

2024/25

# Curriculum Skills and Progression Modern Foreign Languages

Modern Foreign Languages is intended to be a subject in which all children are given chance to flourish and are given opportunities to be the very best they can be.

MFL very much fosters religious literacy and different beliefs and much like the story of bible parable of 'The Lost Sheep' aims for children to find it easier to love one another and not feel lost, by understanding a multitude of languages.

We hope this will lead to us all being part of a global community, fostering a love of language. MFL provides joy to children learning how others (including many of our own EAL students) speak and gives them an ability to show tolerance.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



Nebula  
where stars are born



The Nebula Federation

Old Catton Junior School

2024/25

**FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE**
**LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY**
**Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

**CONTEXT AND INTENT**

This document has been rewritten following the trial and adoption of the Language Angels scheme of work for Spanish. The website for Language Angels can be found [here](#) and we have adapted the scheme to suit our setting and pupils.

The intent of our Spanish scheme is to 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. It will help pupils become independent learners with a love of languages, where every pupil can flourish with a broad and transferrable skillset. Our lessons aim to make Spanish fun for pupils, inspiring them to develop skills beyond the classroom and building an awareness of all the opportunities the subject provides.

### Language Angels

All materials at Language Angels have been written around the 12 PoS attainment targets and are fully aligned with the NC. They follow a 'step-by-step approach'. The three 'pillars' of language learning (phonics, grammar and vocabulary) are all weaved into the scheme and, as pupils progress through the units and teaching types, previous language is recycled, revisited and consolidated. Any new language is introduced gradually and becomes more complex and sophisticated as pupils move from Early Language to Intermediate to Progressive units. Pupils follow a programme that has 'language learning stepping-stones' built into the resources. Phonics, vocabulary and grammar are taught gradually and recycled constantly. As they move through the various units and teaching types, the quantity of phonics, vocabulary and grammar increases so, by the end of primary phase, pupils will have met and often exceeded the 12 PoS attainment targets.

The three Language Angels 'teaching types' (early, intermediate and progressive) act as learning staging posts. Pupils are taught using units from one of these 3 'teaching types' so the level of challenge and stretch is suitable for their level of ability. The language learning journey starts with us working on nouns and gender, we then move up to phrase level and finally longer passages of text. As pupils move through the three teaching types they increase their knowledge and understanding of the foreign language as more grammar is introduced. Pupils will gradually understand more, say more, understand more of what they read and will also be able to write more. Pupils will learn to both ask and answer questions from the very start.

- Early learning units are aimed at classes that are just starting out in their foreign language learning journey and these lessons work mostly on vocabulary, single nouns (with article/determiner), first-person high-frequency verbs, building up memory skills and formulating very short simple sentences from memory by the end of each unit. This allows for short conversations, simple role-play and simple written activities.
- Intermediate units build on early learning and work at phrase level. More grammar is incorporated into the lessons, more vocabulary is presented in each unit and there is a more explicit teaching approach to grammar, phonics and vocabulary. Longer reading and listening exercises are provided and more is expected in terms of oral responses and written work. Pupils are expected to incorporate negative responses, use simple adjectival agreement, and use a variety of conjunctions and opinions.
- Progressive units are the most challenging and are aimed at classes that have solid foreign language learning foundations in place. The lessons contain more content and the pace is faster as more language is presented to the children. Progressive units encourage

children to produce longer, more complex written paragraphs and speak more fluently and accurately from memory. Pupils are also encouraged to recall, reuse and recycle language learnt in previous units and from other teaching types. Based on our step-by-step approach, teachers do not allocate progressive units to their classes before they have completed a range of early learning and intermediate units, irrelevant of the age of pupils or the year group they are in.

### Whole School Approach

Through implementing Spanish across the whole school, it allows the children to have a deeper understanding and comprehension of the key areas of the language. The children are able to fully commit to the 3 'pillars' of language learning and encompass the culture and traditions of the language too.

A small team of teachers teach Spanish across the school, meaning that lessons are consistent, both within and between year groups. They are able to truly understand the scheme that we are using and, with the support of the sound bites and other resources provided via Language Angels, are becoming experts in the subject. Whilst only a small group of teachers are involved in delivering the discrete Spanish lessons, our aim is that every classroom encourages children in the use of the skills and knowledge they have learnt, through displays and other approaches.

