



Primary MFL Resources Tool Kit

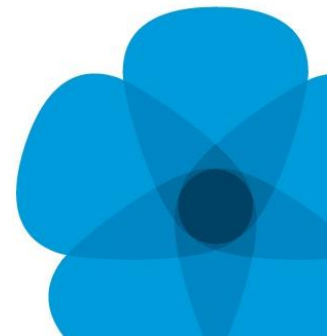
Lesson Ideas for Primary MFL

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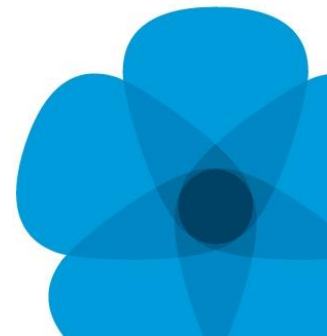
Date: July, 2024





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A Guide to the Tool Kit

Designed to be used by MFL lead teachers and teachers of Spanish in the primary classroom, these editable resources are based on the HIAS suggested MFL Medium Term Plans and Word Mats for primary Spanish. Instructions for how to use them in class are included in the notes section under each slide. They are designed to facilitate engagement and deliberate practice of key vocabulary and structures in all four skills.

These particular resources are all based on the food and drink unit;
¿Qué te gusta comer y beber?

Please see the HIAS MFL Moodle for more curriculum planning guidance.

Authors: Kerry Yates and Adam Clements
HIAS Advisers for MFL
July, 2024





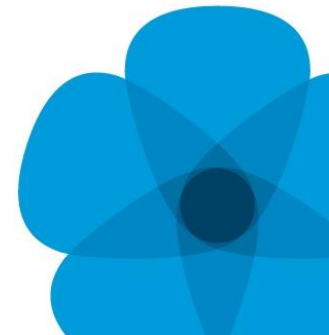
KS2 National Curriculum – Balance of Skills

Listening and speaking

- 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*
- describe people, places, things and actions orally* and in writing

Reading and writing

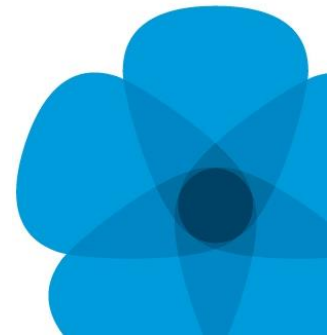
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly





And consequently – some tips...

- Listening – To engage students in listening, 95-98% of text should be familiar – focus on listening to model, rather than decoding and testing in formative years
- Speaking - remember, recall and recycle – less words and more simple, high frequency structures
- Do consider planning skills development over longer chunks of time rather than cramming – speaking/listening at the start, reading and writing later on
- With verbs, consider prioritising use and reinforcement of first and second person before being concerned with other pronouns/forms (question and answer)
- Allow curriculum to drive assessment rather than vice-versa
- Plan a curriculum for your context and stage of development and focus on clear articulation/rehearsing of this and reasons for it – ‘slow down to go faster’



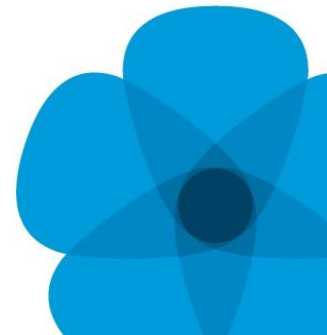


Word Mats

The word mat for each unit is a great place to start. These can be printed out and handed to children at the start of the unit as a point of reference. They are the perfect scaffold for speaking and writing activities and can be removed when language is embedded and pupils are confident to communicate without support.

The language should be initially introduced with lots of repetition to reinforce the sound/spelling links. This can be done in sections and practised with the teacher as follows:

1. Intruder – read a sentence with an English word “intruding”. What should the word be?
2. Sense or nonsense? - Read a sentence and pupils decide if it makes sense or not.
3. Missing word – Read a sentence missing out a word for pupils to spot.
4. Guess the sentence – Teacher thinks of a sentence for pupils to guess.
5. Paired quizzing – Pupils test each other on phrases or sentences.



¿Qué te gusta comer y beber ?

What do you like to eat and drink?

