

Intent

Higham Primary School intends to use the Language Angels scheme of work and resources to ensure that we offer a relevant and broad foreign languages curriculum that will inspire our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by staff encouraging high standards and expectations in their foreign language teaching - 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 the MFL Curriculum Overview and the annual KS2 MFL Unit planner. This will ensure that the foreign language knowledge of our pupils progresses each academic year and is extended year upon year throughout Key Stage 2 and, in so doing, will always be relevant and in line with meeting 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. Teaching will plan opportunities to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop an interest and curiosity about foreign languages, finding them enjoyable. Learning a second language will also offer pupils the opportunity to develop an understanding of other cultures and the world around them.

Implementation

All KS2 classes will have access to a 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 lessons in Key Stage 2. This will be taught by class teachers and/or HLTAs. MFL will be taught the equivalent of three to four hour-long lessons per term.

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

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

Language Angels units currently being used are either Core, Early or Intermediate Language Units. Early Language Units are for entry level, with no or limited previous foreign language learning. These are used predominantly in Year 3 and some in Year 4, alongside Core Language Units. Intermediate Language Units increase the level of challenge by increasing the amount and complexity of the foreign language concepts presented to pupils. These Intermediate Language Units are mainly used in Years 5 and 6 and partly in Year 4. Grouping units into these teaching type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.



The planning of which units to teach each year group will be reviewed in detail annually. 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 they are learning.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language, whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers use the Knowledge Organiser for each unit to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. This includes a copy of the previous year's unit map, as we are currently planning a rolling MFL programme to build up to a defined year by year group unit planner. Each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each Language Angels teaching unit is divided into six fully planned lessons – we teach three to four lessons each term ensuring coverage of the key grammar content and high frequency words and phrases as defined on each unit's Knowledge Organiser.

- 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.
- Units will incorporate written activities that will be offered with three potential levels of stretch and differentiation.
- Reading and writing activities will be offered in all units.
- 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 in future years.
- Extended writing activities are beginning to be developed in Years 5 and 6 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.

Units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

Pupil learning and progression will be assessed lesson by lesson through formative assessment. Teachers will aim to assess each language skill (speaking, listening, reading and writing) across each unit.

Impact

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



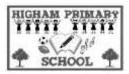
Early Learning Units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units (planned for Year 6 in 2023-24) they will be exposed to longer texts and will be encouraged to formulate their own, more personalised responses 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.

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

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of the KS2 MFL Unit Planners to ensure the correct units are being taught to the correct classes at each stage of the year. Planning is also provided in the form of Knowledge Organisers for each unit (covering the key learning for each unit). In addition, the Language Angels scheme provides individual lesson plans and teacher support notes laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each term.

Pupils will be aware of their own learning as they will know and will be able to articulate if they have or have not met learning objectives and steps to success during each unit.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is reported to parents / carers in line with school recommendations in a yearly written report. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the MFL National Curriculum objectives is carried out formatively throughout each unit to arrive at an end of year summary for each child.



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 <u>TWO</u> ways:

