



To inspire confident learners who will thrive in a changing world.

Languages- Spanish

Intent of study at Swinford School

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education foster pupils' curiosity and deepens their understanding of the world. Pupils are able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Learning a language also provides frequent opportunities to perform before an audience. This nurtures pupils' self-esteem and self confidence and develops strong interpersonal skills. Languages increase critical thinking skills, creativity, and flexibility of mind in young children. The main purpose of the language teaching at Swinford is to provide the foundation for learning further languages, allowing pupils to communicate when on foreign holidays and to equip pupils to study and work in other countries.

Spanish was chosen as for many years a Spanish after school club has been run. Once the children go to secondary school, they are able to do French and Spanish so we believe this is a good foundation for this learning.

Aims

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

Implementation

At Swinford Primary School, all classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. All teachers will know where every child is at any point in their foreign language learning journey. The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be Primary Foreign Languages - Intent, Implementation & Impact Policy - Page 1 of 4 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.

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

The 'Teaching Types' are as follows:

- Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.
- Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

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

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.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid 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 long term overview in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.

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. Language Angels provides 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.

Impact

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

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

spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

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

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

Assessment

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

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables teachers to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

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

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

Long Term Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Turtles 24-25 Year B	Phonics 1 Phonics 2 I Am Learning Spanish	Animals	I Know How...	Fruits	Little Red Riding Hood	In the Classroom
Turtles 25-26 Year A	Phonics 1 Phonics 2 Instruments	Seasons	Vegetables	Ice-Creams	Presenting Myself	Goldilocks
After Academic Year 25-26						
Turtles Year A	Phonics 1 Phonics 2 I Am Learning Spanish	Animals	Fruits	I Know How...	In the Classroom	Do You Have a Pet?
Turtles Year B	Phonics 1 Phonics 2 Instruments	Seasons	Vegetables	Ice-Creams	Presenting Myself	Goldilocks

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Dolphins 24-25 Year B	Phonics 1 Phonics 2 Fruits	Vegetables	Presenting Myself	The Date	In the Classroom	My Home
Dolphins 25-26 Year A	Phonics 3 Phonics 4 Do You Have a Pet?	Family	At the Cafe	What is the Weather?	The Olympics	Planets
After Academic Year 25-26						
Dolphins Year A	Phonics 3 Phonics 4 The Date	My Home	Habitats	Clothes	At School	Vikings
Dolphins Year B	Phonics 3 Phonics 4 Family	At the Cafe	What is the Weather?	The Olympics	Planets	Weekend

Progression

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

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

1. WITHIN a Teaching Type

2. ACROSS each Teaching Type.

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



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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



INTERMEDIATE TEACHING TYPE

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



PROGRESSIVE TEACHING TYPE

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

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



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



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



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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

INTERMEDIATE TEACHING TYPE

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

PROGRESSIVE TEACHING TYPE

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

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

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

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



SPEAKING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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

INTERMEDIATE TEACHING TYPE

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

PROGRESSIVE TEACHING TYPE

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

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

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

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



LISTENING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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



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 understand 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.



READING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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



INTERMEDIATE TEACHING TYPE

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



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.



INTERMEDIATE TEACHING TYPE

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



PROGRESSIVE TEACHING TYPE

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

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



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



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



WRITING

Progression map through the various Language Angels teaching types

EARLY LANGUAGE TEACHING TYPE

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.



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.



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.



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 though 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.

Key Takeaways

Seals Year 1 and 2

During the register and at random times during the school day, we will begin to prepare Seals class for their languages learning in KS2.

A & B Spring	Greetings	Say hello, say goodbye, yes and no
A & B Summer	Numbers	Count numbers to 10

Turtles- Year 3 and 4

A1 25-26	Phonics 1 and 2 Instruments	I will learn 5 instruments in Spanish with their correct determiner. I will learn 5 more instruments in Spanish with their correct determiner. I will revise all 10 instrument nouns with their determiners in Spanish and start to attempt the spellings. I will explore and understand better the role of the definite article/determiner in Spanish. I will learn how to use the 1st person conjugated verb 'toco' (I play) in Spanish.
	Seasons	I will learn the 4 seasons in Spanish with their determiners. I will learn a short phrase about winter in Spanish. I will learn a short phrase about spring in Spanish. I will learn a short phrase about summer in Spanish.