Reading from the left, using this handy step-by step guide to build exciting Spanish sentences to impress your teacher and your friends! 😊



When?

lunes - Monday
 martes - Tuesday
 miércoles - Wednesday
 jueves - Thursday
 viernes - Friday
 sábado - Saturday
 domingo - Sunday



a veces - sometimes
 el fin de semana - at the weekend
 por la tarde - in the evening
 todos los días- every day



What?

Como - I eat
 un helado - ice cream
 un bocadillo - a sandwich
 una ensalada - salad
 una pizza - pizza
 patatas fritas - chips
 churros - churros

Bebo - I drink
 coca - Coke
 limonada - lemonade
 agua- water
 té - tea
 leche - milk

Who with?

solo/sola - on my own
 con mi familia - with my family
 con mis amigos/amigas- with my friends

Where?

al restaurante- at the restaurant
 en la escuela- en school
 en casa- at home

Opinion?

Me gusta- I like it
 Me encanta- I love it
 No me gusta- I don't like it
 Odio - I hate it

porque es - because it is

rico - delicious
 sano- healthy
 horrible - horrible
 bueno - good

So here is an example:

Todos los días, como una pizza con mis amigos en la escuela. Me gusta porque es muy rico.

Every day, I eat pizza with my friends at school. I like it because it is very delicious.

Extend your sentences even further by adding these connectives:

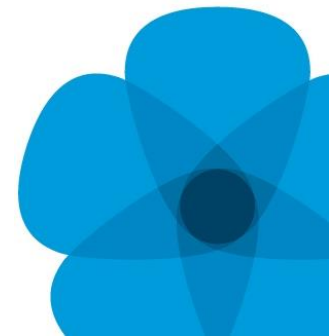
también - also / y - and / pero - but / luego - then

and these intensifiers:

muy - very / bastante - quite 😊



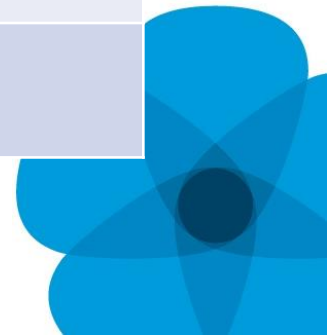
Listening and Speaking





This or that?

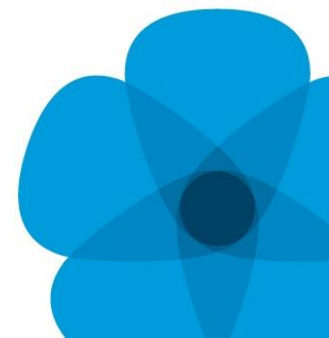
	A	B
1	Lunes como ensalada.	Lunes como patatas fritas.
2	Martes como patatas fritas.	Martes como fruta.
3	Sábado bebo limonada.	Sábado bebo agua.
4	Domingo bebo zumo de naranja.	Domingo por la tarde bebo zumo de naranja.
5	Miércoles como pizza.	Miércoles como churros.





Mosaic Listening

A	Lunes	como	ensalada
B	Martes	bebo	patatas fritas
C	Miércoles	mi hermana come	zumo de naranja
D	Jueves	mi hermano bebe	agua



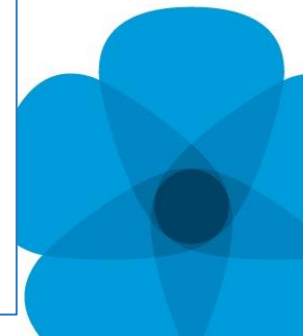


Sentence Bingo

Draw a table like the example below and write a number between 1 and 12 in each square. I will read at random. If you have the number I read on your table, cross it off. The winner is the first one to cross out a line – then all of their numbers.

5	7	2
6	1	9

1. Lunes como pizza.
2. Martes como helado.
3. Miércoles como patatas fritas.
4. Sábado como ensalada en case.
5. Martes bebo coca.
6. Bebo agua todos los días.
7. El fin de semana como pizza.
8. Como patatas fritas y bebo limonada.
9. Como pizza con ensalada.
10. Viernes como un bocadillo.
11. Domingo como al restaurante.
12. A veces como churros.





