



Feedback from Lower Key Stage 2 children about Foreign Languages (June 2023)

General questions about Foreign Languages (Spanish)

Children from Lower Key Stage 2 have feedback on Spanish. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages

| What is Foreign Languages about? |
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| <ul style="list-style-type: none"> You have to learn to speak different languages because you might visit different countries. Diversity - everybody's different so it's important were learning about each other. That includes the language they speak. Learning about the currencies used in other countries. When you go to different countries, they speak differently so you have to try and understand them. Sometimes they can speak your language too. Learning something new. |
| Why is Foreign Languages important? |
| <ul style="list-style-type: none"> When you're in a different country, no one might know your language, but if we know theirs, we'll be able to make friends and communicate. You can teach different people the languages that you speak. It could be beneficial in case you move away to another country. If you become a teacher when you're older and there's a child from another country, you'll be able to help them to communicate. When you work in a company, your boss might speak another language and it would help you to do well in the job. If someone new comes to school and they're trying to learn your language, you can help them. |
| Tell me about your favourite piece of work in Foreign Languages and tell me why you enjoyed learning about this |
| <ul style="list-style-type: none"> I enjoyed learning about numbers in Spanish back in November because there was a fun puzzle we had to do where we had to match the numbers up to the words. It helped me learn the link between the number and the word and I could use work I'd done before to help me. I liked doing the 'wanted' poster because we go to describe a person in Spanish. It was challenging but I enjoyed it because I like a challenge! I liked learning the question for 'where do you live?'. We did a drawing for the different characters having a conversation and telling each other where they lived. It was fun and helped me with my Spanish. I liked learning how to say 'hello' and 'goodbye' when we did the crossword about different greetings phrases. I liked it because it made me think and helped me to understand the different ways of saying hello and goodbye. I liked the 'wanted poster'. You had to use creativity and make sure that your sentences made sense in Spanish. I used work I'd done in my book before and made sure I was using the right words for what I wanted to say. I liked doing the information text (reading activity) where we had to highlight the parts that we knew and then draw the monster from the description. I enjoyed doing the drawing but also following the information that was given. It was a bit hard to understand some of the words, but I still enjoyed it. I liked understanding the descriptions and translating from Spanish to English because translating is fun but it's a hard skill to learn because sometimes you might get it wrong at first, but when you try again it gets easier. I like the clothes topic because I'm interested in the names of the different items of clothing. |
| Are there any areas in Foreign Languages that you are still unsure about? |
| <ul style="list-style-type: none"> I struggle to remember how to learn new words and sometimes you might forget them. Sometimes it's hard to build your confidence back up when you get something wrong. Sometimes I forget the words for 'the' and 'and' because there's more than one way of saying them. I felt like I was a bit behind when we had the two bank holidays so we missed two lessons. |
| How do you know if you are doing well in Foreign Languages? |
| <ul style="list-style-type: none"> At the end when my work has been marked, I get team points or I get an 'excellent' comment. You put ticks next to the things we've got right to show us where we've done well. You say 'good job' to us. Sometimes I know I've done well if I've been listening properly and I know what to do. You might be asked to do extra work as an extension task so that means you've done a good job on the first part. |
| What happens if you are finding work difficult in Foreign Languages? |
| <ul style="list-style-type: none"> You'd ask the teacher for help, for example if you were finding the work hard, you can say you don't understand and that you need more support. When you're at home and you think you're struggling, you can look up what you've been learning online to help you to remember. Three bs – book, buddy, boss You can ask the teacher or maybe ask if you can stay in for a bit at playtime to have another look at your work. |

'Never settle for less than your best'



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General questions about Foreign Languages (Spanish) continued

