



Spanish at Oxenhope C of E Primary School



PRIMARY FOREIGN LANGUAGE INTENT, IMPLEMENTATION & IMPACT POLICY

Intent

Oxenhope C of E Primary intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant, and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading, and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others, and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers or HLTAs/Cover supervisors.

Children will progressively acquire, use, and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be always taught to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and ACROSS each 'Teaching Type'. The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.

- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Suggested KS2 Unit Planner (LIMITED / NO previous exposure to foreign language teaching and learning)

Year 3
Year 4
Year 5
Year 6

Autumn Term	Year 3	Year 4	Year 5	Year 6
Half Term 1	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Phonetics 1-2 (X) & Fruits (E)	Phonetics 1-3 (X) & Seasons (E)	Phonetics 1-3 (X) & Presenting Myself (I)
Half Term 2	Animals (E)	I Am Able ...(Fr) I Know How...(It/Sp) (E)	Ice-Creams (E)	My Family (I)
Spring Term				
Half Term 1	Instruments (E)	Vegetables (E)	Presenting Myself (I)	The Date (I)
Half Term 2	I Am Able ...(Fr) I Know How...(It/Sp) (E)	Presenting Myself (I)	My Family (I)	Do You Have a Pet? (I)
Summer Term				
Half Term 1	Fruits (E)	In the Classroom (I)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	My Home (I)
Half Term 2	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	My Home (I)	Clothes (I)

At the end of this academic year please move onto the unit planner below.

ACADEMIC TEACHING YEAR 2

Suggested KS2 Unit Planner (SOME previous exposure to foreign language teaching and learning)

Year 6
Year 5
Year 4
Year 3

Autumn Term					
Half Term 1	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Phonetics 1-2 (X) & Seasons (E)	Phonetics 1-3 (X) & My Family (I)	Phonetics 1-3 (X) & The Date (I)	Phonetics 1-3 (X) & The Date (I)
Half Term 2	Animals (E)	Vegetables (E)	The Date (I)	Do You Have a Pet? (I)	Do You Have a Pet? (I)
Spring Term					
Half Term 1	Instruments (E)	Presenting Myself (I)	What is the Weather? (I)	Clothes (I)	Clothes (I)
Half Term 2	I Am Able ... (Fr) I Know How To... (It/Sp) (E)	My Family (I)	Do You Have a Pet? (I)	At School (P)	At School (P)
Summer Term					
Half Term 1	Fruits (E) or Vegetables (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)	At the Weekend (P)
Half Term 2	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Romans (I) or Habitats (I)	Vikings (P)	Vikings (P)

At the end of this academic year please move onto the unit planner below.



ACADEMIC TEACHING YEAR 3

Suggested KS2 Unit Planner (GOOD previous exposure to foreign language teaching and learning)

Year 6

Year 5

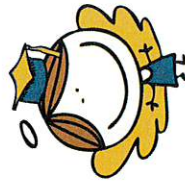
Year 4

Year 3

Autumn Term	Year 3	Year 4	Year 5	Year 6
Half Term 1	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Phonetics 1-2 (X) & Presenting Myself (I)	Phonetics 1-3 (X) & Do You Have a Pet? (I)	Phonetics 1-3 (X) & At School (P)
Half Term 2	Animals (E)	My Family (I)	The Date (I)	Healthy Lifestyle (P)
Spring Term				
Half Term 1	Instruments (E)	Goldilocks or Tudors or Habitats (I)	My Home (I)	At the Weekend (P)
Half Term 2	I Am Able ... (Fr) I Know How To... (It/Sp) (E)	In the Classroom (I)	Clothes (I)	World War II or Planets or Habitats (P)
Summer Term				
Half Term 1	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	The Olympics (I)	Vikings (P)
Half Term 2	Fruits (E) or Vegetables (E)	What is the Weather? (I)	Romans (I) or Habitats (I)	Me in the World (P)

This is now the ideal, ongoing, long-term flow of units for your school.