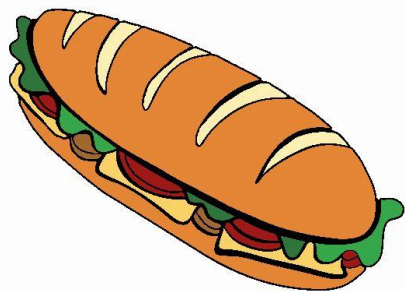
1



2



3



4



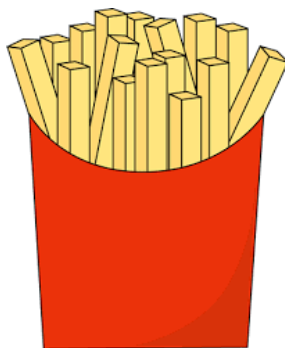
5



6



7



8



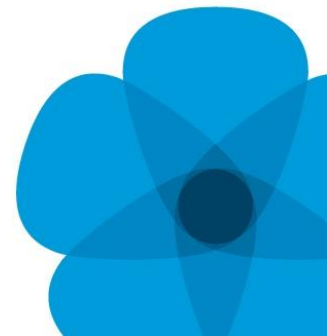
9



I eat chips 1	I drink water 2	I eat salad 3	Every day, I drink coca cola 4
I eat chips sometimes 5	On Mondays, I eat pizza 6	I drink water every day 7	I eat churros on Tuesdays 8
I drink lemonade on Wednesdays 9	I eat a sandwich at the weekend 10	I eat chips on Thursdays 11	I drink lemonade 12
I drink coca cola on Mondays 13	I like it 14	I love it 15	I love it 16

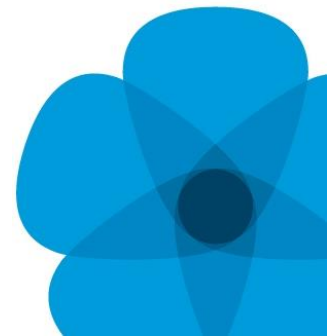


	pizza	patatas fritas	ensalada	agua	coca
Lunes					
Martes					
Miércoles					
Jueves					





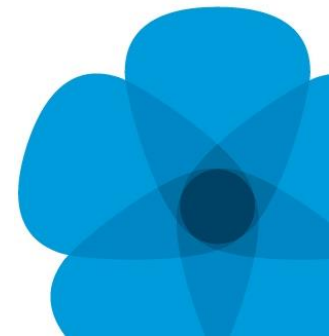
	pizza	patatas fritas	ensalada	agua	coca
Lunes					
Martes					
Miércoles					
Jueves					



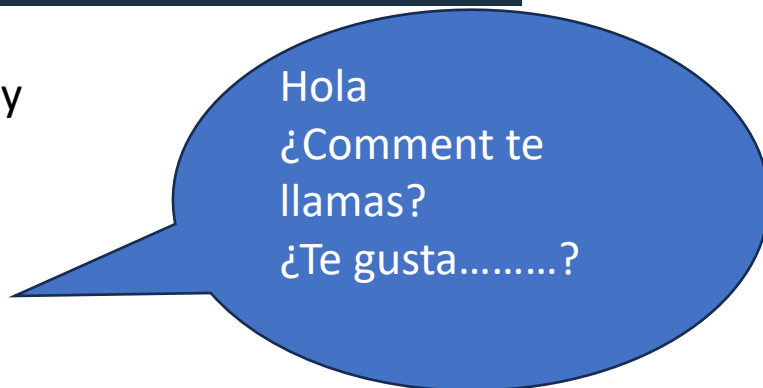
Sentence stealer



1. Lunes como pizza.
2. Martes como helado.
3. Miércoles como patatas fritas.
4. Sábado como ensalada en case.
5. Martes bebo coca.
6. Bebo agua todos los días.
7. El fin de semana como pizza.
8. Como patatas fritas y bebo limonada.
9. Como pizza con ensalada.
10. Viernes como un bocadillo.
11. Domingo como al restaurante.
12. A veces como churros.



