




"We believe, we achieve, we succeed in God's family"

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

Modern Foreign Language Knowledge and Skills Progression Overview

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart."

Nelson Mandela

Intent	<p>A high-quality language education should foster children's curiosity and deepen their understanding of the world. At St Mary's C of E Primary School, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures. 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. At St Mary's C of E Primary School, we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life.</p>
Implementation 	<p>At St Mary's C of E Primary School, pupils progressively develop skills in Spanish through well-planned, weekly, 45-minute lessons using the Language Angels Scheme of Work. Children acquire, use and apply a growing bank of vocabulary (through the use of topic Vocabulary Lists), language skills and grammatical knowledge organised around age-appropriate topics and themes. Lessons offering appropriate levels of challenge are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Our pupils learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and may other creative ways to extend, embed and combine language skills. Our SEND and disadvantaged pupils are supported in the language learning through the use of an advanced learner and visuals in the classroom. The class teacher will adapt planning and resources as necessary to reflect the children's understanding and their varying needs.</p> <p><i>*At St Mary's this scheme of learning was implemented in September 2022</i></p>
Impact	<p>Topics increase in their level of challenge as children move from Early Learning topics through Intermediate topics and into the most challenging Progressive topics. Early Learning topics start at basic noun and article level and teach children how to formulate short phrases. By the time children reach progressive topics they will be exposed to much longer texts 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. Children continuously build on their previous knowledge as they progress in their foreign language-learning journey, as previous language is recycled, revised, recalled and consolidated, where appropriate. Pupils are aware of their own learning goals and progression as each unit offers a pupil friendly self-assessment tool, so that all children can review their own learning at the end of each unit. Learning an additional language will 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. It is hoped that children will foster a love of language and a desire to further learning beyond the classroom and in their future.</p>

Teaching Half-Termly Overview 2022-23 – implementation and introductory year


	All year groups
Autumn 1	Core Vocabulary & Phonics
Autumn 2	I'm Learning Spanish
Spring 1	Animals
Spring 2	Musical Instruments
Summer 1	Little Red Riding Hood
Summer 2	Ancient Britain

Teaching Half-Termly Overview 2023-24 – limited experience planner

	Year 3 and 4	Year 5 and 6
Autumn	Core Vocabulary & Phonics - I Am Learning Fr/Sp/It (E)	Core Vocabulary & Phonics - Fruits (E)
	Animals (E)	Vegetables (E)
Spring	Fruits (E)	At The Café (I)
Summer	Presenting Myself (I)	In the Classroom (I)

Teaching Half-Termly Overview 2024-25 – previous experience planner

	Year 3 and 4	Year 5 and 6
Autumn	Core Vocabulary & Phonics - Phonics 1 & 2 (X)	Core Vocabulary & Phonics - Phonics 3 & 4 (X)
	Vegetables (E)	The Date (I)
Spring	Ice Creams (E)	My Home (I)
Summer	In the Classroom (I)	At School (P)

	Key	E	Early Language
		I	Intermediate
		P	Progressive
		X	Extra Teaching

Language Learning Skills Progression By Year Group*

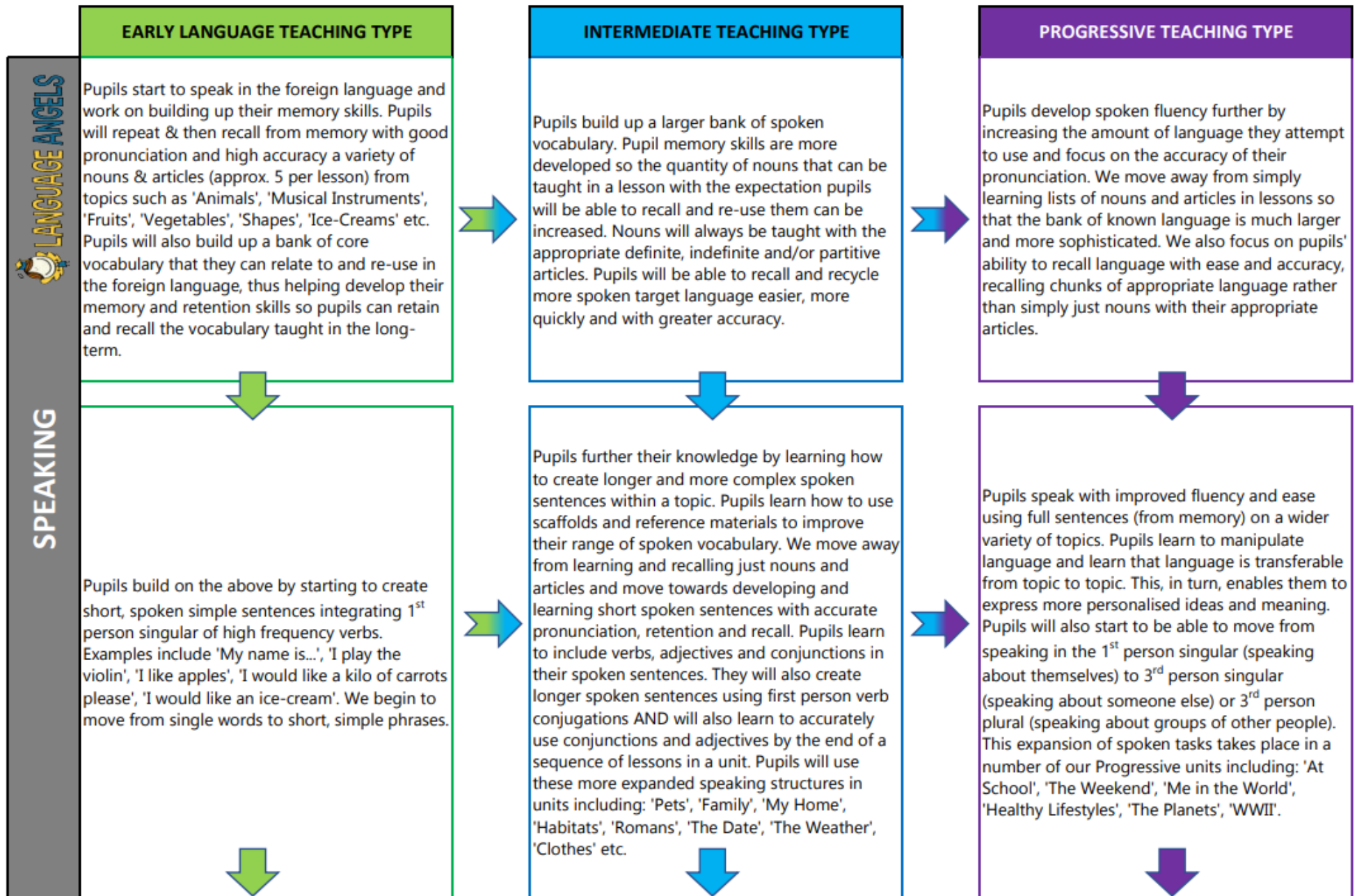
The Language Angels Progression Map shows how pupil foreign language learning across each of the key skills of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels Teaching Type. It also shows how the level of learning and progression of each pupil is increased as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

