



French at Friarage School

At Friarage, we are linguists. In Key Stage Two our children develop a curiosity about and understanding of the wider world by learning about the language and customs of France. Our children learn to communicate in French with growing confidence and knowledge of vocabulary. Our curriculum offers opportunities to appreciate stories, songs, poems, and rhymes in French and learn to read and write French with growing understanding and fluency, laying a strong foundation for further study at Key Stage 3.

We use the Scheme of Work and resources from Language Angels

Intent – Implementation – Impact

Intent

Friarage School 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 ultimate 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 also 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 teachers or HLTAs. 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.

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 taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

- 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, with scaffolds as appropriate.
- 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 assess each language skill (speaking, listening, reading and writing) to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Impact

Our languages curriculum will ensure all pupils develop key language learning skills as set out by the National Curriculum, as well as a love of languages and learning about other cultures. Children will develop fundamental skills and apply them to a variety of communicative situations. Impact can be measured through key questioning skills built into lessons, child-led assessment and summative assessments aimed at targeting next steps in learning. 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.

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.

Children will transfer to Key Stage 3 effectively and successfully and will be well prepared to continue and develop their language skills.

Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) Inclusive Provision

At Friarage School, staff are well trained in adaptive teaching methods. Their knowledge of each child allows them to pick the strategies best suited to their needs.

Effective MFL teaching for all learners necessitates a combination of strategies that can support learners with SEND and EAL, including: systematic use of visuals, regular opportunities for repetition and over-learning, the careful sequencing of language input to reduce working memory, a multi-sensory approach to practising language through song, speech, listening and reading tasks and the use of non-verbal cues and simple language to elicit understanding of the foreign language. Formal instruction of phonics in the language can also help all learners, especially those who experience literacy difficulties – this can also be an opportunity to reinforce key strategies for those learners by making explicit links where appropriate.

Additionally, to support learners who struggle to access lessons due to literacy difficulties, teachers may provide additional vocabulary lists and physical handouts to reduce the difficulty of processing information from the board. To support learners who struggle to retain vocabulary, teachers may plan for the repetition of vocabulary, revisit common words in texts and listening activities, space out vocabulary learning and encourage a little and often approach to vocabulary retrieval. To support learners who need additional time to develop conceptual understanding teachers can ensure that grammatical concepts are revisited in the curriculum regularly and are well sequenced to build knowledge of language effectively, adopt a cumulative approach to introducing new language structures, ensure enough practice of language structures both within a lesson and across topics, model and scaffold the practice of more complex language features and where possible, make explicit links to structures within their home languages. To support learners who struggle with attention teachers can use visual stimuli, such as pictures, to complement auditory work and as a stimulus for the production of speech, and use song, music, competition and games as a springboard for speaking in the target language. Teachers may also supplement the scheme with 'Widgit' mats with key vocabulary.

Many of the home languages spoken by students at Friarage school use the same or similar words to French. This will be celebrated in class with students encouraged to make links with their home language.

EYFS and Key Stage One (Non-Statutory)

At Friarage School, foundational knowledge and skills for Languages are developed throughout our curriculum in EYFS and Key Stage One before children receive formal instruction in French at Key Stage Two. They begin to develop the key skills of listening, reading, speaking and writing, which are essential to learning a new language. They also begin to appreciate that there are similarities and differences between different cultures and develop an awareness that people can speak different languages through our personal development program and our celebrations of the diverse nationalities within our school.

EYFS

Understanding the World	Literacy	Communication and language
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their</p>

	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	teacher.
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Key Stage One English National Curriculum

Listening	<p>Listen and respond appropriately to adults and their peers.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction.</p>
Speaking	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>
Reading	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Link what they read or hear read to their own experiences.</p>
Writing	<p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Write for different purposes.</p>

Key Stage 2 Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Key Stage 2 Languages National Curriculum