Encuesta - survey



Nombre	chocolate	coca	ensalada

Me gusta-

I like it

Me encanta-

I love it

No me gusta-

I don't like it

Odio -

I hate it

porque es -

because it is

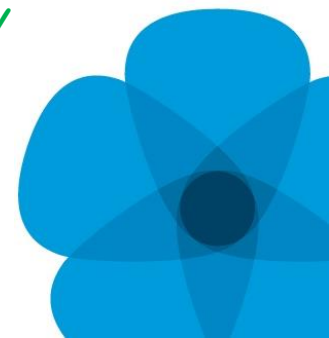
rico - delicious

sano- healthy

horrible -

horrible

bueno - good





You are partner A

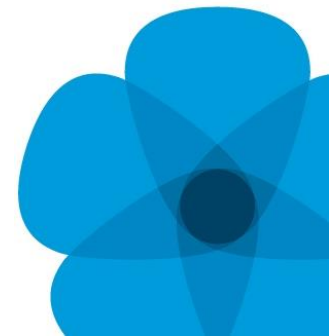
A		
Lunes	patatas fritas	agua
Sábado	ensalada	zum de naranja
Domingo	churros	limonada
Martes	pizza	coca

B		

You are partner B

A		
Lunes		
Sábado		
Domingo		
Martes		

B		
Martes	pizza	coca
Miércoles	un bocadillo	agua
Viernes	ensalada	zum de naranja
Domingo	churros	limonada

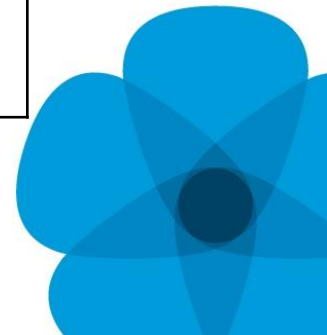




Tick me quick!

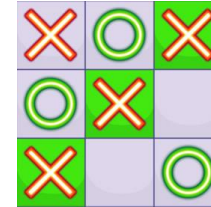
<i>I eat</i>	<i>with my friends</i>	<i>I drink</i>
<i>also</i>	<i>on the weekend</i>	<i>delicious</i>
<i>with my family</i>	<i>at school</i>	<i>in the evenings</i>
<i>lemonade</i>	<i>ice cream</i>	<i>On Monday</i>

<i>Personne 1</i>	<i>Personne 2</i>
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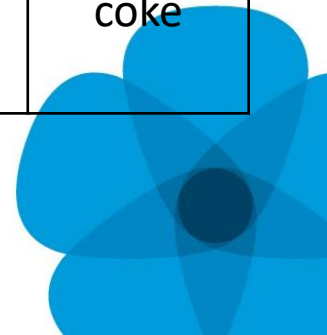


3 en Línea



como	en el café	helado	con amigos
churros	el fin de semana	porque	es rico
con mi familia	al restaurante	bebo	por la noche
Me encanta	limonada	en casa	coca

I eat	in the cafe	some ice cream	with my friends
some churros	on the weekend	because	delicious
with my family	at the restaurant	I drink	in the evenings
I love it	some lemonade	at home	some coke





Los Barquitos

1 x 

1 x 

2 x 

Vocabulario

Te toca a tí (It's your turn)

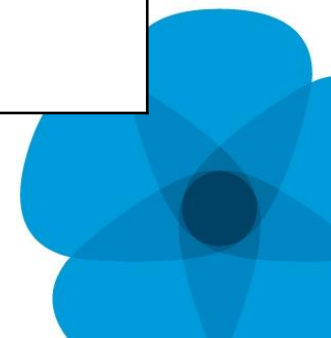
Tocado (Hit)

Fallado (Missed)

Hundado (Sunk)

Como churros Como pizza Como un helado Bebo agua Bebo limonada

Lunes,					
Martes,					
Miércoles,					
Jueves,					
Viernes,					





Guess my Sentence

Lunes	como	pizza	solo/a	al restaurante	y	bebo coca
Martes		helado	con mi familia	en casa	también	bebo limonada
Miércoles		patatas fritas	con mis amigos	en la escuela		
Jueves						
Viernes						
Sábado						
Domingo			churros			

<i>Pronunciation</i>	<i>e = ay</i>	<i>Sí/No</i>
	<i>i = ee</i>	<i>Sí/No</i>
	<i>silent h</i>	<i>Sí/No</i>