Progression in Spanish			
Listening			
Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>
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			
Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>
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			
Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>
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 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			
Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>
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			
Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>

<p>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...'</p>	<p>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...'</p>	<p>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'.</p>	<p>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'.</p>
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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'.

Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'

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'.

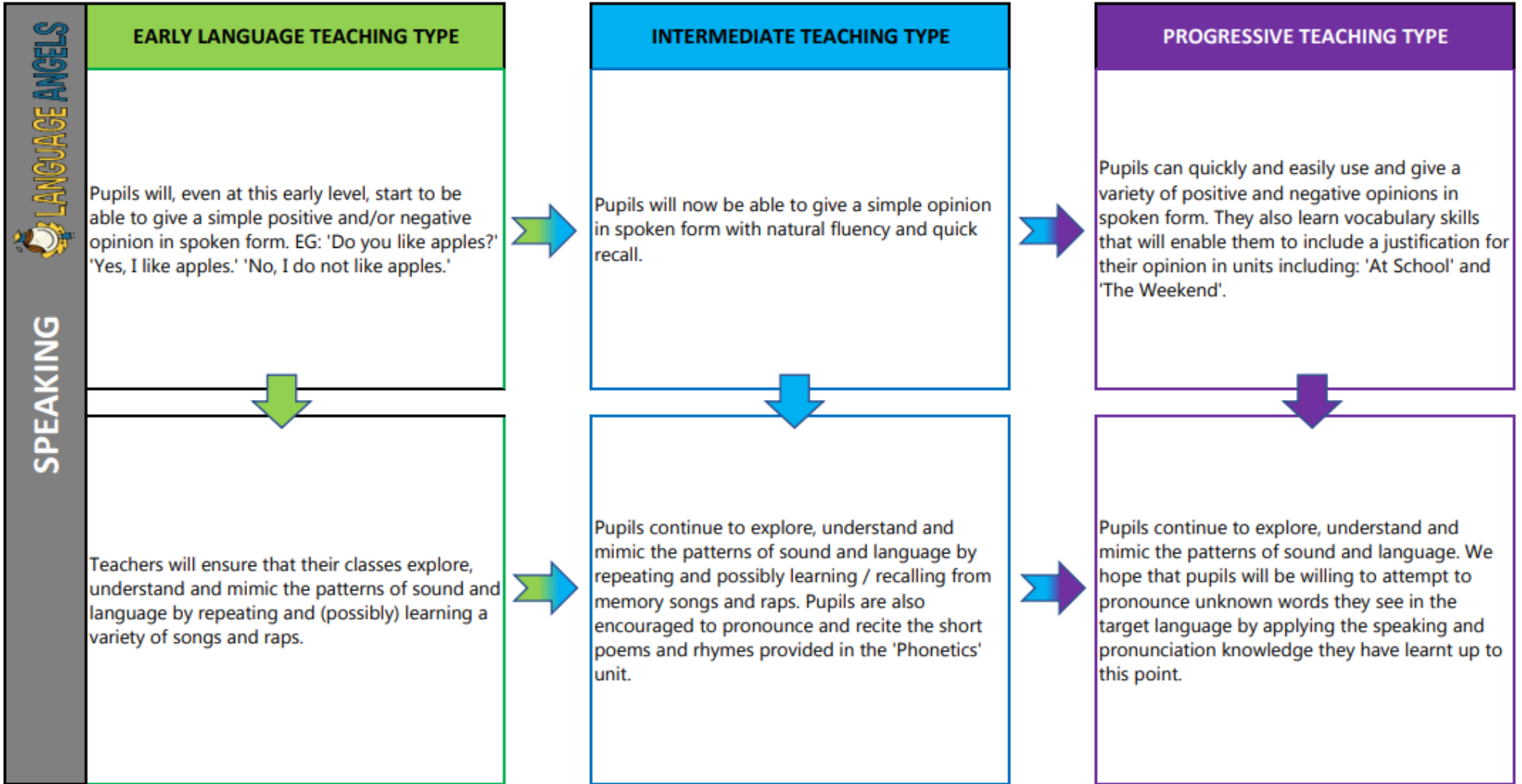
Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers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

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 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'.





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.)

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.

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.

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.

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 understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.

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 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.

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.



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.