

MFL - One Voice

The Intention of the Languages 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

Curriculum Planning

LANGUAGE ANGELS

5R-2023/2024 (Spanish)

PowerPoint Songs & Lyrics Interactive Games Lesson Plans & Support materials

Dashboard

Teach

Teach Lessons

Class Games

Karaoke Songs

Add Pupils/Data

View Reports

Planning & Guidance

Help & Support

Subscription Days Remaining: 208 days

un cerdo un león un pájaro un caballo un conejo

3 of 50 < PREV NEXT >

At CCJS we use the scheme Language Angels. They describe themselves as a ready-made foreign language teaching solution for all primary schools. This makes it possible for all primary school teachers to teach successful foreign language lessons irrespective of their linguistic confidence and without adding to their workload or stress levels.

Curriculum Planning: Language Angels

ACADEMIC TEACHING YEAR 1

Suggested KS2 Unit Planner (LIMITED / NO previous exposure to foreign language teaching and learning)

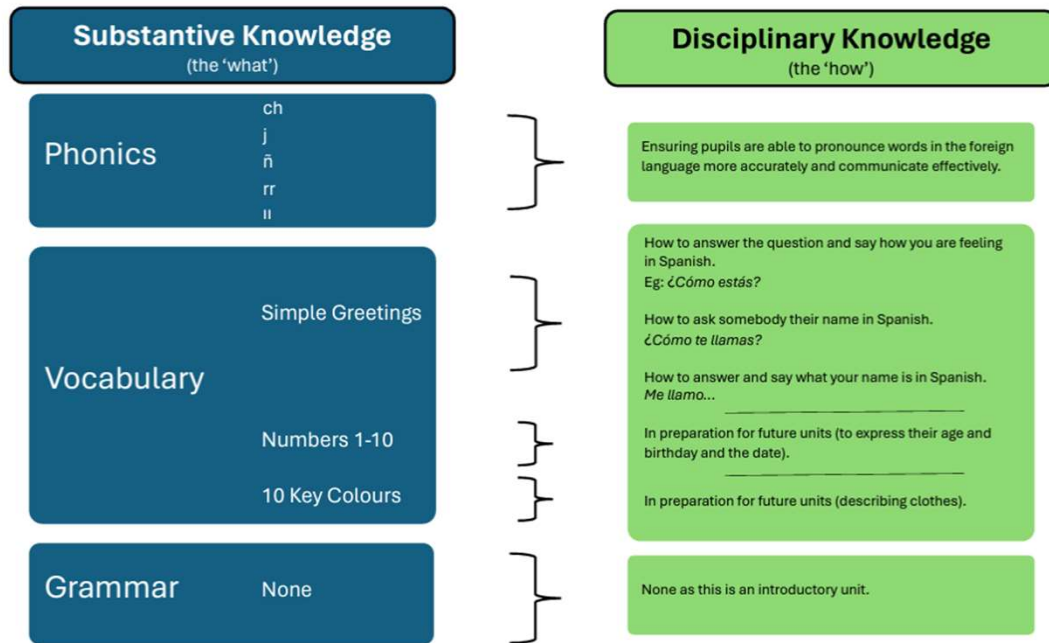
	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) &  I Am Learning Fr/Sp/It (E) 	Phonetics 1-2 (X) &  Fruits (E)   	Phonetics 1-3 (X) &  Seasons (E)   	Phonetics 1-3 (X) &  Presenting Myself (I) 
Half Term 2	Animals (E) 	I Am Able...(Fr)   I Know How...(It/Sp) (E) 	Ice-Creams (E)   	My Family (I)  
Spring Term				
Half Term 1	Instruments (E) 	Vegetables (E)   	Presenting Myself (I) 	The Date (I)  
Half Term 2	I Am Able...(Fr)   I Know How...(It/Sp) (E) 	Presenting Myself (I) 	My Family (I)  	Do You Have a Pet? (I)  
Summer Term				
Half Term 1	Fruits (E)   	In the Classroom (I)  	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   
Half Term 2	Ice-Creams (E)   	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   	Clothes (I)   

Language Angels provide a 3 year scheme based upon the context of our school. Here is an example one year from the scheme.

Pedagogy: Substantive and Disciplinary Knowledge

 Example - **Early Language** – Aprendo español

To have the knowledge & skills to introduce yourself, say how you feel and have a wider appreciation for the countries where the foreign language is spoken.