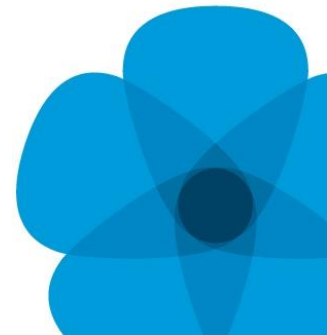
<i>Tally</i>	
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Gapfill dictation

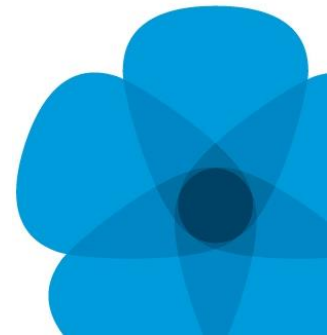
1. Lunes, _____ como _____ patatas fritas.
2. Martes, _____ bebo _____ agua.
3. Bebo _____ coca _____ y me _____ gusta _____ .
4. Como una pizza grande con _____ patatas fritas _____.
5. Miércoles como _____ ensalada _____ porque es sano.





Pictionary!

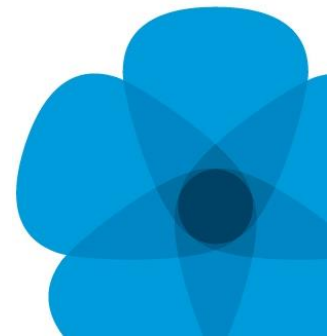
Draw the foods and drinks!

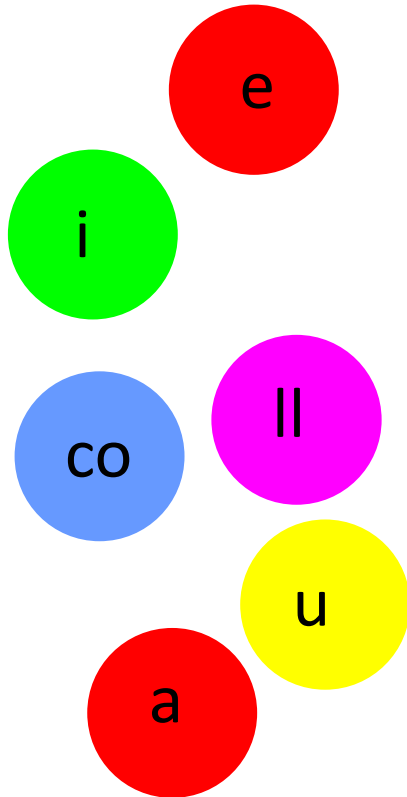




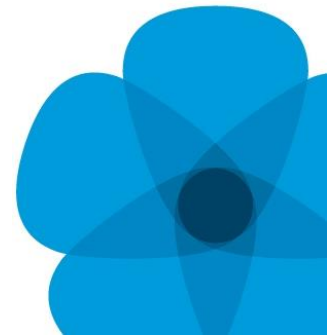
Phonics

- Ofsted Research Review & New GCSE underline importance of students' knowledge of SSCs (Sound spelling correspondence)
- New skills; dictation (listening exam) and reading aloud (speaking exam)
- Importance of 3 pillars; Phonics, Vocabulary and Grammar
- Students will need to be explicitly taught SSCs and their link with spelling
- Accurate pronunciation more important than ever





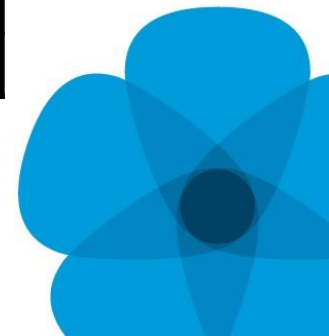
1. __mo
2. b_bo
3. l__nes
4. bocadi___o
5. m_g_sta
6. r_co
7. fr_tas
8. limon_d_





es	fé	gos	sa	gu	tes
col	jue	ves	ilia	mar	esc
lada	ami	mingo	sta	co	fam
uela	Do	ensa	ca	lun	ca