## Skills Map – Modern Foreign Languages

### Key Stage 1 – MFL (for reference)

Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand simple classroom commands ?</li> <li>Do they understand short statements?</li> <li>Do they understand simple questions?</li> <li>Do they understand clearly spoken speech? May need a lot of help, e.g. gesture and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Can they answer with a single word? e.g. Their name, their age, colours, day, month)</li> <li>Can they answer with a short phrase?</li> </ul> <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> <li>Can they read and understand a single word? e.g. Incidental language linked to colours, classroom objects, places</li> </ul> <p><i>Presented in clear script in familiar context. May need visual</i></p>	<ul style="list-style-type: none"> <li>Can they copy a single word correctly? e.g. words for colours, animals,</li> <li>Can they label items with a single word?</li> <li>Can they choose the right words to complete a phrase?</li> <li>Can they choose the right words to complete a short sentence (cloze text)?</li> </ul>

		<i>cue (pairs game/flashcards/labels).</i>	
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Skills Map – Modern Foreign Languages				
Year 3 – MFL				
Listening	Speaking	Reading	Writing (pictures used to support)	Grammar
<ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes and songs.</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> </ul> <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> <li>Communicate with others using simple words and short phrases covered in the units.</li> <li>Can they give short and simple responses to what they see and hear?</li> <li>Can they use (set) phrases?</li> </ul> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately.</li> <li>Apply knowledge from 'Phonetics 1' to new words and phrases.</li> <li>Understand the meaning in English of short words in Spanish.</li> <li>Can they read and understand single words and short phrases?</li> <li>Can they read aloud single words and phrases?</li> <li>Can they use books or glossaries to find the</li> </ul>	<ul style="list-style-type: none"> <li>Can they copy a short familiar phrase?</li> <li>Write familiar words and short phrases, using a model or vocabulary list.</li> </ul> <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>	<ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles.</li> <li>Use the first person singular version of high frequency verbs. (e.g. 'I like...' 'I play...' 'I am called...')</li> </ul>

		meanings of new words?		
<b>Key Stage 2 Year 3 Greater Depth</b>				
<p>We are 100% committed to ensuring ALL pupils are able to fulfil their potential in foreign languages. There will be high expectations set for every single pupil. Providing opportunities to work at greater depth so that, once pupils have mastered the learning expected for their age, they can go further and extend, learn more, make better links with previous knowledge and use their language skills to become more independent learners. Ensuring all pupils are offered these opportunities removes any enforced ceiling and results in pupils acquiring a higher level of skills and will, in turn, accelerate their academic progress. It will broaden and deepen their understanding, fostering intellectual curiosity.</p> <p>Nearly all lessons will provide challenge questions in the last slides. These questions will use previously learnt language, integrating it with new knowledge thus encouraging higher order thinking skills. Challenge questions are offered in all four skills (speaking, listening, reading and writing) as appropriate. Desk-based skills will always offer a 'more challenge' level that will provide less support and guidance. In these 'more challenge' activities pupils are encouraged to make more independent choices, take 'learning risks' and learn from their mistakes. This encourages pupils to use the reference materials provided to ensure higher accuracy, better attention to detail and to use a wider range of vocabulary and linguistic structures in their own responses. This will result in them having a wider bank of vocabulary along with a greater understanding of the grammar concepts introduced.</p>				

<b>Skills Map – Modern Foreign Languages</b>				
<b>Year 4 – MFL</b>				
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing (pictures used to support)</b>	<b>Grammar</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Do they understand short passages made</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud short pieces of text, applying knowledge from 'Phonetics 1' and 'Phonetics 2'.</li> <li>Understand most of what we read in Spanish when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics.</li> <li>Begin to use conjunctions and the negative form, where appropriate.</li> <li>Can write simple opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning (e.g. 'the', 'an', or 'some').</li> <li>Introduce simple adjectival agreement, the negative form and</li> </ul>



