

WEST TOWN LANE ACADEMY

Modern Foreign Languages Curriculum Progression



Intent	The school aims 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. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered, whilst there is also a focus on phonetic skills and building vocabulary. This will ensure the progression and consolidation of skills, whilst also enabling pupils to connect new knowledge with existing knowledge. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding the adventure of learning a new language enjoyable and stimulating. Learning an additional language will also offer pupils the opportunity to explore relationships between language and identity, and develop a deeper understanding and respect of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will become life-long language learners and 21st century global citizens.
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 Spanish through regularly taught and well-planned 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 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 annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for Spanish. Language Angels units are categorised by 'Teaching Type'. Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous Spanish learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including grammar concepts) of the Spanish presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of Spanish. 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 Spanish. Grouping units into these Teaching Type categories ensures that the Spanish 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 Spanish and they will have ample opportunities to speak, listen to, read and write the Spanish being taught with and without scaffolds, frames and varying levels of support. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their Spanish lessons continue to 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 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.

This document will serve as an overall 'teaching map' outlining for all teachers within the school what each year group will be taught and when it will be taught. 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 will last for one half-term and 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 with three levels of differentiation.
- 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 Spanish 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. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each academic 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, we also do the following:

- Run a Spanish club based on cultural events for pupils
- Provide a Spanish themed session for Year 4 pupils studying the enquiry 'Where in the world do they speak Spanish?'
- Teach year 4 pupils to cook a traditional Spanish dish, such as paella

	• Run Key Stage assemblies based on Spanish themes
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, as well as 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 Spanish) and lessons will have more content as the children become more confident and ambitious with Spanish. 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 at West Town Lane Academy. Previous language will be revised, recalled and consolidated whenever possible and appropriate. Staff are able to measure the impact in every Spanish lesson, through questioning within the lesson and looking at work completed in books. The Spanish leader also conducts pupil conferencing and book looks twice within each academic year. Indeed, the impact of our languages curriculum can be seen when talking to children about their interest and attitude towards language learning and in their confidence to engage in conversational Spanish; how they respond to spoken and written language from a variety of authentic sources, in terms of their fluency and spontaneity; their ability to ask questions and their readiness to improve the accuracy of their pronunciation and intonation. Furthermore, pupil learning and progression is assessed in the key language skills (speaking, listening, reading and writing) at the end of Terms 2 and 6. Pupil attainment is recorded by teachers at the end of each academic year, giving the teacher for the next year an accurate picture and enabling the Spanish leader to track progress over time, whilst attainment is also reported to parents/carers in pupils' end of year reports. If pupils are not progressing in line with expectations, this will be identified in Spanish lessons and in the assessments. This will enable teachers to offer additional support to address any areas that require attention in any of the language learning skills.

MFL curriculum progression Year 1



	Term 6
Language Angels unit	I'm Learning Spanish
Skills & knowledge	This is an ideal starter unit for introducing Spain as a country and other Spanish speaking countries. This increases the intercultural awareness of pupils. It also teaches the children how to ask and answer the questions ¿cómo estás? ¿cómo te llamas? and introduces numbers 1 to 10 along with ten colours. Within a few lessons the children can communicate some basic phrases describing facts relating to Spain and Spanish speaking countries.
Vocabulary	¿cómo estás? / ¿cómo te llamas? / yo me llamo ... / numbers 1 to 10 / ten colours
Cross-curricular opportunities	Reading, writing, listening, speaking and grammar. Numbers to 10.

MFL curriculum progression Year 2

	Term 6
Language Angels unit	Greetings
Skills & knowledge	The focus will be on listening and speaking skills but there will also be opportunities for simple reading and written tasks. Pupils will learn enough words in Spanish by the end of the unit to say 'hello', 'goodbye', 'see you soon', 'my name is...', 'how are you' and give a simple reply back. We will build their knowledge gradually over the unit so that they will be able to have a short oral exchange in Spanish with a partner.
Vocabulary	Includes: buenos días, hola, me llamo, ¿cómo estás?, estoy bien, estoy mal, más o menos, adiós, ¡hasta luego!
Cross-curricular opportunities	Reading, writing, listening, speaking and grammar.

