



# The Spanish Curriculum

Intent	<p>At Lincoln Carlton Academy we offer a relevant, broad, vibrant, and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. Teachers will always have the highest expectations of pupils in their foreign language learning - the aim being that pupils will feel willing and able to continue studying languages when they leave LCA for the next stage in their educational journey.</p> <p>All content will be reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in doing so, will always be relevant and in line with meeting or exceeding national DfE requirements.</p> <p>The four key language learning skills; listening, speaking, reading, and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward.</p> <p>Pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others, and cultural differences. The intention is that they will be working towards becoming life-long language learners.</p>
Implementation	<p>Language learning starts at LCA in the Early Years foundation and the progression through the school can be seen on the progression documents below. 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.</p> <p>From Key Stage Two, children will begin to have a weekly, 30-minute language lesson. This begins with early language units in Year 3 and progresses through to intermediate and progressive units in years 4, 5, and 6, lasting 45 minutes. Wherever possible, Spanish will be taught by one of our Spanish speaking specialists.</p> <p>Units, where possible and appropriate, have been linked to cross curricular themes. 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. Grammar is integrated and taught discreetly throughout all appropriate units.</p>
Impact	<p>When pupils complete their language learning journey at LCA, they will:</p> <ul style="list-style-type: none"> <li>understanding of other cultures around the World, particularly those that are Spanish speaking.</li> <li>awareness of cultural differences around the World.</li> <li>respond to spoken and written language</li> <li>gaining confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually</li> <li>accuracy of their pronunciation and intonation.</li> <li>length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>a love of language learning.</li> </ul>

Progression in Spanish							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Hola</b> hello</p> <p><b>Buenos días</b> good morning</p> <p><b>Buenos tardes</b> good afternoon</p> <p><b>Adios</b> goodbye</p> <p>Greetings on the gate and answering the register.</p>	<p><b>Hola</b> hello</p> <p><b>Buenos días</b> good morning</p> <p><b>Buenos tardes</b> good afternoon</p> <p><b>Adios</b> goodbye</p> <p>Greetings on the gate and answering the register.</p> <p><b>Por Favor</b> Please</p> <p><b>Gracias</b> Thank you</p> <p><b>Me llamo es..</b> My name is Early Language Unit: I am learning Spanish: Lesson 3</p> <p><u>Numbers to 10</u> Early Language Unit: I am learning Spanish: Lesson 4 + song</p>	<p><b>Hola</b> hello</p> <p><b>Buenos días</b> good morning</p> <p><b>Buenos tardes</b> good afternoon</p> <p><b>Adios</b> goodbye</p> <p>Greetings on the gate and answering the register.</p> <p><b>Por Favor</b> Please</p> <p><b>Gracias</b> Thank you</p> <p><b>Me llamo es..</b> My name is Early Language Unit: I am learning Spanish: Lesson 3</p> <p><u>¿Como estas? How are you? And responses</u> Early language Unit: I am learning Spanish. Lesson 2</p> <p><u>Numbers to 10</u> Early Language Unit: I am learning Spanish: Lesson 4 + song</p> <p><u>Colours</u> Early Language Unit: I am Learning Spanish: Lesson 5</p>	<p>These must be <u>consistently and regularly revisited</u> throughout KS2.</p> <p>Core vocabulary and phonetics – regular revisits Spanish Alphabet</p> <p>Classroom Commands: <b>Escuchad</b> listen <b>Levantad los manos</b> hands up <b>Silencio</b> silence <b>Listos</b> Are you ready? <b>¿Puedo ir al baño por favor?</b> Can I go to the toilet please? <b>¿Puedo beber agua por favor?</b> Can I get a drink please?</p> <p>Days of the week – <b>Los Dias</b> (Core Vocabulary)</p> <p>Months of the Year – <b>Los Meses</b> (Core Vocabulary)</p> <p>Numbers to 19 and then multiples of 10 – <b>Los Numeros</b> (Core Vocabulary)</p> <p>Colours – <b>Los Colores</b> (Core Vocabulary)</p>			