<p>up of familiar language?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> <p><i>Short passages to retrieve information.</i></p>	<ul style="list-style-type: none"> <li>• Incorporate a negative reply if and when required.</li> <li>• Can they use short phrases to give a personal response?</li> </ul> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> <li>• Can they read and understand short and simple texts using familiar language, already taught?</li> <li>• Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions)</li> <li>• Can they use a bilingual dictionary or glossary to look up new words?</li> </ul>	<p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>	<p>possessive adjectives.</p>
<p><b>Year 4 Greater Depth</b></p> <p>We are 100% committed to ensuring ALL pupils are able to fulfil their potential in foreign languages. There will be high expectations set for every single pupil. Providing opportunities to work at greater depth so that, once pupils have mastered the learning expected for their age, they can go further and extend, learn more, make better links with previous knowledge and use their language skills to become more independent learners. Ensuring all pupils are offered these opportunities removes any enforced ceiling and results in pupils acquiring a higher level of skills and will, in turn, accelerate their academic progress. It will broaden and deepen their understanding, fostering intellectual curiosity.</p> <p>Nearly all lessons will provide challenge questions in the last slides. These questions will use previously learnt language, integrating it with new knowledge thus encouraging higher order thinking skills. Challenge questions are offered in all four skills (speaking, listening, reading and writing) as appropriate. Desk-based skills will always offer a 'more challenge' level that will provide less support and guidance. In these 'more challenge' activities pupils are encouraged to make more independent choices, take 'learning risks' and learn from their mistakes. This encourages pupils to use the reference materials provided to ensure higher accuracy, better attention to detail and to use a wider range of vocabulary and linguistic structures in their own responses. This will result in them having a wider bank of vocabulary along with a greater understanding of the grammar concepts introduced.</p>				

Skills Map – Modern Foreign Languages				
Year 5 – MFL				
Listening	Speaking	Reading	Writing (pictures used to support)	Grammar
<ul style="list-style-type: none"> <li>Listen more attentively and for longer.</li> <li>Understand more of what we hear, even when some of the language may be unfamiliar.</li> <li>Use the decoding skills we have developed.</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes.</li> <li>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> <li>Can they have a short conversation where they are saying 3-4 things?</li> </ul> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> <li>Understand longer passages in Spanish.</li> <li>Start to decode the meaning of unknown words using cognates and context.</li> <li>Increase knowledge of phonemes and letter strings using knowledge from 'Phonetics 1', 'Phonetics 2' and 'Phonetics 3'.</li> <li>Can they read independently?</li> <li>Can they use a bilingual dictionary or glossary to look up new words?</li> <li>Can they use context to work out unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph using familiar language incorporating conjunctions, negative response and adjectival agreement, where required.</li> <li>Learn to manipulate the language and be able to substitute words for suitable alternatives.</li> <li>Can they write what they like and dislike about a familiar topic?</li> <li>Can they use short phrases to give a personal response and/or an opinion?</li> </ul> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>	<ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore verb conjugation and also be able to describe clothes in terms of colour.</li> </ul>
Year 5 Greater Depth				
<p>We are 100% committed to ensuring ALL pupils are able to fulfil their potential in foreign languages. There will be high expectations set for every single pupil. Providing opportunities to work at greater depth so that, once pupils have mastered the learning expected for their age, they can go further and extend, learn more, make better links with previous knowledge and use their language skills to become more</p>				



independent learners. Ensuring all pupils are offered these opportunities removes any enforced ceiling and results in pupils acquiring a higher level of skills and will, in turn, accelerate their academic progress. It will broaden and deepen their understanding, fostering intellectual curiosity.

Nearly all lessons will provide challenge questions in the last slides. These questions will use previously learnt language, integrating it with new knowledge thus encouraging higher order thinking skills. Challenge questions are offered in all four skills (speaking, listening, reading and writing) as appropriate. Desk-based skills will always offer a 'more challenge' level that will provide less support and guidance. In these 'more challenge' activities pupils are encouraged to make more independent choices, take 'learning risks' and learn from their mistakes. This encourages pupils to use the reference materials provided to ensure higher accuracy, better attention to detail and to use a wider range of vocabulary and linguistic structures in their own responses. This will result in them having a wider bank of vocabulary along with a greater understanding of the grammar concepts introduced.

Skills Map – Modern Foreign Languages				
Year 6 – MFL				
Listening	Speaking	Reading	Writing (pictures used to support)	Grammar
<ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material.</li> <li>Learn to pick out cognates and familiar words.</li> <li>Learn to 'gist listen' even when hearing language that has not been taught or covered.</li> <li>Can they identify and note the main points and give a personal</li> </ul>	<ul style="list-style-type: none"> <li>Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics.</li> <li>Respond with opinions and justifications, where appropriate.</li> <li>Can they use their knowledge of vocabulary and grammar to adopt</li> </ul>	<ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonetics 1', 'Phonetics 2', 'Phonetics 3' and 'Phonetics 4'.</li> <li>Have awareness of accents and silent letters.</li> <li>Decode unknown language using a bilingual dictionary.</li> <li>Can they read independently?</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units covered.</li> <li>Learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>Start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives.</li> <li>Become familiar with a wider range of conjunctions and more confident with full verb conjugation –</li> </ul>

