

C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing
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Cayton School

MFL Progression Map

Learn from yesterday, seek today and aim for tomorrow

Intent							
Cayton School Vision	“To deliver the highest standards enabling children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”						
Cayton School Values	Happy and Harmonious	Confident and Caring	Lively and Life-Long-Learning	Successful and Secure	Proud and Positive	Challenge and Commitment	
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.						
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Implementation							
Delivering the Curriculum	A whole school, topic based approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every child has a Cayton, Cultural, Capital, Citizenship Passport throughout school	
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence	Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov	The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Importance of staff well-being	Emphasis on continued professional empowerment Abraham Maslow's Hierarchy of Needs	Monitoring and coaching supporting good practice throughout school	Golden thread supporting school development	Positive culture of fairness and equality	Strong 'Safeguarding' culture throughout school	A welcoming, supportive and inclusive school at the heart of everything we do
Processes and Procedures	A strong focus on assessment for learning throughout school	Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects	Robust assessment of core and foundation subjects throughout school	Clear rules and routines set out to support all children	
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.						
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Impact							
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem	High Quality Outcomes for all children based on their starting points		Strong feeling of Community	A rich and diverse school culture	Children prepared for life-long learning	
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community	Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident	Adults are a positive role model in all that they do and say	Children are self -regulated in their learning and take responsibility for their actions	
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback	Formal and Informal assessments	A positive Cayton Awards Culture throughout school
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	

Developing Linguists at Cayton School

A Linguist at Cayton School will have...

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages.
- The ability to use language creatively and spontaneously.



Intent – Implementation – Impact

Ambition

Cayton School intends to use the Language Angels scheme of work and resources to ensure 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. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The ambition is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both medium-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 so doing, will always be relevant and in line with meeting or exceeding 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 and also 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. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The ambition is that all 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.

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton Primary School, staff are well trained in delivering differentiated lessons throughout the curriculum. Their knowledge of each child allows them to pick the strategies best suited to their needs.

Effective MFL teaching for all learners necessitates a combination of strategies that can support learners with SEND, including: systematic use of visuals, 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 and the use of non-verbal cues and simple language to elicit understanding of the foreign language. 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.

Additionally, to support learners who struggle to access lessons due to literacy difficulties, teachers may provide additional vocabulary lists and physical handouts to reduce the difficulty of processing information from the board. To support learners who struggle to retain vocabulary, teachers may plan for the repetition of vocabulary, revisit common words in texts and listening activities, space out vocabulary learning and encourage a little and often approach to vocabulary retrieval. To support learners who need additional time to develop conceptual understanding teachers can ensure that grammatical concepts are revisited in the curriculum regularly and are well sequenced to build knowledge of language effectively, adopt a cumulative approach to introducing new language structures, ensure enough practice of language structures both within a lesson and across topics, model and scaffold the practice of more complex language features and where possible, make explicit links to structures within their home languages. To support learners who struggle with attention teachers can use visual stimuli, such as pictures, to complement auditory work and as a stimulus for the production of speech, and use song, music, competition and games as a springboard for speaking in the target language.

EYFS and Key Stage One (Non-Statutory)

At Cayton School, foundational knowledge and skills for Languages are developed throughout our curriculum in EYFS and Key Stage One before children receive formal instruction in French at Key Stage Two. They begin to develop the key skills of listening, reading, speaking and writing, which are essential to learning a new language. They also begin to appreciate that there are similarities and differences between different cultures and develop an awareness that people can speak different languages through our chosen topics, such as ‘Would you rather live in Scarborough or Kenya?’

EYFS

Understanding the World	Literacy	Communication and language
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Key Stage One English National Curriculum

Listening	<p>Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Listen to and discuss a wide range of poems, stories and non-fiction.</p>
Speaking	<p>Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart.</p>

Languages Progression Documents

Reading	Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Link what they read or hear read to their own experiences.
Writing	Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Discuss word meanings, linking new meanings to those already known. Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Write for different purposes.

Key Stage 2 Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Key Stage 2 Languages National Curriculum

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.