		I will learn a short phrase about autumn and will learn how to say which season is my favourite in Spanish.
A3 25-26	Vegetables Ice Cream	I will learn how to say 5 vegetables with their plural determiners in Spanish. I will learn how to say 5 vegetables with their plural determiners in Spanish. I will learn how to ask for a kilo and ½ a kilo of a vegetable in Spanish. I will learn how to use the structure 'quisiera' (I would like) when buying vegetables. I will learn how to use the conjunction 'y' (and) when buying more than one vegetable option
A4 25-26	Presenting Myself Goldilocks	I will use basic greetings in Spanish, ask somebody how they are feeling and reply when asked to me. I will ask somebody their name in Spanish and reply when asked to me. I will recall numbers 1-10 and count from 11-20 in Spanish. I will learn how to ask somebody how old they are in Spanish and reply when asked to me. I will learn how to ask somebody where they live in Spanish and reply when asked to me. I will learn how to express my nationality in Spanish and understand basic gender agreement rules. I will listen to the familiar fairy tale 'Goldilocks and the Three Bears' in Spanish and understand meaning using picture cards. I will relisten to the familiar fairy tale and retain more vocabulary using word cards. I will relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards. I will use my new knowledge to re-write the story of Goldilocks in Spanish. I will present my version of the story to the class.
B1 24-25	Phonics 1 and 2 I am Learning Spanish	I will learn more about the Hispanic world. I will learn key greetings in Spanish. I will learn how to ask and answer the question 'How are you?' in Spanish. I will learn how to ask and answer the question 'What is your name?' in Spanish. I will learn the numbers 1-10 in Spanish.

	In the Classroom	I will learn the nouns and determiners for 6 classroom objects in Spanish. I will learn 6 more nouns and their determiners for classroom objects in Spanish. I will learn to answer the question '¿Qué tienes en tu estuche?' (What do have in your pencil case?) I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish. I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.
--	------------------	--

Dolphins – Year 5 and 6

A1 25-26	Phonics 3 and 4 Do you have a pet? Family	I will learn how to say 8 common pet nouns in Spanish with their determiners. I will learn how to say I have a pet in Spanish. I will also learn how to say what my pet is called in Spanish. I will learn how to say what pet I do not have in Spanish. I will learn how to integrate the conjunction 'y' (and) and 'pero' (but) accurately into my work. I will learn the nouns and determiners for several family members in Spanish. I will learn how to move from using the determiner 'a' with a family member noun to a possessive adjective 'my' in Spanish. I will learn to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?). I will learn how to introduce family members, learning to use 'se llama' (he/she is called). I will use my knowledge of larger numbers to be able to describe the age of family members.
A3 25-26	At the Cafe	I will learn 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner. I will learn another 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner.

		I will learn how to present myself as an astronaut by answering the questions in Spanish and learn how to describe my qualities/character.
B1 24-25	Phonics 1 and 2 Fruits Vegetables	I will learn and become more familiar with 5 fruit nouns with their determiners in Spanish. I will learn and become more familiar with 5 more fruit nouns with their determiners in Spanish. I will learn how to move singular nouns to plural form in Spanish. I will learn how to use the structure 'me gustan' (I like) with the fruit nouns. I will learn how to use the negative structure 'no me gustan' (I do not like) with the fruit nouns I will learn how to say 5 vegetables with their plural determiners in Spanish. I will learn how to say 5 vegetables with their plural determiners in Spanish. I will learn how to ask for a kilo and ½ a kilo of a vegetable in Spanish. I will learn how to use the structure 'quisiera' (I would like) when buying vegetables. I will learn how to use the conjunction 'y' (and) when buying more than one vegetable option
B3 24-25	Presenting myself	I will use basic greetings in Spanish, ask somebody how they are feeling and reply when asked to me. I will ask somebody their name in Spanish and reply when asked to me. I will recall numbers 1-10 and count from 11-20 in Spanish. I will learn how to ask somebody how old they are in Spanish and reply when asked to me. I will learn how to ask somebody where they live in Spanish and reply when asked to me. I will learn how to express my nationality in Spanish and understand basic gender agreement rules. I will learn the 7 days of the week in Spanish. I will learn the 12 months of the year in Spanish. I will learn/revise/consolidate numbers 1-31 in Spanish.