<p>response on a passage?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>and substitute single words and phrases?</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> <li>• Can they use a bilingual dictionary or glossary to look up new words?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul>	<p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>	<p>both regular and irregular.</p>
<p><b>Year 6 Greater Depth</b></p> <p>We are 100% committed to ensuring ALL pupils are able to fulfil their potential in foreign languages. There will be high expectations set for every single pupil. Providing opportunities to work at greater depth so that, once pupils have mastered the learning expected for their age, they can go further and extend, learn more, make better links with previous knowledge and use their language skills to become more independent learners. Ensuring all pupils are offered these opportunities removes any enforced ceiling and results in pupils acquiring a higher level of skills and will, in turn, accelerate their academic progress. It will broaden and deepen their understanding, fostering intellectual curiosity.</p> <p>Nearly all lessons will provide challenge questions in the last slides. These questions will use previously learnt language, integrating it with new knowledge thus encouraging higher order thinking skills. Challenge questions are offered in all four skills (speaking, listening, reading and writing) as appropriate. Desk-based skills will always offer a 'more challenge' level that will provide less support and guidance. In these 'more challenge' activities pupils are encouraged to make more independent choices, take 'learning risks' and learn from their mistakes. This encourages pupils to use the reference materials provided to ensure higher accuracy, better attention to detail and to use a wider range of vocabulary and linguistic structures in their own responses. This will result in them having a wider bank of vocabulary along with a greater understanding of the grammar concepts introduced.</p>				

### Scheme of Work – Long Term Plan

We are currently progressing through a transition phase as we change from teaching French, Spanish and German across the school, towards a whole school Spanish approach. This therefore means that our scheme of work is evolving and changing across 3 years in order to give the children the base knowledge that they require to be successful language learners.

The first year of this progression assumed that the children had little or no previous experience of Spanish – this was completed in the year 2023/24 and, as such, is not present in this iteration of this document. The second year of this progression (24/25) assumes that the children

have some previous experience of Spanish. This is the year we are currently in. Finally, the third year (25/26) assumes that the children have good levels of previous Spanish experience. This will then be the Long Term Plan moving forward as all children will have learnt and developed the skills and knowledge required for their year group, with all main gaps addressed.

Key:	Early Language Unit	Intermediate Unit	Progressive Unit	Extra Teaching Unit
<b>Current: Year 2 (2024-25)</b>				
	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Phonetics 1	Phonetics 1 & 2	Phonetics 1, 2 & 3	Phonetics 1, 2 & 3
	I Am Learning	Seasons	My Family	The Date
<b>Autumn 2</b>	Animals	Vegetables	The Date	Do You Have a Pet?
<b>Spring 1</b>	Instruments	Presenting Myself	What is the Weather?	Clothes
<b>Spring 2</b>	I Know How To...	My Family	Do You Have a Pet?	At School
<b>Summer 1</b>	Fruits/Vegetables	In the Classroom	My Home	At the Weekend
<b>Summer 2</b>	Ice-Creams	At the Café	Tudors/Habitats	Vikings
<b>Year 3 (2025-26 and onwards)</b>				
	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Phonetics 1	Phonetics 1 & 2	Phonetics 1, 2, & 3	Phonetics 1, 2 & 3
	I Am Learning	Presenting Myself	Do You Have a Pet?	At School
<b>Autumn 2</b>	Animals	My Family	The Date	Healthy Lifestyle
<b>Spring 1</b>	Instruments	Goldilocks/Tudors/Habitats	My Home	At the Weekend
<b>Spring 2</b>	I Know How To...	In the Classroom	Clothes	World War II/Planets/Habitats

Summer 1	Ice Creams	At the Café	The Olympics	Vikings
Summer 2	Fruits/Vegetables	What is the Weather?	Romans/Habitats	Me in the World
Considerations				
<p><i>"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. Some teachers may 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."</i></p> <p>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 <b>for one year only</b>. 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.</p>				
Appendices				
Reasonable Adjustments				
<p>At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our MFL Curriculum and teaching:</p> <ul style="list-style-type: none"> <li>• <i>A multisensory approach to learning, using a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory and create a 'like' and a 'want' to learning foreign languages.</i></li> <li>• <i>Word Banks for pre-learning and to support during topics and themes</i></li> <li>• <i>Key vocabulary for the session displayed on the board</i></li> </ul>				