1. Sunday	4. family	7. like	10. salad
2. Tuesday	5. friends	8. Thursday	11. café
3. Monday	6. house	9. coke	12. school





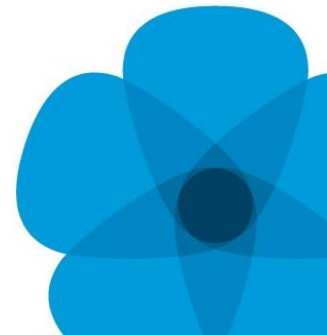
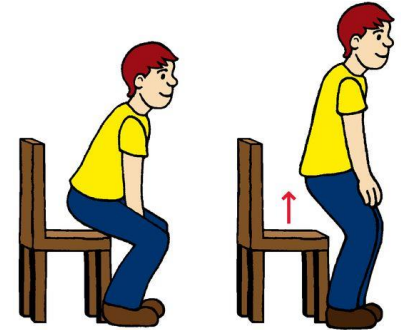
Stand Up, Sit Down

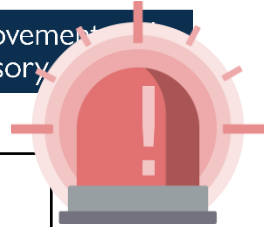
FINAL CONSONANTS

Generally silent – with exception of **CRFL**

Be very **CaReFuL!**

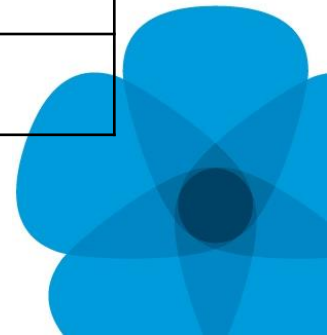
1. Me encanta
2. martes
3. ensalada
4. Como
5. helado
6. Domingo
7. y
8. rico
9. también
10. Bebo
11. churros
12. agua





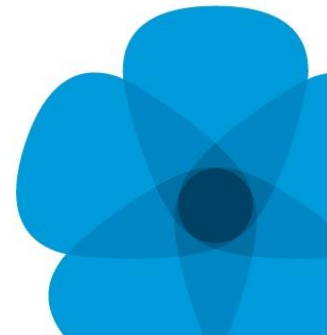
Spot the Intruder!

1. a. Como	b. Komo
2. a. Bebo	b. Beybo
3. a. elado	b. helado
4. a. cassa	b. casa
5. a. hueves	b. jueves
6. a. fameelia	b. familia
7. a. rico	b. riko
8. a. tahde	b. tarde
9. a. lunes	b. lunez





Reading and Writing





Narrow Reading Activity

A. Underline the key words.

Hola, me llamo **Sofía** y tengo siete años. Lunes, como pizza y es rico. Bebo agua porque es sano. ¿Que comes y bebes?

Holam me llamo **Luís** y tengo nueve años. Sábado, como ensalada pero no me gusta. Bebo coca y me gusta mucho. ¿Que bebes el fin de semana?

Hola soy **Ana** y tengo diez años. Domingo, como churros con chocolate y me encanta. También, bebo zumo de naranja y es bueno. ¿Que comes sábado?

D. Translate Ana's text into English.

E. Write your own text.

B. Complete the table in English.

Name	day	food	opinion	drink	opinion

C. Which questions do the three people ask?

Sofía:

Luís:

Ana:

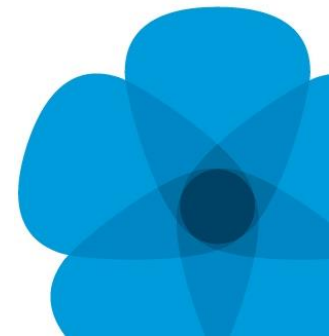




Spot the errors

Hole me llamo **Luisa** y tengo ocho años. Como ensalada todos los días porque es rico y también es sano. Normalmente, bebo agua pero no me gusta. Prefiero zumo de naranja. ¿Que comes tú?

Hello, I'm called Luisa and I am seven years old. I eat salad on Tuesdays because I like it also it's tasty. Every day, I drink water, but I like it. I prefer coca cola. What do you drink?

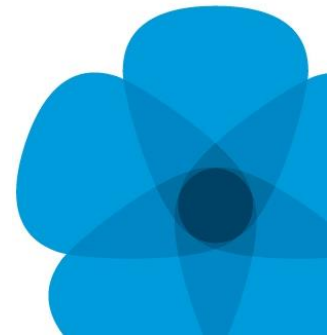




Delayed copying

You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.