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Fruits - La fruta (Early Language Teaching)</p> <p>To say what fruit we like and do not like in Spanish.</p> <ul style="list-style-type: none"> <li>Name, recognise and remember up to 10 fruits in Spanish.</li> <li>Attempt to spell some of these nouns with their correct article/determiner.</li> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits we like and dislike in Spanish.</li> </ul>	<p><u>Presenting myself</u> <u>Me presento</u> (Intermediate Language Teaching)</p> <p>To say your name, age and where you live in Spain.</p> <ul style="list-style-type: none"> <li>Know how count to 20 in Spanish.</li> <li>Ask somebody how they are feeling and give an appropriate response back.</li> <li>Ask somebody their age, name, where they live and reply.</li> </ul>	<p><u>Do you have a pet?</u> <u>¿Tienes una mascota?</u> (Intermediate Language Teaching)</p> <p>To say what pet you have and do not have in Spanish.</p> <ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>	<p>Habitats <u>Hábitats</u></p> <ul style="list-style-type: none"> <li>Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats.</li> <li>Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found.</li> <li>Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment.</li> <li>Tell somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment.</li> </ul>
Autumn 2	<p><u>Las Formas</u> Shapes In this unit the children will learn how to:</p> <ol style="list-style-type: none"> <li>Name and recognise up to 10 shapes in Spanish.</li> <li>Attempt to spell some of these nouns.</li> <li>Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'.</li> <li>Have an opportunity to learn and/or revise numbers 1-5.</li> </ol>	<p><u>The Family – Ma Familia</u> (Intermediate Language Teaching)</p> <p>To talk simply about your/a family in Spanish.</p> <ul style="list-style-type: none"> <li>Remember the nouns for family members in Spanish from memory.</li> <li>Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>Count up to 100 in Spanish.</li> <li>Understand possessive adjectives better in Spanish ('my' form only)</li> </ul>	<p><u>What is the date?</u> <u>¿Qué Fecha es hoy?</u> (Intermediate Language Teaching)</p> <p>To be able to say the date in Spanish.</p> <ul style="list-style-type: none"> <li>Recognise and recall the 12 months of the year in Spanish.</li> <li>Ask what the date is and say the date in Spanish.</li> <li>Ask somebody when their birthday is and say when their own birthday is in Spanish.</li> </ul>	<p><u>At School</u> <u>En el Colegio</u> (Progressive Language Teaching)</p> <p>To discuss what subjects you like and do not like at school and give a reason why in Spanish.</p> <ul style="list-style-type: none"> <li>Name the subjects we study in school in Spanish with the correct definite article/determiner.</li> <li>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> <li>Start to tell the time by learning how to say time by the hour.</li> <li>Explore the irregular, high frequency verb ir (to go) in full.</li> </ul>
Spring 1	<p><u>Animals – Los animales</u> (Early Language Teaching)</p> <p>To remember and recall from memory 10 common animals in Spanish with the correct article/determiner.</p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in Spanish.</li> <li>Attempt to spell some of these nouns with their correct indefinite article.</li> <li>Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</li> </ul>	<p><u>At the Café</u> <u>En la cafetería</u> (Intermediate Language Teaching)</p> <p>To be able to order what you would to eat and drink in a Spanish café.</p> <ul style="list-style-type: none"> <li>Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.</li> <li>Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</li> </ul>	<p><u>The Planets</u> <u>Los Planetas</u> (Progressive Language Teaching)</p> <p>To describe the planets in Spanish in terms of their size, colour, and position.</p> <ul style="list-style-type: none"> <li>Name and spell accurately some/all the planets in Spanish on a solar map.</li> <li>Say and write extended sentences for at least one planet.</li> <li>Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy</li> </ul>	<p><u>World War 2</u> <u>La Segunda Guerra Mundial</u> (Progressive Language Teaching)</p> <p>To be able to use decoding skills to understand better unknown language in Spanish.</p> <ul style="list-style-type: none"> <li>Group and order words to decode unknown language.</li> <li>Understand the key facts of history from WW2 when described in Spanish.</li> <li>Say and write in Spanish the key countries and languages involved in WW2.</li> <li>Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.</li> </ul>