1. WITHIN a Teaching Type

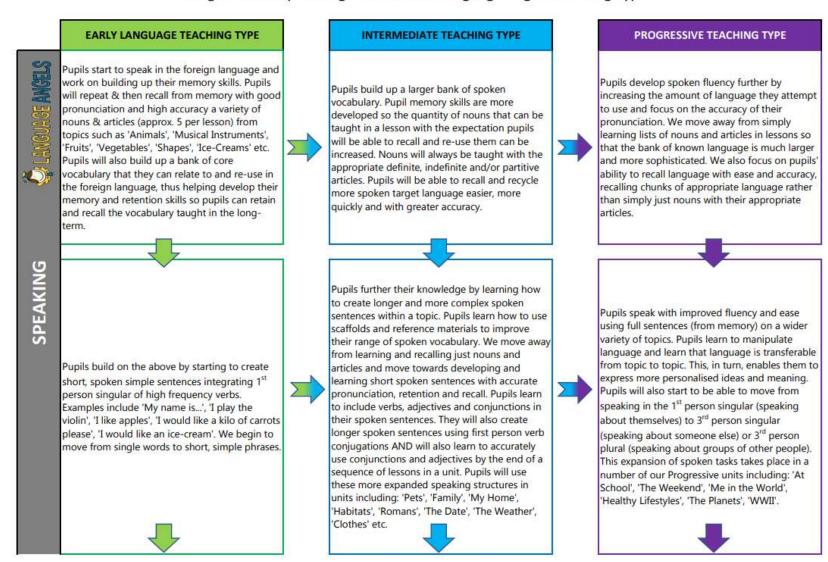
and

2. ACROSS each Teaching Type.

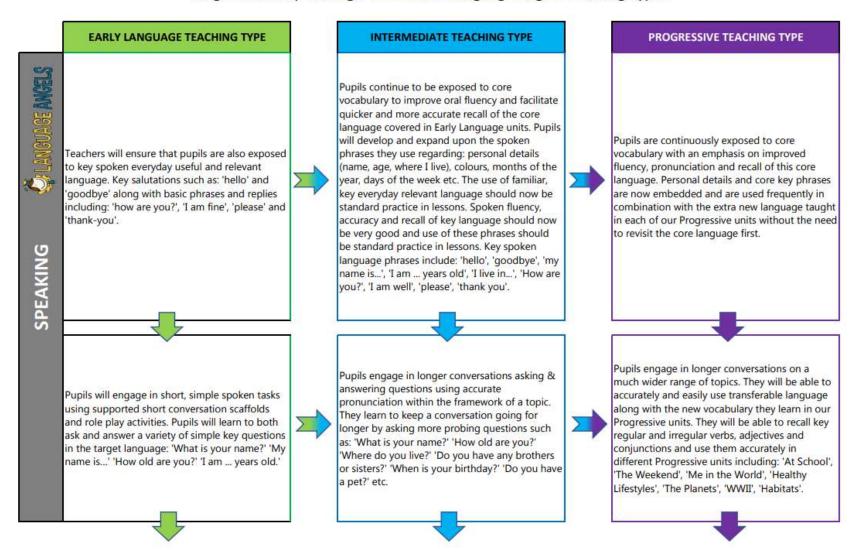
Progression <u>WITHIN</u> a Teaching Type is demonstrated by the downward pointing arrows in the Progression Map. These show how each skill develops and increases in level of challenge <u>WITHIN</u> a Teaching Type. This effectively shows how each skill is developed within each primary school year.

Progression <u>ACROSS</u> 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 <u>ACROSS</u> a Teaching Type. This effectively shows how each skill is developed as pupils move through the various primary school years.