Language Angels - 3 Pillars	Explanation
Phonics	Language Angels provide a created list of phonemes that they intend all pupils to be able to recognise and recall accurately. These have been picked to ensure pupils can read a piece of unknown text with relative high accuracy but importantly also understand more of what they read.
Vocabulary	Every unit recaps and consolidates the core vocabulary and then adds on more language. Pupils gradually expand their range of language helping them to understand more and start to say and write more. Recall is also evident at the beginning of each lesson.
Grammar	Grammar is weaved into every unit in across all three teaching types. It is introduced both implicitly and explicitly.

Language Angels breaks down learning into Substantive Knowledge and Disciplinary Knowledge.

Pedagogy: Teaching and Learning Strategy

Our Teaching and Learning Strategy outlines the 7 lenses of our approach to pedagogy. These lenses are present in Art lessons, and are embedded in our Art lessons. These can be found on page 2 of our policy and are sequencing, modelling, scaffolding, questioning, practice/review/retrieve, DEAL strategies and vocabulary.

Sequencing	Sequencing is shown on our Long Term Plan, which is populated by our scheme Language Angels based upon the context of our school.
Modelling	Language Angels is unique in its way of teaching Spanish. Sentences, spellings and pronunciation are modelled consistently throughout the interactive lessons.
Scaffolding	Our school uses the Adaptive Teaching model for all subjects. Our Provision Map for our universal, targeted and individualised approach to MFL.
Questioning	Questioning is targeted during lessons during whole class input by teachers. Questions are also posed to students and some are recorded in floor books.
Practice, review and retrieval	pupils have numerous opportunities to see and hear this language repeatedly. Retrieval is built into the sequencing of units, with varying levels of challenge as pupils move from our Early Language through to Intermediate and finally Progressive teaching types.
DEAL strategies	DEAL strategies are used to immerse the children into kinetic learning to help them remember vocabulary.
Vocabulary	Children are provided with a variety of vocabulary in whole class discussions, much of which is recorded in our floor books.

Pedagogy: Programme of Study

Key Stage 2

(L1) listen attentively to spoken language and show understanding by joining in and responding
(L2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

(S1) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
(S2) speak in sentences, using familiar vocabulary, phrases and basic language structures

(S3) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

(S4) present ideas and information orally to a range of audiences

(R1) read carefully and show understanding of words, phrases and simple writing
(R2) appreciate stories, songs, poems and rhymes in the language

(R3) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

(W1) write phrases from memory, and adapt these to create new sentences, to express ideas clearly
(W2) describe people, places, things and actions orally and in writing

(G1) 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.

Pedagogy: Linking Learning and Remembering Learning

- Key areas build through the years on earlier learning: We've seen this with number and verbs but also for example, grammar.

Learn nouns - gender of nouns - adjectives - adjectives agreeing with noun gender.

- Spiral Curriculum: Some key areas are revisited and built upon adding new skills and / or vocabulary
- Sticky learning: songs and games add to reading and written work
- Revisiting and remembering more over time:
 - *Displays*: Pupil voice showed me that children could recall more vocabulary from words displayed in the classroom
 - *Day and date*: On the board each day and referred to
 - *End of session games*: Spanish word hangman