Listening	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Appreciate stories, songs, poems and rhymes in the language
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences Describe people, places, things and actions orally and in writing
Reading	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing
Writing	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 in writing
Grammar	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year 3					
Knowledge	Skills				
	Listening	Speaking	Reading	Writing	Grammar
<p><u>Autumn 1 – I’m Learning French</u> Teaching Type: Early Language Unit Objective: To find France on a map, say how you feel, count from 1-10 and learn 10 colours. By the end of this unit, we will be able to: • Locate France, Paris, and a few key cities on a map. • Understand the Francophone world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours.</p> <p><u>Autumn 2 - Seasons</u> Teaching Type: Early Language Unit Objective: To talk about our favourite season in French. By the end of this unit we will be able to: • Name, recognise and remember all four seasons in French. • Say which is our favourite season in French. • Say why it is our favourite season in French. • Start to recognise and use the conjunctions ‘et’ (and) & ‘car’ (because) in our spoken and written responses.</p> <p><u>Spring 1 – Musical Instruments</u> Teaching Type: Early Learning Unit Objective: To say what instrument you play in French By the end of this unit we will be able to: • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Start to understand articles/determiners better in French. • Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to ten different instruments.</p> <p><u>Spring 2 - Fruits</u> Teaching Type: Early Language Unit Objective: To say what fruit we like and do not like in French By the end of this unit we will be able to: • Name, recognise and remember up to 10 fruits in French. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French.</p> <p><u>Summer 1 – Ice-Creams</u> Teaching Type: Early Language Unit Objective: To say what ice-cream flavour I would like in French. By the end of this unit we will be able to: • Name, recognise and remember up to 10 ice-cream flavours in French. • Attempt to spell some of these flavours. • Use the structure ‘je voudrais...’ plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say ‘please’ and ‘thank you’ in French.</p> <p><u>Summer 2 – Ancient Britain</u> Teaching Type: Early Language Unit Objective: To be able to create short sentences with j’ai, je suis and j’habite</p>	<p>Listen to and enjoy short stories, nursery rhymes and songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Communicate with others using simple words and short phrases covered in the unit.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from ‘Phonics Lesson 1’.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Write familiar words and short phrases using a model or vocabulary list.</p>	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs.</p>

Languages Progression Documents

By the end of this unit we will be able to: • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).					
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Key Vocabulary

Autumn 1 - Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours

Autumn 2 - The nouns and determiners/articles for the four seasons in French. Including the language required so say which is our favourite season and why, using the connectives 'et' (and) and 'car' (because).

Spring 1 - ten common instruments with their appropriate definite article/determiner first and then in a short phrase using the partitive article. First person conjugation of the verb jouer (je joue).

Spring 2 – The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form).

Summer 1 – Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.

Summer 2 – The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age.

Year 4					
Knowledge	Skills				
	Listening	Speaking	Reading	Writing	Grammar
<p><u>Autumn 1 – Presenting Myself</u> Teaching Type: Intermediate Unit Objective: To say your name, age, how you are feeling and where you live in French. By the end of this unit, we will be able to: • Count to 20. • Ask somebody how they are feeling, their age, name and where they live. • Say how we are feeling, how old we are, what our name is and where we live. • Apply rules of adjectival agreement when saying our nationality.</p> <p><u>Autumn 2 - Family</u> Teaching Type: Intermediate Unit Objective: To talk about your own / an imaginary family in French. By the end of this unit we will be able to: • Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age, and relationship. • Count to 70 in French. • Understand possessive adjectives better in French ('my' form only).</p> <p><u>Spring 1 - Tudors</u> Teaching Type: Intermediate Unit Objective: To learn a range of language strategies to help decode unknown language in French. By the end of this unit we will be able to: • Listen attentively to key facts from Tudor history in French. • Build on previously learnt skills to decode longer spoken and written French language. • Learn and be able to recall some key Tudor facts from history in French.</p> <p><u>Spring 2 - Habitats</u> Teaching Type: Intermediate Unit Objective: To speak and write about different habitats, plants and animals in French. By the end of this unit we will be able to: • Say and write the key elements that animals and plants need to survive. • Name the 5 most common types of habitats. • Name an animal and a plant that live and grow in each type of habitat.</p> <p><u>Summer 1 - Classroom</u> Teaching Type: Intermediate Unit Objective: To say what you have and no not have in your pencil case in French. By the end of this unit we will be able to: • Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case/rucksack.</p> <p><u>Summer 2 – My Home</u> Teaching Type: Intermediate Unit Objective: To describe what rooms there are and are not in your home in French.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.</p>	<p>Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').</p>

Languages Progression Documents

<p>By the end of this unit we will be able to: • Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... • Use the connective/conjunction et to link two sentences together.</p>					
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Key Vocabulary

Autumn 1 – Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.

Autumn 2 – We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are.

Spring 1 – There will be a lot of new language presented in this unit. This is a unit that explores language learning strategies and therefore there is a lot more language in spoken and written form presented. Not all to be learnt!

Spring 2 – Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat.

Summer 1 – To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.

Summer 2 – Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de..