Como churros.

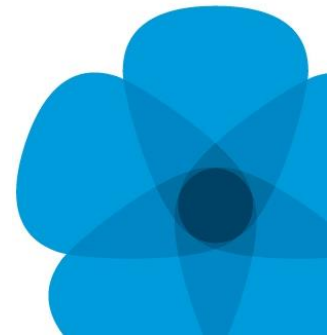




Delayed copying

You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.

Bebo agua.

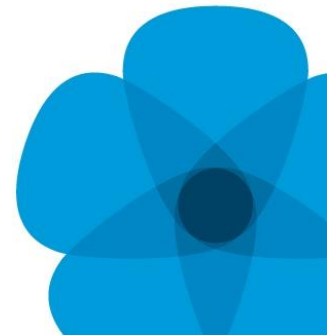




Delayed copying

You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.

Como patatas fritas.

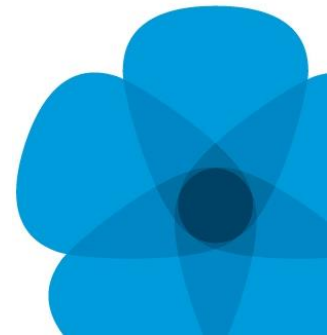




Delayed copying

You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.

Bebo zumo de naranja.

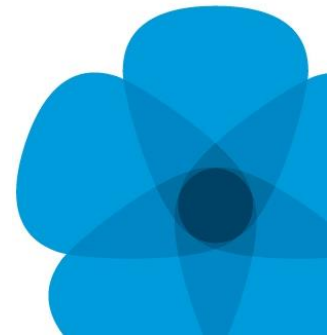




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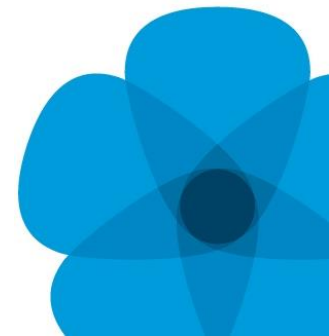
Como ensalada a veces.





Un stylo, un dé

French	English
Miércoles como churros.	
Sábado bebo limonada y como un bocadillo.	
	On Thursday, I eat chips.
	On Sunday, I drink coca cola.
Bebo zumo de naranja todos los días.	
El fin de semana como pizza y es rico.	
	Every Friday, I eat ice cream and I like it.



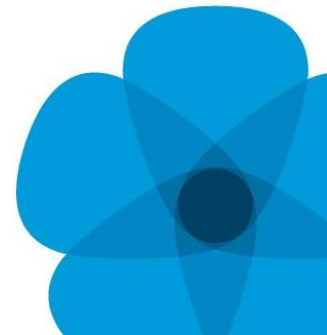


Tangled Translation

Hello! Me llamo Alvaro and tengo ten años.

¿Cómo estás? On Monday, como salad and I gusta. I drink agua because es sano y delicious. ¿What te gusta to drink?

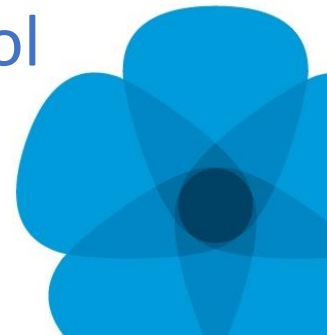
El fin de semana, I eat churros y I love it! También, bebo orange juice porque es delicious.





What can HIAS offer?

- Facilitating sharing of resources (Moodle)
- Curriculum planning in MFL
- Lesson planning and structure
- Supporting non-specialist teachers to teach MFL
- Encouraging phonics in languages
- Developing writing skills in MFL
- Increasing cultural capital through languages
- Preparing students for MFL at secondary school





**For more information, visit the HIAS MFL Moodle:
[Languages Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk/moodle/)**

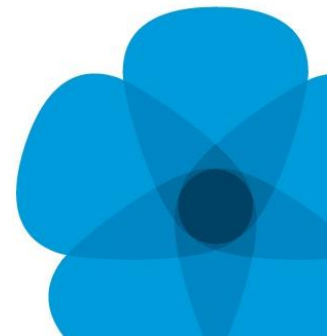
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