Inclusion: Adaptive Teaching

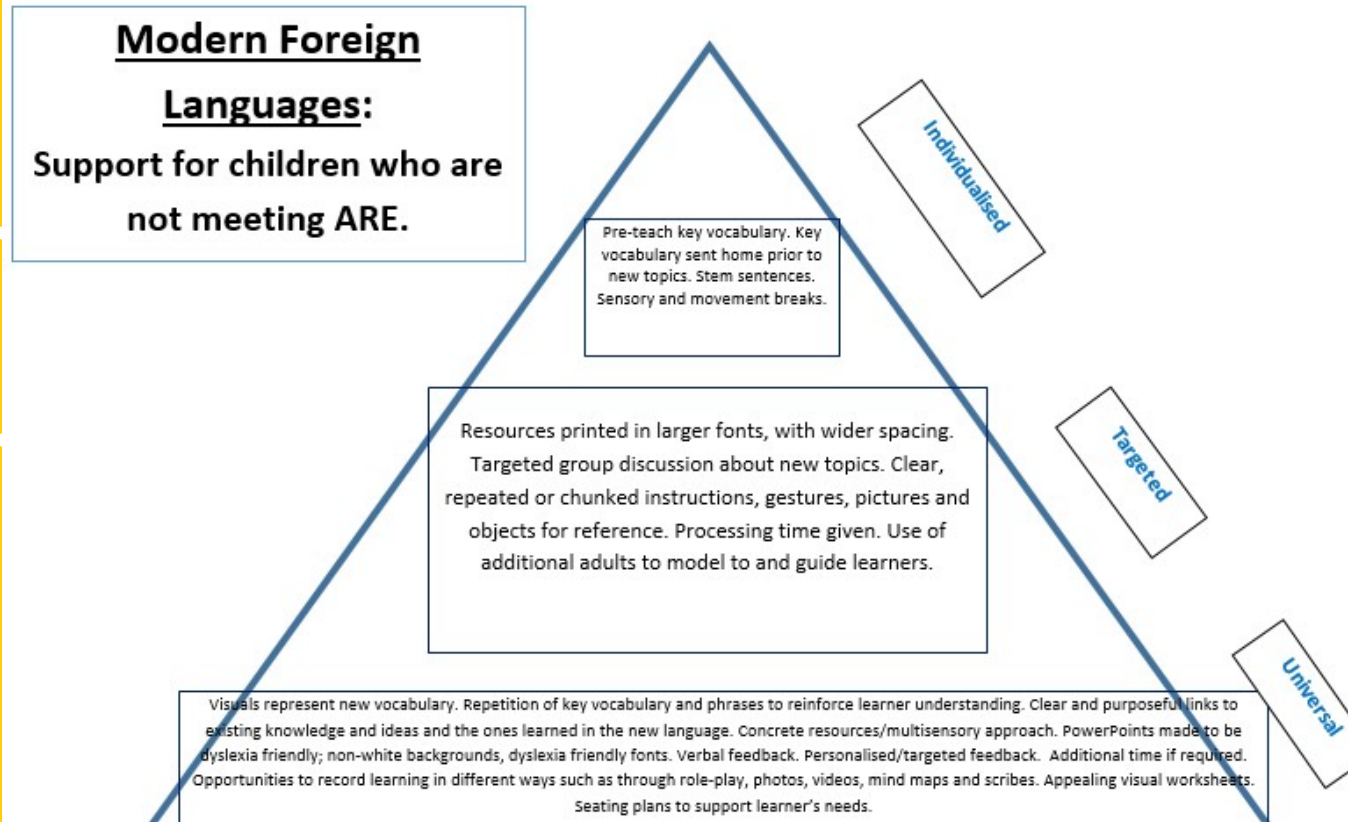
Adaptive teaching is broken down into universal, targeted and individualised. In MFL, children are supported in a number of ways in order to help them learn.

Challenge:

- Opportunity to provide higher level verbal and written responses

SEND & EAL: Differentiated activities

- Simplified versions of resources provided
- Songs and games - accessible to all children
- Significant proportion of non-written work



Inclusion: Adaptive Teaching - NASEN

At CCJS, one of the most informative resources for our Adaptive Teaching Model is the *NASEN Teacher Handbook: SEND*. NASEN describes a key element to consider when approaching MFL as *'inclusive MFL lessons, understanding and getting to know our learners is key. It is important that we challenge assumptions linked to a learner's labels and understand how to build on each learner's strengths.'*

Game-orientated speaking tasks, which can help some learners forget their anxiety and focus attention.

Plenty of group and pair speaking tasks, in which learners often feel more comfortable speaking and a positive collaborative environment is created.

Make vocabulary lists available for every lesson which learners can easily refer to.

Model and scaffold the practice of more complex language features.

This style of tasks are imbedded in the lessons and activities themselves.

Children are provided with opportunity for partner talk work in all MFL lessons.

Knowledge organisers are available for children in lessons.

Teachers are able to model language concepts through buttons throughout lesson slides.

Inclusion: Adaptive Teaching - in practice

La fruta

una manzana una cereza una ciruela una naranja una pera

una fresa un melocotón un kiwi un plátano un albaricoque

LANGUAGE ANGELS

1

un cuadrado un rectángulo un triángulo

un pentágono un hexágono un rombo

2

tiene

↓

has

3

2 3

dos tres

4 5 6

cuatro cinco seis

4

lados

↓

sides

Here are some examples of word banks that can be provided for children to use throughout their lesson. These are available for all units of study.