The national curriculum for languages aims to ensure that all pupils: Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Listening	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 Appreciate stories, songs, poems and rhymes in the language
Speaking	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 Present ideas and information orally to a range of audiences Describe people, places, things and actions orally and in writing
Reading	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing
Writing	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions in writing
Grammar	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Friarage French Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
Year 3/4	I am Learning French (1-6) Phonics Lesson 1 Colours	Animals (1-6) Le Carnaval (Culture Lesson 1)	NEW Petit Chaperon Rouge (Little Red Riding Hood) 1-5	NEW Petit Chaperon Rouge (Little Red Riding Hood) L6 I am Able L1-4	I am able 5-6 Fruits 1-5	Fruits 6 Ice Creams 1-6
Year 5	Seasons (1-6) Phonics Lesson 1&2	I am able 1-6 La Galette de Rois (Culture Lesson 2)	Shapes 1-5	Shapes 6 Presenting Myself 1-4	Presenting Myself 5 -6 What is the weather? 1-5	What is the weather 6 The date 1-6
Year 6	Instruments 1-6 Phonics Lesson 2&3	I am able 1-6 Days of the week 1	Presenting Myself 1-5	Presenting Myself 6 Habitats 1-4	Habitats 5-6 My family 1-5	My family 6 In the classroom 6

This plan has been created to ensure an adapted and accelerated programme to ensure all pupils will be given the maximum opportunity to progress. Language Angels states that all children need to encounter **Early Learning** and **Intermediate** units first. As this is our first year using the Language Angels scheme and considering the needs of our current cohorts, we will begin by covering only Early Learning and Intermediate units. This plan will be reviewed and adapted over the next two years, with the intention that UKS2 pupils will have secured the knowledge and skills to study Intermediate and Progressive units.

Early Learning **Intermediate** **Progressive** **Extra Teaching**

2023-2024 Unit Overviews

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Extra Teaching
Year 3/4	<p>I am learning French</p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • pinpoint France and other French speaking countries on a map of the world. • ask and answer the question 'How are you?' in French. • say 'Hello' and 'Goodbye' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • say 10 colours in French. 	<p>Animals</p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. • Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<p>Petit Chaperon Rouge</p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale in French. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least four parts of the body in French as seen in the story. 	<p>I am able</p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but). 	<p>Fruits</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. 	<p>Ice cream</p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like a cone or a small pot/tub of ice-cream. 	<p>Phonics 1</p> <p>In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.</p> <p>Colours (consolidation and extension)</p> <p>In this lesson pupils will learn how to recognise, recall and spell ten different colours in the foreign language with the aim of using this knowledge to say what their favourite colour is by the end of the lesson.</p> <p>Le Carnaval</p> <p>In this lesson pupils will learn all about the history and traditions of Le Carnaval de Nice.</p>

<p>Year 5</p>	<p>Seasons</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<p>I am able</p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but). 	<p>Shapes</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 shapes in French. • Attempt to spell some of these nouns. • Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'. • Have an opportunity to learn and/or revise numbers 1-5. 	<p>Presenting myself</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>What is the weather?</p> <p>In this unit pupil will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. 	<p>The date</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar. 	<p>Phonics 1</p> <p>In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Phonics 2</p> <p>In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.</p> <p>La Galette de Rois</p> <p>In this lesson pupils will learn all about the tradition of La Galette des Rois in France.</p>
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<p>Year 6</p>	<p>Instruments In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments. 	<p>I am able In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but). 	<p>Presenting myself In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>Habitats In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> •Tell somebody in French the key elements that animals and plants need to survive in their habitat. •Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. •Tell somebody in French which animals live in these different habitats. •Tell somebody in French which plants live in these different habitats. 	<p>My family In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<p>In the classroom In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article/determiner. • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case. 	<p>Phonics 2 In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.</p> <p>Phonics 3 In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type.</p> <p>Days of the Week In this lesson pupils will learn how to recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.</p>
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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.'

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.

INTERMEDIATE TEACHING TYPE

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

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.

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'.

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.



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.



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.



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 will now be able to read ageappropriate 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.

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.

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.

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'.

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 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



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



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.



Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.



PROGRESSIVE TEACHING TYPE



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.



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'.



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.