Year 5

Knowledge	Skills				
	Listening	Speaking	Reading	Writing	Grammar
<p><u>Autumn 1 – Do you have a pet</u> Teaching Type: Intermediate Unit Objective: To say what pet you have and do not have in French. By the end of this unit we will be able to: • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in French what pet we have/do not have and give our pet's name. • Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p> <p><u>Autumn 2 – What is the date</u> Teaching Type: Intermediate Unit Objective: To be able to say the date in French. By the end of this unit we will be able to: • Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. • Ask and answer what the date is in French. • Ask and answer the question 'when is your birthday?' in French.</p> <p><u>Spring 1 – The Weather</u> Teaching Type: Intermediate Unit Objective: To be able to describe the weather in French. By the end of this unit we will be able to: • Recognise and recall the 9 weather expressions in French from memory. • Ask what the weather is today and give a reply in French. • Describe the weather in France, in French using a weather map with symbols.</p> <p><u>Spring 2 - Romans</u> Teaching Type: Intermediate Unit Objective: To describe what life was like as a child during Ancient Roman times in French. By the end of this unit we will be able to: • Understand the key facts of the history of Ancient Rome in French. • Say and spell the days of the week in French. • Name some/all of the most famous Roman inventions in French. • Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</p> <p><u>Summer 1 - Olympics</u> Teaching Type: Intermediate Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire. By the end of this unit we will be able to: • Understand the key facts of the ancient and modern Olympics recounted in French. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb FAIRE. • Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p> <p><u>Summer 2 - Clothes</u> Teaching Type: Intermediate Unit Objective: To describe what clothes you are wearing by colour in French.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.</p>	<p>Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).</p>

Languages Progression Documents

By the end of this unit we will be able to: • Recognise and recall from memory 21 items of clothing. • Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.					
Key Vocabulary					
<p>Autumn 1 – Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).</p> <p>Autumn 2 – The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date and how to ask and say when your birthday is.</p> <p>Spring 1 – The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map.</p> <p>Spring 2 – Key vocabulary taken from the history of Ancient Rome. The 7 days of the week and key phrases on life as a child in Ancient Rome.</p> <p>Summer 1 – The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form.</p> <p>Summer 2 – Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear.</p>					

Year 6

Knowledge	Skills				
	Listening	Speaking	Reading	Writing	Grammar
<p>Autumn 1 – At School Teaching Type: Progressive Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in French. By the end of this unit we will be able to: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time we study certain subjects at school.</p> <p>Autumn 2 – Regular Verbs Teaching Type: Progressive Unit Objective: To learn more about irregular verbs in French. By the end of this unit we will be able to: • Understand better the concept of verb stems and endings. • Conjugate easily and with clear understanding irregular verbs like AVOIR. • Conjugate easily and with clear understanding irregular verbs like ÊTRE. • Conjugate easily and with clear understanding irregular verbs like FAIRE. • Conjugate easily and with clear understanding irregular verbs like ALLER.</p> <p>Spring 1 – The Weekend Teaching Type: Progressive Unit Objective: To describe what activities I do at the weekend with a time and an opinion in French. By the end of this unit we will be able to: • Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p> <p>Spring 2 - Planets Teaching Type: Progressive Unit Objective: To describe the planets in French in terms of their size, colour and position. By the end of this unit we will be able to: • Name and spell accurately some/all the planets in French on a solar map. • Say and write extended sentences for at least one planet. • Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.</p> <p>Summer 1 – The Vikings Teaching Type: Progressive Unit Objective: To be able to describe myself and/or another person and talk about my daily routine. By the end of this unit we will be able to: • Name the six key periods of ancient Britain in French. • Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. • Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.</p> <p>Summer 2 – Me in the World</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjunction – both regular and irregular (to go/ to do/ to have/ to be).</p>

<p>Teaching Type: Progressive Unit Objective: To explore other French speaking countries and cultures around the world. By the end of this unit we will be able to: • Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet.</p>					
Key Vocabulary					
<p>Autumn 1 – Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? and a variety of justifications to expand the opinion given in reply.</p> <p style="text-align: center;">Autumn 2 – Personal/subject pronouns will be revisited and the full verb conjugations of the four high frequency verbs.</p> <p>Spring 1 – Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end?</p> <p>Spring 2 – Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets.</p> <p>Summer 1 – Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine.</p> <p>Summer 2 – A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p>					

Implementation

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 KS2, which will be taught by class teachers/ HLTAs cover staff.

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 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.

Early Language units are entry level units and are most appropriate 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. 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.

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.

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 (downloadable from the "Curriculum Guidance" area of the Language Angels website) 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. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.

• We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.

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. 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. Each teaching unit is divided into 6 fully planned lessons.

- 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.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- 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.

• Extending writing activities are provided 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. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

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. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide 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.

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

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.

- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

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.

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 Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans 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 scholastic term.

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.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded on our Foundation Trackers and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.

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.