Assessment: Formative and Summative

It is the intention at Cheadle Catholic Junior school to teach Spanish through a variety of learning experiences to develop them as linguists.

There is no expectation to assess the children in Early Years or KS1 in MFL, however, evidence of learning will be captured in floor books and shared with parents and the next class teacher.

At KS2 we use the National Curriculum objective statements to monitor individual pupil progress against the key stage expectations. We will use low-stakes assessment activities, such as quizzes and retrieval activities to assess and build on children's knowledge and understanding. Formative and summative assessment evidence is used to make a judgement based on the child's knowledge, understanding and application of their learning. This information is used by teachers when reporting to parents.

Pupil Voice

I enjoy Spanish and I think that it is useful because if you travel somewhere it would be useful to know what they're saying and it is also interesting to learn what they say.

I know the numbers up to 10. I like when we learn something new every week so we watch a video, and my favourite lessons have been animals and numbers because learning about the animals was fun.

I enjoy Spanish because my grandma teaches me new things that she learned in Peru. I also know how to say my name, say hello (hello = hola) and also count in Spanish.

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Los Numeros 1-10

¡Los Numeros!

¿Cuántos años tienes?
Tengo diez años.

Examples of Work

La Fruta
I have learnt about fruit in Spanish. The fruits I have learnt about are:
 • Manzana (Apple)
 • Naranja (Orange)
 • Pera (pear)
 • Fresa (strawberry)
 • Cereza (cherry)
 • Piñón (Pinecone)

Los Animales
I have learnt about animals in Spanish. The animals I have learnt about are:
 • un León (Lion)
 • un Pájaro (Bird)
 • un Caballo (Horse)
 • un Conejo (Bunny)
 • un Raton (Mouse)
 • un Mono (Monkey)
 • un Oveja (Sheep)
 • un Vaca (Cow)
 • un Pato (Duck)

Los Colores
I have learnt about colours in Spanish. The colours I have learnt about are:
 • Azul (Blue)
 • Verde (Green)
 • Morado (Purple)
 • Rojizo (Pink)
 • Rojo (Red)
 • Naranja (Orange)
 • Blanco (White)
 • Amarillo (Yellow)

Números
I have learnt about numbers in Spanish. The numbers I have learnt about are:
 • uno (one) Ocho (eight)
 • Dos (two) Nueve (Nine)
 • Tres (three) Diez (Ten)
 • Cuatro (four)
 • Cinco (five)
 • Seis (six)
 • Siete (seven)

Las Estaciones
I have learnt about seasons in Spanish. The season I have learnt about are:
 • El Invierno (Winter)
 • La Primavera (Spring)
 • El Verano (Summer)
 • El Otoño (Autumn)

ESPAÑOL!

el invierno

el verano

Las Estaciones

La primavera

el otoño

Jueves 18th Mayo 2023

¿Cómo te llamas?

Jueves al 15 de Septiembre 2023

Intercambio a España

Nombre: Vincent Thon Goffe

Put the number for each Spanish city from the list below in the correct place on the map. You may need to use an atlas or online resource to help you.

CITIES

- Madrid
- Barcelona
- Málaga
- Valencia
- Sevilla
- Alicante
- Santander
- Palma de Mallorca
- La Coruña
- Pamplona

EXTRA CHALLENGE
Can you label one of the seas around Spain?

How many countries have Spanish as their National language?
20 countries

What Spanish foods can you name?
Paella, Tapas, Churros and Choco.

Which country's physicality borders Spain?
Portugal, Francia, Andorra and Gibraltar

What is the capital city of España?
Madrid

How many people speak Spanish as their mother tongue?
330,000,000 million

What famous Spanish people can you name?
Pablo Picasso, Spanish Athlete, Pío Baroja, Salvador Dalí, Federico García Lorca, Pedro Almodóvar, Benito

What seas surround Spain?
The Atlantic ocean and the Mediterranean

What is the national animal of Spain?

Español

UN LEÓN
LEON

UN PÁJARO

UN CONEJO
BUNNY

Los ANIMALES

UN CABALLO

Next Steps

2024 Monitoring:

Pupil voice and book flicks took place throughout the school year

- Teacher CPD:
- Continue to develop class teacher subject knowledge

New Scheme - Language Angels:

- This year, all teachers and classes have had a level of exposure to Language Angels. In the academic year 2024-25, a LTP (Long Term Plan) will be followed to consolidate our approach to MFL.

Improve resources:

- New dictionaries