- *Coloured board backgrounds to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Printing work larger and in smaller chunks*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays and the ability to change screen colours*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Changing font size*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*

- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

### Assessment

All assessment is completed online via the Language Angels website. The children have a revision lesson at the end of each unit, then complete an end of unit assessment task which tests their Speaking, Listening, Reading and Writing skills for the unit. The results from this are then loaded onto the 'Assessment' section of the website. From here, teachers (and subject leaders) are able to see whether a child is working at: Below (scoring 0-25%), Towards (scoring 26-45%), Meeting (scoring 46-65%), Exceeding (scoring 66-85%) and Mastery (scoring 86-100%). Each child gets an assessment for each unit and an average is taken for their yearly progress.

This assessment model makes it extremely clear to class teachers and subject leads how each child is progressing, how each class is progressing and whether there are any weaknesses for the class in Speaking, Listening, Reading or Writing which need focussing on in future lessons.

The assessment process on Language Angels also feeds into the DfE's PoS and logs how each class is progressing in their foreign language learning journey with the 12 teaching requirements stipulated for KS2.

### Addressing Gaps

Due to the progressive nature of the Language Angels units and the way in which key skills are repeated and built upon, any gaps in learning are addressed throughout the units as they are taught and any key knowledge from previous units is recapped.



By beginning a whole-school Spanish approach in the 23/24 school year, there would have been definite gaps in the children's knowledge, had we gone straight into the higher level learning. To mitigate this, we have begun a gradual transition of units for each year group. Whilst the Year 3 units will remain much the same each year, the other year groups will be learning units of increasing difficulty as they move up the school. In the 23/24 school year, most units for all year groups were from the Early Language field so that the children could learn the basics. In the 24/25 school year, Year 4, 5 and 6 will cover more units from the Intermediate field to develop the basic skills they learnt in 23/24. Finally, in 25/26 children in Years 5 and 6 will be learning more of the Progressive units of study as they will have already covered two years' worth of content.

### Key Subject Specific Vocabulary

We do not believe the three pillars of language work in isolation. Teaching lists of vocabulary to the children is not enough. Vocabulary needs to work alongside grammar.

However:

- Vocabulary

There is a list of non-negotiable core vocabulary that we expect the children to learn, recall and remember by the end of the primary phase. There is a document (Core Vocabulary Mat [found here](#)) itemising this language.

Essentially, the core vocabulary includes:

Numbers 1-100

Colours

Days of the week

Months of the year

Personal details

Key phrases, verbs and questions.

This 'core' language is frequently repeated in multiple units to ensure it is embedded before the next educational phase. Added to this, vocabulary builds across a unit and across teaching types. Each unit will provide the children with a Vocabulary List and Picture Vocabulary Sheet.

- Grammar

There is a list of non-negotiable, age-appropriate grammar that Language Angels feels is essential at primary phase. This grammar will allow the pupils to be independent linguists, able to manipulate the language they are taught to create more personalised and authentic responses. In the Curriculum Guidance area there are two key documents that detail what grammar is taught and in which units. The Grammar Grid found in 'What Pupils Can Do' details the grammar covered and the Grammar Targets Unit Mapping in the 'Planning'

area explains where this grammar is taught, revisited and consolidated in the scheme. There are constant opportunities for revision and progress.

• Phonics

There is a list of non-negotiable, age-appropriate phonemes in the foreign language that Language Angels feels is essential and relevant at primary phase. These key phonics will allow the pupils to read with accurate and authentic pronunciation but also understand more of what they read. Phonics is taught explicitly in a series of four sequential lessons, each accompanied by desk-based activities, interactive games and a karaoke animated song. Each lesson contains 4 or 5 phonemes that are introduced in isolation. The phoneme is then placed in a word (to be revisited multiple times across the units that follow in that teaching type) and then immediately placed in a piece of unknown text for the children to read using their growing phoneme awareness. If the children read more accurately, they will understand more and learn to decode more easily. Each set of phonemes is then revisited in the next lesson before the new phonemes are added. Each unit in each teaching type will also highlight the phonemes so there is constant revision, consolidation and progress.

#### Potential Subject Links

Below are areas where the Spanish curriculum overlaps and links into other subjects. Some units have a choice of topic to link with pupils' previous learning. Teachers know their classes the best and will choose when these links are meaningful and timely. Some links may be made explicitly whereas others may be more implicit.