MFL curriculum progression Year 3



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Language Angels unit	Fruits	Musical Instruments	Little Red Riding Hood	I can...	Ancient Britain	Animals
Skills & knowledge	Pupils will learn 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". They will then learn the language "Me gustan..." (I like...) and "No me gustan..." (I do not like...) which they can put together with their fruit language to create basic Spanish sentences expressing their opinions.	We will be introducing the children to ten musical instruments and their associated article. We will also introduce and use 'toco...' (I play...).	This is a fun, storytelling unit based around the familiar story of Little Red Riding Hood. Using this well-known story, we will teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. We will also use the story to introduce various parts of the body.	This unit introduces the children to the Spanish verb 'poder' in the form of 'puedo' (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing etc.).	In this particular unit we will focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. We will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit.	This fun, pictorial unit introduces the children to ten nouns and articles for common animals. We will also introduce the children to the use of 'soy...' (I am...) in a very clear, uncomplicated manner. This is an exciting unit using fun, colourful images and offers the children the opportunity to role play the various animals presented.
Vocabulary	Includes: la fruta, una manzana, un plátano, un albaricoque, las manzanas, los plátanos, los albaricoques, me gustan..., no me gustan...	Nouns and articles for 10 musical instruments (including: la batería / la guitarra / el piano) / toco plus choice of musical instrument	Little Red Riding Hood: Caperucita Roja, la casa, la abuela, la abuelita, el lobo, el cazador, el bosque, los padres, unos pasteles Body parts: el cuerpo, la cabeza, la boca, la nariz, los ojos, los pies, las orejas, las rodillas, el hombro	Puedo... / ten activities to use with puedo... (including bailar (to dance) / hablar (to talk) / cocinar (to cook) etc.	La historia de la antigua Gran Bretaña, la edad de piedra, la edad de bronce, la edad de hierro, soy..., tengo..., vivo...	Nouns and articles for 10 common animals (including: un león / un conejo / un ratón) / soy.... plus choice of animal
Cross-curricular opportunities	Reading, writing, listening, speaking and grammar.	Reading, writing, listening, speaking and grammar.	Reading, writing, listening, speaking and grammar.	Reading, writing, listening, speaking and grammar.	Reading, writing, listening, speaking and grammar. History: using terms 1&2 learning	Reading, writing, listening, speaking and grammar.

MFL curriculum progression Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Language Angels unit	Presenting Myself	Family	My Home	Romans	Classroom	Goldilocks
Skills & knowledge	This unit teaches enough language to the children to enable them to present themselves accurately in Spanish. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic Spanish conversation.	This unit teaches the nouns and article for members of the family. Children will be able to tell someone the members and their ages for a family (factual or fictitious). They continue working with numbers (reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessives (mi and mis) in relation to family members as these will be introduced in a very clear and uncomplicated fashion.	In this unit pupils will learn how to: say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home.	We start with the mythical story of Romulus and Remus - the founders of Rome. We then move on to discuss and learn about the key periods of ancient Roman history and some of its key figures. We also look at some Roman gods and their relationship to our modern days of the week. Later in the unit we also examine a series of famous Roman inventions and then spend some time looking at the different life experiences of a rich boy and a poor boy in ancient Rome - using this as an opportunity to examine how the negative form works in Spanish.	All the key vocabulary required in the classroom from classroom instructions to classroom stationery. Children will also be taught how to say what they do have and do not have in their pencil case.	This is a fun, storytelling unit based around the familiar story of Goldilocks & The Three Bears. Using this well-known story, we will teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story following a structured storyboard approach.
Vocabulary	Numbers 1 to 20 / ¿cómo estás? / me llamo / ¿cómo te llamas? / tengo ... años / ¿cuántos años tienes? / vivo en ... / ¿dónde vives? / soy + nationality	Nouns and article for each family member / explanation of article for masculine, feminine and plural nouns / el or ella se llama... / ¿tienes un hermano? (with answers) / ¿tienes una hermana? (with answers) / tengo un hermano / tengo una hermana / numbers 10 to 100 (in units of ten) / concept of possessives mi and mis.	Includes: Mi Casa, vivo en..., una casa, un piso, en la ciudad, en la costa, una cocina, un comedor, en mi casa hay..., en mi casa no hay...	El Imperio Romano, de acuerdo con la leyenda, el primer emperador, los dioses romanos, Marte, Mercurio, los baños romanos, los acueductos, los mosaicos, ser un niño en Roma, soy rico, soy pobre.	Classroom instructions including ¡escuchen!, ¡escriban!, etc. Classroom stationery including un lápiz, un libro, una goma etc. tengo ... / no tengo...	Ricitos de Oro y los tres osos, Ricitos de Oro, Papá oso, Mamá oso, Bebé oso, El tazón grande, El tazón mediano, El tazón pequeño.
Cross-curricular opportunities	Numbers 1-20 Reading, writing, listening, speaking and grammar	Numbers up to 100 Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar History: Roman enquiry	Reading, writing, listening, speaking and grammar History/Geography: Spanish speaking enquiry	Reading, writing, listening, speaking and grammar History/Geography: Spanish speaking enquiry