Spring 2	<u>Musical Instruments</u> <u>Los Instrumentos</u> (Early Language Teaching) To say which instrument you play in English. <ul style="list-style-type: none"> <li>Name and recognise up to 10 instruments in Spanish.</li> <li>Attempt to spell some of these nouns with their correct definite article/determiner in Spanish.</li> <li>Learn how to say I play an instrument in Spanish.</li> </ul>	<u>The Classroom</u> <u>Mi Clase</u> (Intermediate Language Teaching) To say what you have and do not have in a pencil case in Spanish. <ul style="list-style-type: none"> <li>Recall from memory a selection of nouns and indefinite articles for common classroom objects</li> <li>Learn how to use the negative in Spanish</li> <li>Describe what we have and do not have in our pencil case.</li> <li>Respond to simple classroom commands.</li> </ul>	<u>The weather</u> <u>¿Qué Tiempo hace?</u> (Intermediate Language Teaching) To be able to describe the weather in Spanish. <ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in Spanish from memory.</li> <li>Ask what the weather is today and give a reply in Spanish.</li> <li>Describe the weather in Spain, in Spanish using a weather map with symbols.</li> </ul>	<u>The Weekend</u> <u>El Fin De Semana</u> (Progressive Language Teaching) To describe what activities I do at the weekend with a time and an opinion In Spanish. <ul style="list-style-type: none"> <li>Tell the time in Spanish using quarter past, half past and quarter to.</li> <li>Say and write in Spanish what we do at the weekend using two or more sentences.</li> <li>Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul>
Summer 1	<u>Little Red Riding Hood</u> <u>Caperucita Roja</u> (New Unit) (Early Language Teaching) To learn the parts of the body in Spanish via a traditional fairy tale in Spanish <ul style="list-style-type: none"> <li>Say and write what we eat and drink to stay healthy.</li> <li>Say and write what we do not eat and drink to stay healthy.</li> <li>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>Follow a simple, healthy recipe in Spanish.</li> </ul>	<u>Goldilocks</u> <u>Ricitos de oro y los tres osos.</u> (Intermediate Language Teaching) To learn new language through picture, word, and phrase cards. <ul style="list-style-type: none"> <li>Listen attentively to a whole familiar fairy tale in Spanish.</li> <li>Remembering new language using picture, word and phrases cards.</li> <li>Improve gist reading and gist listening skills.</li> <li>Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.</li> </ul>	<u>Clothes</u> <u>La Ropa</u> (Intermediate Language Teaching) To describe what clothes you are wearing by colour in Spanish. <ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</li> <li>Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.</li> </ul>	<u>Healthy Lifestyles</u> <u>La Comida Sana</u> (Progressive Language Teaching) To discuss a healthy lifestyle in Spanish. <ul style="list-style-type: none"> <li>Say and write what we eat and drink to stay healthy.</li> <li>Say and write what we do not eat and drink to stay healthy.</li> <li>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>Follow a simple, healthy recipe in Spanish.</li> </ul>
Summer 2	<u>I know how...</u> <u>Sé</u> (Early Language Teaching) To say ‘I know how and I do not know how plus a range of activities in Spanish <ul style="list-style-type: none"> <li>Recognise, use and remember 10 common Spanish verbs/activities.</li> <li>Use these verbs in the infinitive to make a short sentence starting with sé</li> <li>To use y and pero to join to sentences</li> </ul>	<u>The Olympic Games</u> <u>Los Juegos Olímpicos</u> In this unit pupils will learn how to: <ul style="list-style-type: none"> <li>Tell somebody in Spanish the key facts of the ancient Olympics.</li> <li>Tell somebody in Spanish the key facts of the modern Olympic games.</li> <li>Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish.</li> <li>Say the nouns in Spanish for 10 key sports in the current Olympic games.</li> <li>Conjugate the irregular verb practicar enabling the students to say what sports they play and what sports they do not play.</li> <li>Understand the concept of gender, using el and la when you say you play a sport in Spanish.</li> </ul>	<u>The Romans</u> <u>Los Romanos</u> (Intermediate Language Teaching) To describe what life was like as a child during Ancient Roman times in Spain. <ul style="list-style-type: none"> <li>Understand the key facts of the history of Ancient Rome in Spanish.</li> <li>Say and spell the days of the week in Spanish.</li> <li>Name some/all of the most famous Roman inventions in Spain.</li> <li>Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish.</li> </ul>	<u>Me in the World</u> <u>Yo En El Mundo</u> (Progressive Language Teaching) To explore other Spanish speaking countries and cultures around the world. <ul style="list-style-type: none"> <li>Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</li> <li>Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.</li> <li>Say and write something we do to help the planet</li> </ul>



# SPEAKING

Progression map through the various Language Angels teaching types

## EARLY LANGUAGE TEACHING TYPE

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

## INTERMEDIATE TEACHING TYPE

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

## PROGRESSIVE TEACHING TYPE

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

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

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

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



# SPEAKING

Progression map through the various Language Angels teaching types

## EARLY LANGUAGE TEACHING TYPE

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

## INTERMEDIATE TEACHING TYPE

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

## PROGRESSIVE TEACHING TYPE

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

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

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

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





# SPEAKING

Progression map through the various Language Angels teaching types

## EARLY LANGUAGE TEACHING TYPE

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

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

## INTERMEDIATE TEACHING TYPE

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

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

## PROGRESSIVE TEACHING TYPE

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

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





# LISTENING

Progression map through the various Language Angels teaching types

## EARLY LANGUAGE TEACHING TYPE

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

## INTERMEDIATE TEACHING TYPE

Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.

## PROGRESSIVE TEACHING TYPE

Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understand better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.

Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.

Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks & The Three Bears'. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.

Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.



### EARLY LANGUAGE TEACHING TYPE

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

### INTERMEDIATE TEACHING TYPE

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

Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.

### PROGRESSIVE TEACHING TYPE

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.

Pupils will now be able to read ageappropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.



### 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'.



# GRAMMAR

Progression map through the various Language Angels teaching types

## 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.