Each year group will have the following cross-curricular links in most, if not all, units for each year of curriculum:

- Geography (locating Spanish speaking countries)
- SPAG (building sentences, looking at grammar)
- Phonics (building blocks of language and the sounds letters make)
- Maths (counting numbers)

Moving forward, as our curriculum progresses, the opportunity arises for the following cross-curricular links in **some** year groups:

- Tudors (History)
- Vikings (History)
- Habitats (Science, Geography)
- The Olympics (PE, History)
- Romans (History)
- World War II (History)
- Planets (Science)

#### Deeper Thinking

At the end of most lessons, there is a 'Challenge' section of the planning which enables Teachers to assess the depth of pupil understanding. This section of work will be completed as and when it is deemed necessary by the Teacher and when lesson time allows. They are not expected to be completed in every lesson, although it is expected that at least one should be completed for each unit. Below are some examples of the 'Challenge' scenarios given in various units. The length and type of challenge given varies between lesson, unit and level of lesson. This is not an exhaustive list and the full range of 'Challenge' activities for each unit can be found on the Language Angels website.

### Year 3

Animals, lesson 4:



The first slide is titled 'Writing Challenge' and features a cartoon character. The second slide says 'Translate the ten English phrases into Spanish on the next slide.' The third slide is titled 'ANSWERS' and lists ten English phrases with their Spanish equivalents and audio icons.

1) a rabbit	un conejo
2) a cow	una vaca
3) a mouse	un ratón
4) a monkey	un mono
5) a duck	un pato
6) a pig	un cerdo
7) a lion	un león
8) a bird	un pájaro
9) a sheep	una oveja
10) a horse	un caballo

### Year 4

Vegetables, lesson 3:



The first slide is titled 'Challenge Section'. The second slide is titled 'Listening Challenge'. The third slide shows a matching exercise with five numbered audio icons (1-5) and five vegetable options (A-E). Colored arrows indicate the correct matches: 1 to A (green beans), 2 to B (pumpkins), 3 to E (broccoli), 4 to C (tomatoes), and 5 to D (cucumber).



Speaking Challenge



How would you say the following in Spanish?

1) 2) 3) 4) 5)



Super Challenge



Say what is in your shopping basket. Everything is 1 kilo.

Start your phrase by using...

En mi cesta tengo...



Reading Challenge



Which basket is being described - A or B?

A En mi cesta tengo un kilo de patatas, un kilo de tomates y un kilo de judías verdes.

B En mi cesta tengo un kilo de patatas, un kilo de judías verdes y un kilo de zanahorias.

**Year 5**



Challenge Section



Listening Challenge



Listen to the Spanish audio on the following slide and answer the questions about Juan Pablo.



Use the ► button in the player bar below to play/pause/resume the audio.

- 1) When is Juan Pablo's birthday?
- 2) When is his mother's birthday?
- 3) When is his sister's birthday?
- 4) When is his father's birthday?

**ANSWERS**

- 1) When is Juan Pablo's birthday?  
27<sup>th</sup> September
- 2) When is his mother's birthday?  
1<sup>st</sup> July
- 3) When is his sister's birthday?  
23<sup>rd</sup> June
- 4) When is his father's birthday?  
13<sup>th</sup> April

Year 6

At School, lesson 2:

# Challenge!

## Speaking Task

Using the information provided below, pretend to be Karim and say your name, your age and which school subjects you like, do not like, love and hate.



Name: Karim  
 Age: 9 years old  
 Likes: English  
 Loves: Spanish  
 Does not like: Sciences  
 Hates: Art

## ANSWERS



Name: Karim  
*Me llamo Karim.*  
 Age: 9 years old  
*Tengo nueve años.*  
 Likes: English  
*Me gusta el inglés.*  
 Loves: Spanish  
*Me encanta el español.*  
 Does not like: Sciences  
*No me gustan las ciencias.*  
 Hates: Art  
*Odio el arte.*

Now try and add  
 in a connective  
 like '**pero**' ('but')  
 or '**y**' ('and').

## Oral task



My name is Karim **and** I am 9 years old. I like English **but** I love Spanish. I don't like science **and** I hate art.

Me llamo Karim **y** tengo nueve años. Me gusta el inglés **pero** me encanta el español. No me gustan las ciencias **y** odio el arte.