MFL curriculum progression Year 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Language Angels unit	Do You Have a Pet?	The Date	The Weather	Clothes	Habitats	Olympics
Skills & knowledge	This unit introduces the children to the nouns and article for eight common pets. The children will also learn how to, in Spanish, tell somebody if they have or do not have a pet and tell somebody what their pet is called.	This unit will teach the children months of the year and the key dates in the Spanish calendar. It is a great unit for enabling teachers and children to be able to say the date in Spanish and includes role play activities asking and answering the question 'when is your birthday?'	Children will learn how to describe the weather in Spanish with an emphasis on map work and oral presentation skills.	This is a unit that increases the learners' range of vocabulary as 19 items of clothing are introduced with their correct gender. By also introducing the full breakdown of the verb 'ponerse' the children begin to look at regular verbs and their patterns.	We start by looking at the main elements animals and plants need to survive in a habitat. We then move on to learn about key examples of the 5 different habitat types we are studying. We also look at what types of plants grow in the various habitats we are studying. Furthermore, we examine which animals live in each of the habitats and look at some of their adaptations.	We cover Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say 'I play' and 'I do not play' a sport using the verb 'practicar' and we also introduce the children to a selection of famous Olympians (examining how we express sports and nationality using correct grammar).
Vocabulary	Eight pets (noun + article) including un perro / una tortuga etc. / tienes una mascota / Tengo... plus a pet / No tengo... plus a pet / que se llama...	¿Qué fecha es hoy? / all 12 months of the year / ¿Cuándo es tu cumpleaños?	¿Qué tiempo hace? / variety of weather descriptions and responses including está lloviendo / hace frío / hay tormenta etc. / key vocabulary needed for a Spanish weather forecast including bienvenido al pronóstico del tiempo / en el norte etc.	Verb ponerse (using the form me pongo) / 19 items of clothing including: una gorra / un vestido / una camisa etc.	Includes hábitats, comida, agua, el Amazonas, el Sahara, el desierto, el campo, los cactus, los arbustos, el mono araña, el tiburón.	Los juegos Olímpicos antiguos, los juegos Olímpicos modernos, la llama, medalla de plata, Olympic sports (including la equitación, el boxeo, el ciclismo), yo practico... (plus an Olympic sport), no practico... (plus an Olympic sport), es un / es una and él / ella practica... (plus sport and nationality).
Cross-curricular opportunities	Reading, writing, listening, speaking and grammar	Dates and numbers Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar History: Y3 T3/4 Ancient Greeks

MFL curriculum progression Year 6



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Language Angels unit	At School	World War II	The Weekend	Regular Verbs	The Planets	Me in The World
Skills & knowledge	This unit is a very useful one as it allows children to bring the Spanish they are learning directly into what they do every day at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these subjects. They are also introduced to the verb 'ir' (to go).	A truly cross-curricular unit combining excellent factual detail with the sounds and images of World War II. The children will discover how to decode longer passages of text using reading and listening skills.	Another great unit for allowing the children to talk about what they do in their own time in Spanish. They will be introduced to a variety of common weekend activities allowing them to talk about what they do when not at school and, importantly, at what time they do it. They will also be taught a series of connectives enabling them to join sentences together developing more fluent phrases in Spanish.	We cover pronouns, verb infinitives, verb stems & endings and the three different categories of Spanish REGULAR verbs (-ER regular verbs, -IR regular verbs and -AR regular verbs). We explain to the children that these types of verbs are called REGULAR because the way the endings of the verb changes for each of the personal pronouns follows the same REGULAR pattern.	Although the planets are mostly cognates, the children will be exposed to complex sentences and asked by the end of the unit to recreate detailed descriptions of each planet on their own.	This is an intercultural unit where, by using 4 different friends / characters communicating through social media, we look at the wider Spanish speaking world. We look at a number of different countries where Spanish is spoken and we examine and celebrate the similarities and differences in the cultures of each of the countries. This is a unit that is rich in promoting the Spanish speaking world and the common values of identity, self, others and the greater world outside the classroom. We present longer passages of written and spoken Spanish. We also look at some more commonly used Spanish language structures so pupils are exposed to more authentic Spanish material to improve their linguistic fluency.
Vocabulary	10 school subjects in Spanish including el español / el inglés / las matemáticas etc. / opinions including 'si a mí me gusta...' / 'no a mí no me gusta...' / 'ir' (in all forms) / time introduced simply by the hour	Children will learn to decode, compare and be introduced to the concept of the past tense using cognate based texts and clear pictorial cues. Children will be taught how to locate nouns, adjectives and verbs in longer passages of text.	Time in detail including 'y cuarto' / 'y media' etc. 10 weekend activities including 'juego al fútbol' / 'voy a la piscina' etc. / connectives including 'después' / 'más tardes' etc.	Pronouns (Yo, Tú, Nosotros etc.) Regular verbs including Comer, Vivir and Hablar.	All the planets (including 'Plutón' / 'Mercurio' etc.) / detailed complex description of each planet including adjectives covering colour, size, distance etc.	Includes: Mi fiesta preferida es..., Me llamo..., Hablo..., Vivo en..., Voy a utilizar menos..., Voy a utilizar menos plástico etc.

Cross-curricular opportunities	Time Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar History: T1/2 Bristol Blitz enquiry	Time Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar	Reading, writing, listening, speaking and grammar
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