



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 2 /3 (A)</b>	Salutations		Seasons		Little Red Riding Hood	
<b>Year 2 /3 (B)</b>	Colours and numbers to 10		Nursery Rhymes		Ice-creams	
<b>Year 4/5 (A)</b>	Phonics Lessons 1 and 2 and Shapes	Musical Instruments	Vegetables	Ancient Briton	In Class	Do you Have a Pet?
<b>Year 4/5 (B)</b>	Phonics Lessons 1 and 2 and I'm Learning French	Animals	I can	Fruits	Presenting Myself	Family
<b>Year 6 (A)</b>	Phonics Lessons 3 and 4 and The Date	My Home	Plants	At the Weekend	Me in the World	Regular Words
<b>Year 6 (B)</b>	Phonics Lessons 1 and 2 Fruit	Vegetables	Weather	Family	Clothes	At School



Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	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.	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.
Speaking	Communicate with others using simple words and short phrases covered in the units.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	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 words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> 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 conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		



## Mixed-Age Teaching and Learning

### Foreign language learning for all

Language Angels is fully committed to providing planning and resources that support effective mixed-age teaching and learning in primary foreign languages. Working with a very large number of schools, we understand the varied delivery models used in different schools and are supporting teachers to ensure all pupils progress, enabling them to access our foreign language curriculum from Nursery all the way through to the end of primary phase. We work with a large number of schools delivering a variety of mixed-aged class scenarios and we continuously strive to find solutions for them as it can be more challenging for teachers and requires more flexibility and more stringent planning. However, progress and development of all pupils in all classrooms throughout primary phase can be achieved. We will support teachers as they develop a deeper understanding of their pupils' abilities, strengths and weaknesses in foreign language learning.

### How?

Language Angels resources are divided into three teaching types: Early Learning, Intermediate and Progressive. There is always progression within a lesson, across a unit and obviously across the three teaching types. Units are not designed to be taught to a particular year group but allocated to a class, based on the level of their language knowledge.

With mixed-aged classes the planning will depend on how the classes are divided. Planning is often presented as a two-year rolling programme. No pupil will ever have the same lesson or material presented twice. For a mixed-age class, years 3/4 (for example) will start each year with Early Learning and then the class will progress to Intermediate units by the end of the scholastic academic year. For years 5/6 it is recommended that the class starts with Intermediate units (the ones not covered in 3/4) and then moves to the more challenging Progressive units by the end of each school year. The units are allocated in a different order but the end goals and objectives remain the same - irrelevant if the pupil was in a straight-aged class or mixed-aged class.

However, if the school has not had sustained teaching and learning in a foreign language, the units allocated may be slightly different as the older years/classes may not be ready for Intermediate or Progressive units. A number of Early units should always be covered first to ensure pupils have the basic skills and knowledge required to access Intermediate and Progressive units.

All of the schools and pupils that follow the Language Angels programme will cover and meet all the PoS attainment targets and requirements. The difference is the order in which our units are taught. The required grammar is weaved throughout the scheme and is

constantly recycled and revisited in our different units. There are always three levels of challenge in all desk-based activities so there is always the correct amount of stretch in all lessons. All units are equipped with ample pupil materials (pupil knowledge organisers, picture vocabulary sheets, unit glossaries, karaoke songs and videos, interactive games etc.) so pupils are fully supported on their language learning journey.

Our tracking of learning and progression options enable schools to evidence which pupils are on target, below or above or if they haven't met any of the attainment targets, thus allowing teachers to know where all pupils are at any point in their language learning journey.

There are a number of sample long-term, mixed-aged unit planners available on the website. You can find these in the 'Tools' option in the side menu bar. Our team is always available to plan the best learning pathway for your school setting and to maximise the potential of all your students and achieve age-related expectations.

French LTP

Year A and Year B