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| What do you need to do to improve your learning in Foreign Languages? | |
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| <ul style="list-style-type: none"> Do research on google or a trusted website to help you more with your work. Try to remember more things and double check in your other pieces of work to make sure you are right. Use google translate to check. Write it in English and then it will translate it to Spanish for you. Look back through work I've done before. Listen really carefully and not talk to my friends. | |
| In Summer term 1, you completed some work on body parts in Spanish, what can you tell me about it? | |
| <ul style="list-style-type: none"> We learned the names of different body parts, for example 'los ojos' for eyes. We were describing body parts. Describing a monster according to their body parts. Singular and plural body parts. We listened to a song about the body parts Describing other people using different adjectives. Talking in first and third person. Using 'tengo' for first person and 'tiene' for third person. | |
| If you were to complete this work again, what would you do differently? | |
| <ul style="list-style-type: none"> Try and describe the body parts more carefully because I felt like I rushed it a bit so next time I'd think more carefully. Less chatting. | |
| Can you explain what some of this Foreign Languages vocabulary means? | |
| <ul style="list-style-type: none"> Buenos tardes - Good afternoon Cuantos anos tienes – Do you have.....? Rojo – red Amarillo – yellow La cabeza – It's a body part... Is it your mouth? Oh – it's your head! Los pies – It's your toes...No it's your feet! Levantad la mano – Stand up...Put your hand up. | <p>Correct</p> <p>Partially correct</p> <p>Correct</p> <p>Correct</p> <p>Correct</p> <p>Correct</p> <p>Correct</p> |
| Can you think where this learning link to things that you have learned before in Foreign Languages? | |
| <ul style="list-style-type: none"> When we described people, we've used some adjectives before. Now we're doing clothes, this links to body parts because we can say which body part we're covering. Links to numbers when we described how many body parts our monsters had. When we did plural and singular. In most units we cover this, like when we did the work about how many toys there were. | |

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

St George's Central CE Primary School and Nursery



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Subject specific questions about Foreign Languages (Spanish)

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| Which letters of the Spanish alphabet are pronounced differently to English ? |
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| <ul style="list-style-type: none"> • 'j' says 'h' like in 'ojos' • 'ñ' says 'ny' • Ll says y like in 'me llamo' • Accents above letters means that sound has to be pronounced more strongly. • 'y' says 'ee' when you use it to mean 'and'. • 'z' can say 'th' like in 'nariz' |
| What grammatical rules do you have to remember when constructing sentences in Spanish? |
| <ul style="list-style-type: none"> • Masculine and feminine – you have to decide whether to use 'el' or 'la'. If the word ends in 'a', it's usually feminine. • Adjectives come after the nouns – 'blue keyboard' becomes 'keyboard blue'. • Plural – adjectives have to be plural too if there's a plural noun • For plurals you add 's' if it ends in a vowel and 'es' if it ends in a consonant. |
| How does your learning in Spanish link to other subjects you do in school? |
| <ul style="list-style-type: none"> • Maths – learning Spanish numbers. • Geography – learning about Mediterranean and Spain. • English – When we were doing about the Mediterranean in Geography, we wrote non chronological texts for English about Spain. • Art – study a Spanish artist. • In RE, we learned about La Sagrada Familia (cathedral in Barcelona). It was built by Gaudi, but he never finished it. |
| What can you tell me about the country of Spain or other Spanish speaking countries? |
| <ul style="list-style-type: none"> • Almost all of South American speaks Spanish except Brazil, which speak Portuguese. • Spain is on the Mediterranean sea. • The biggest waterfall in the world is in a Spanish speaking country; it begins with a 'V' but I can't remember which country it is. • Spain borders France and has two overseas territories in Morocco. • Capital of Spain is Madrid • Barcelona is in Spain. |
| What skills do you think a linguist or translator needs to have to be successful? |
| <ul style="list-style-type: none"> • Speak a range of different languages. • Have a good memory to remember. • Explore and have interest in places. • Need to be able to write as well as speak in those languages. |

Action to take as a result of Pupil Feedback on Foreign Languages

| <ul style="list-style-type: none"> • Recap previously learned material constantly to help aid children's recall. • Continue to refer to grammatical rules and phonics grids – there has been a good improvement in these areas this time! • Make links to other learning areas more explicit so that children get a picture of how all of their learning links together. |
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| Next Pupil Feedback review: Summer Term 2024 |

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