Ingredientes	Opinión
viernes	dieciséis	enero	playa	✓ dos tiendas	parques	primera	guacamole	✓ plátanos	no me gusta
domingo	✓ veintiséis	✓ marzo	montaña	tres tiendas	✓ restaurantes	segunda	empanadas	vinagre	me gusta
✓ sábado	catorce	mayo	isla	doce tiendas	casas	✓ tercera	✓ patacones	✓ sal	✓ me encanta
jueves	séis	octubre	✓ selva	una tienda	piscinas	cuarta	ceviche	✓ aceite	odio





# Listening activities

## KS1: focus on familiar, repetitive, and physical activities.

- **Action songs:** e.g., “Cabeza, hombros, rodillas, pies” → children listen and point to/ touch body parts.
- **“Simon dice” (Simon says):** responding physically to commands like “Toca la nariz” or “Salta”.
- **Picture recognition:** teacher says a word (e.g., gato, perro, pez) and pupils point to or hold up the right picture card.

## KS2: focus on longer input, gist and detail, and supporting memory.

- **Storytelling with visuals:** read a short story with props (e.g., farm animals). Ask pupils to raise their hand when they hear a certain word, or sequence pictures as they listen.
- **Listening grids:** play a recording of children talking about their favourite foods. Pupils tick boxes in a grid (Who likes pizza? Who likes chocolate?).
- **Guess who?:** teacher describes a character (“Tiene el pelo rubio y ojos azules”) and pupils identify the picture.

## Adapting for SEN/EAL learners

- ❖ **Reduce cognitive load:** use visuals or gestures to support meaning.
- ❖ **Chunking:** break input into smaller steps, pausing between phrases.
- ❖ **Repetition & echoing:** play/say things multiple times in varied voices.
- ❖ **Choice-based responses:** offer two pictures/objects so children choose, instead of needing to recall.
- ❖ **Multi-sensory input:** combine listening with movement (e.g. clapping syllables, sorting picture cards).
- ❖ **Peer support:** pair EAL learners with a buddy to model responses.

## Gradual Increase in Challenge

- **One-word responses**
  - Teacher says a word; child points to a picture (“rojo” → point to red).
  - Listen for key vocabulary in a song (circle “sol” when you hear it).
- **Short phrases**
  - Follow 2-step instructions: “Toca la cabeza y salta”.
  - Match short phrases to images: “Un gato negro” → picture of a black cat.
- **Comprehension of full sentences**
  - Listen to a character description and draw the person (“Tiene el pelo corto y lleva una camiseta azul”).
  - Listen to a short dialogue and answer true/false questions (“¿A María le gusta el helado? – Sí/No”).



# ¡Gracias!

Jueves, dos de octubre del 2025.





## Celebration of Languages in Hackney

**Wednesday 15th October 2025**

**4pm-6pm**

**All Saints Catholic High School**

**6-16 Amhurst Park**

**N16 5AF**



**Our focus languages for the evening are Spanish, Turkish, and Kurdish**

The evening will be a celebration of languages with singing, dancing, food and awards for year 13 language students

All are welcome - registration is essential by emailing [bernadette.clinton@hackney.gov.uk](mailto:bernadette.clinton@hackney.gov.uk)

**The event is sponsored by the David Buckland Trust**

**Performances will include the Mariachi Loco Band, songs by solo singers and choirs of Hackney pupils**



Thursday 6<sup>th</sup> November 4.30 – 6pm  
How AI can enhance language teaching and learning  
Online session with the expert Joe Dale

Friday 21 November 1.45 – 2.30  
Spanish Theatre Group at All Saints perform  
“Un ensayo desastroso”  
Free places for Year 5 and 6 pupils



Friday 7<sup>th</sup> November 1.15 – 3.15pm

Modelling and Coaching session

Observing a KS2 lesson and discussion of strategies  
used

At Parkwood International Spanish School

Thursday 4<sup>th</sup> December 4.30 – 6pm

Year 11 Moderation of work

A cross-borough session in Spanish and French

At The Urswick School



# Y5 Spanish spelling bee

Waterside Academy

Wednesday 4th February 2026, 13.30

Please email me to confirm your school's attendance:

[samanthahughes@watersidecst.org](mailto:samanthahughes@watersidecst.org)

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