Key

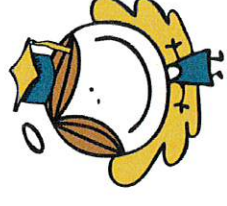


E
I
P
X

Early Language
Intermediate
Progressive
Extra Teaching

Some things to keep in mind:

- We have suggested one unit per half-term for each year group. Pupils will be able to cope with this but the reality of primary school life is that very few of our users actually get through all 6 units each year. Most of our users get through 4 to 5 units per academic year and this should be enough to deliver significant and substantial learning and progression as required by the DfE KS2 Languages Programme of Study.
- Units may appear more than once on the 'No previous experience' and 'Some experience' unit planners in different year groups. This is because pupils will need to complete particular units in a teaching type before moving on. Pupils cannot jump straight into our Progressive units (for example) without previously having completed a selection of our Early Language and Intermediate units. When pupils use our resources for the first time, they must complete a selection of Early Learning and Intermediate units first. These planners have been created specifically to ensure an adapted and accelerated programme to ensure all pupils will be given the maximum opportunity to progress. No pupils should encounter the same unit twice. The 'No previous experience' and 'Some experience' unit planners are intended to be used **for one year only**. These planners will need to be reviewed annually as pupils gradually move towards age-related expectations. As pupils work through our programme they will encounter different units that will facilitate recycling of previous knowledge. Units should not be repeated but must be completed. Do not skip lessons or teach lessons in a different order.
- New units are regularly added each scholastic year to keep the scheme of work current, challenging and ensure the content is engaging and relevant to the whole curriculum.
- There is a selection of 'one-off' cultural and seasonal lessons you may wish to use throughout the academic year. You will find these lessons in the 'Extra Teaching' area of your resources.





How To Read The Progression Map

The Language Angels Progression Map shows how pupil foreign language learning across each of the key skills of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels Teaching Type. It also shows how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels Teaching Type from Early Language to Intermediate and on to Progressive.

It is a visual demonstration of the progression that takes place in each of the key language learning skills in TWO ways:

1. **WITHIN** a Teaching Type
2. **ACROSS** each Teaching Type.

Progression **WITHIN** a Teaching Type is demonstrated by the downward pointing arrows in the Progression Map. These show how each skill develops and increases in level of challenge **WITHIN** a Teaching Type. This effectively shows how each skill is developed within each primary school year. Progression **ACROSS** a Teaching Type is demonstrated by the arrows pointing to the right in the Progression Map. These show how each skill develops and increases in level of challenge **ACROSS** a Teaching Type. This effectively shows how each skill is developed as pupils move through the various primary school years.



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the longterm.

INTERMEDIATE TEACHING TYPE

Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.

PROGRESSIVE TEACHING TYPE

Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.

Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.

Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.

Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?'; 'I am fine'; 'please' and 'thank-you'.

INTERMEDIATE TEACHING TYPE

Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...'; 'I am ... years old', 'I live in...'; 'How are you?'; 'I am well', 'please', 'thank you'.

PROGRESSIVE TEACHING TYPE

Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.

Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...'; 'I play the violin'; 'I like apples'; 'I would like a kilo of carrots please'; 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.

Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.

Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII', 'Habitats'.



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'



INTERMEDIATE TEACHING TYPE

Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.



PROGRESSIVE TEACHING TYPE

Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.



Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.



Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.



Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.





LISTENING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)

INTERMEDIATE TEACHING TYPE

Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.

PROGRESSIVE TEACHING TYPE

Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understand better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.

Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.

Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as ‘Goldilocks & The Three Bears’. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.

Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: ‘Me in the World’, ‘WWII’, ‘The Olympics’, ‘At School’, ‘The Weekend’, ‘The Planets’ and ‘Healthy Lifestyles’ to evidence learning and progression in their listening skills.



READING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Pupils learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our 'Ancient Britain' unit.



INTERMEDIATE TEACHING TYPE

Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.



PROGRESSIVE TEACHING TYPE

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.



Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.

Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.



WRITING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.

INTERMEDIATE TEACHING TYPE

Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

PROGRESSIVE TEACHING TYPE

Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...'; 'I play the piano...'; 'I like strawberries' etc.

Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.

Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.



WRITING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.

INTERMEDIATE TEACHING TYPE

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In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.

Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...'; 'she is called...'; 'they are called...' etc.

PROGRESSIVE TEACHING TYPE

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In Progressive Teaching units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.

Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.

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Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy through units such as: 'At School', 'The Weekend' and 'The Vikings'.



GRAMMAR

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE



To understand the concept of gender.

To start to understand the concept of **nouns and articles**.

To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.

INTERMEDIATE TEACHING TYPE



To understand better the use of the possessives, first person and possibly other forms too.

To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.

To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".

To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.

To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.

PROGRESSIVE TEACHING TYPE

To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.

Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.

Language Learning Skills Progression KS2

	Year 3 (Assuming at least 1 year of previous foreign language learning)	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.