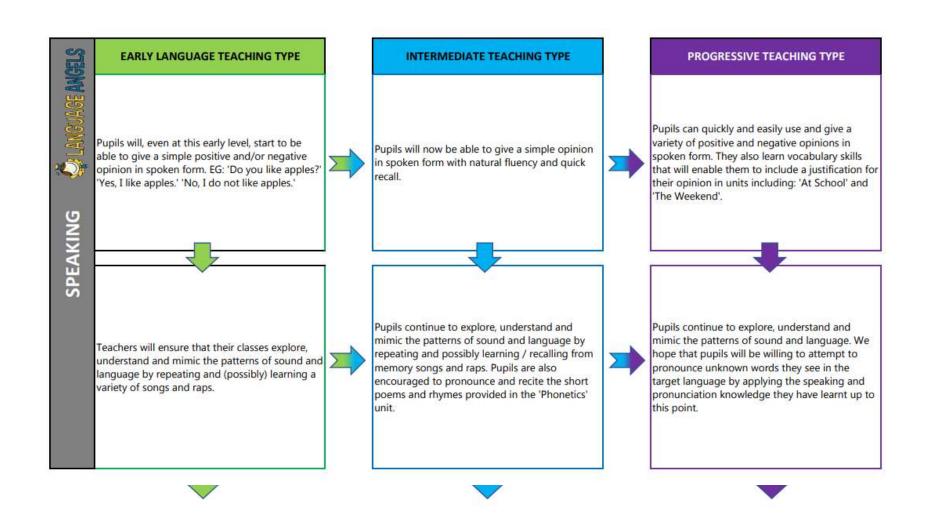














Progression Map Through The Various Language Angels Teaching Types

EARLY LANGUAGE TEACHING TYPE INTERMEDIATE TEACHING TYPE PROGRESSIVE TEACHING TYPE Pupils are taught to understand very Pupils now learn to listen for much short passages of spoken language that longer periods of time and more they hear. The language they hear is Pupils now learn to listen for longer frequently during lessons. They are based on the language they have been periods of time. They begin to taught to understand longer, more taught during the lesson so they are not understand very short passages of complex passages of spoken language exposed to any language that they will spoken language, based on taught that is based on taught language with be unfamiliar with. They will learn to language with more new language much more new and unfamiliar language weaved in. Pupils are expected match the language they hear to images weaved in. Pupils are expected to use and/or words that they have been and understand better what they hear to to use and understanding better what taught in their lessons. (NB: This complete the tasks set. they hear and use their skills to "gist" development of listening skills takes listen to unknown target language to place in all of our Early Language units.) complete the tasks set. LISTENING Pupils are taught to appreciate familiar Pupils are exposed to much more Pupils are taught to listen to short, stories and songs in the foreign authentic foreign language material to familiar stories and songs in the foreign language using stories such as listen to. This material is delivered at language. Using simple, familiar stories 'Goldilocks & The Three Bears'. They are near native speed and covers a much like Little Red Riding Hood we expected to understand much more of wider range of topics. Pupils complete encourage pupils to listen to stories they what they hear and not only use these more complex listening tasks in will be familiar with in English but in the Progressive units including: 'Me in the previous knowledge of the story in foreign language. Pupils will be English to decode meaning in the World', 'WWII', 'The Olympics', 'At encouraged to complete story boards foreign language. There are numerous School', 'The Weekend', 'The Planets' and mind-mapping exercises based on differentiated listening tasks provided in and 'Healthy Lifestyles' to evidence what they hear to evidence the all units to develop and evidence learning and progression in their development of their listening skills. progress in these listening skills. listening skills.



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EARLY LANGUAGE TEACHING TYPE

A LANGUAGE ANGELS

READING

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.







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EARLY LANGUAGE TEACHING TYPE

CHAROLAGE ANGELS

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.

WRITIN

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.

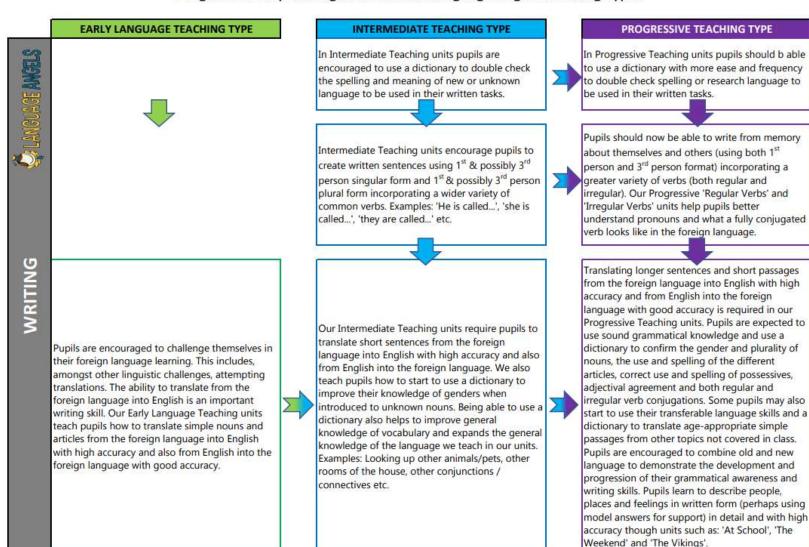
Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required 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

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.







Progression Map Through The Various Language Angels Teaching Types

EARLY LANGUAGE TEACHING TYPE INTERMEDIATE TEACHING TYPE PROGRESSIVE 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 To be taught how to use opinions and To understand the concept of gender. justifications. Learning to give a variety of the noun. of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining To learn ow to use conjunctions / GRAMMAR To start to understand the concept of Connectives. Improving sentence WHY. nouns and articles. structure and length by learning to use simple conjunctions like "and" and "but". Pupils will be introduced to the concept To have better knowledge & recall of 1st To understand better the use of the of whole irregular verb conjugation. person singular of high frequency verbs Using units such as School to explore to negative form. How to change such as I am, I have, I live, I am called, I something from the positive into the verb to go but also exploring other play. verbs like to have and to be in the negative. I have, I don't have. In my pencil there is. In my pencil case there is irregular verb unit. not. To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.