- ♣ 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

SEND

Planning Inclusive Lessons

Learning a modern foreign language, with the right support and approaches in place, has the potential to be a liberating experience for learners with SEND. For some learners (who might speak a different language at home) this can be an opportunity to shine. For other pupils, this can be an opportunity to explore a different world and to engage with a new language in a structured and scaffolded way. When planning inclusive MFL lessons, understanding and getting to know our learners is key. It is important that we challenge assumptions linked to a learner's labels and understand how to build on each learner's strengths.

In a languages classroom, teaching strategies that benefit learners with SEND will benefit all learners. In fact, effective MFL teaching for all learners necessitates a combination of strategies that can support learners with SEND: systematic use of visuals; identifying a core set of words or phrases that you would like learners to acquire with 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; simple, lean resources that direct attention rather than detract attention; chunking both language and tasks where appropriate to reduce cognitive demand and the need for complicated instruction; use of non-verbal cues and simple language to elicit understanding of the foreign language, etc. 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. However, it is also important to be aware that learning a foreign language can place high demands on working memory and it is therefore essential that opportunities for over-learning, repetition and application are embedded into every lesson. Many of the activities required to learn a foreign language effectively, e.g., speaking out loud, risk-taking, making mistakes etc. can feel worrying for some learners. Building in opportunities through low-stakes activities, such as paired work, games in small groups, whole-class call-out, playfulness and drama can support learners to develop their confidence alongside opportunities to commit acquired knowledge to their long-term memory

Creating an inclusive environment

In order to succeed in the language classroom, learners must feel safe enough to take risks and to make mistakes. Focusing on the learning behaviours, including those around mutual respect and support and the celebration of learning through mistakes and misconceptions, when establishing your classroom routines will be essential. Model and encourage the creativity and enjoyment around playing with language and communicating with others. Take opportunities to value diversity that other countries and cultures represent. Provide plenty of opportunities in the classroom to focus on communication rather than accuracy of language. Build a supportive environment in which speaking the language is emphasised through, for example:

- Plenty of group and pair speaking tasks, in which learners often feel more comfortable speaking and a positive collaborative environment is created.
- Game-orientated speaking tasks, which can help some learners forget their anxiety and focus attention. A well-managed classroom environment is essential. With a focus on oracy, language classrooms can become noisy environments, but it is essential that this is always controlled and focused. Clear routines to ensure that learners re-focus on whole class teaching when required, regulate their own interactions and volume, and work respectfully in all interactions, must be set, explained and adhered to from the start. It can be helpful to identify key signals (non-verbal) for each of your expectations so that your interactions with the learners are focused on the content. Of course, adjustments and adaptations will need to be further made with classes where there might be learners who experience sensory issues.

Sequence the input of new language concepts carefully in a way which reduces cognitive demands. Provide plenty of opportunity for repetition and revisiting of language and structures so that vocabulary and structures become automated, freeing up working memory in the classroom. Ensure a cumulative approach to introducing new language structures. Build confidence in speaking, which is often synonymous with learners' enjoyment and achievement in languages. But also allow for all learners to play to their strengths, which could be in any of the four skills of speaking, listening, reading and writing.

Resources

Language Angels

[Languageangels](https://www.languageangels.com/)