



## GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

# MFL Implementation

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# 1. Curriculum and Progression

The aim of our Modern Foreign Languages Curriculum is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

At St John's and St Peter's CE Academy, we teach Spanish to KS2 using the Language Angels scheme and resources. We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:



- Speaking
- Listening
- Reading
- Writing
- Grammar

We recognise that the teaching of phonetics is instrumental in speaking any new language, therefore, every year group at the beginning of the school year will focus on reviewing and recapping on the phonetics and pronunciation to prepare the pupils for the upcoming topics.

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. The planning of different levels of challenge and which units to teach at each stage of the academic year 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 to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

As Spanish has been newly introduced to KS2, we have created a 3-year progression plan so that children transition from early language, to intermediate, and to progressive language acquisition. Children in UKS2 will still be given the chance to learn the basics without introducing them to Year 5 and 6 topics which they will not have the prior learning to understand. Here is our overview for the next 3 years:

**St Johns and St Peters**  
**Modern Foreign Languages Overview**  
Academic Teaching Year 1

2023-2024	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Phonetics 1 (X) & I Am Learning (E)	Phonetics 1-2 (X) & Fruits (E)	Phonetics 1-3 (X) & Seasons (E)	Phonetics 1-3 (X) & Presenting Myself (I)
<b>Autumn 2</b>	Animals (E)	I Know How To (E)	Ice-Creams (E)	My Family (I)
<b>Spring 1</b>	Instruments (E)	Vegetables (E)	Presenting Myself (I)	The Date (I)
<b>Spring 2</b>	I Know How To (E)	Presenting Myself (I)	My Family (I)	Do You Have a Pet? (I)
<b>Summer 1</b>	Fruits (E)	In the Classroom (I)	At the Café (I)	My Home (I)
<b>Summer 2</b>	Ice-Creams (E)	At the Café (I)	My Home (I)	Clothes (I)

**Key**

E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching



**St Johns and St Peters**  
**Modern Foreign Languages Overview**  
 Academic Teaching Year 2



2024 -2025	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Phonetics 1 (X) &	Phonetics 1-2 (X) &	Phonetics 1-3 (X) &	Phonetics 1-3 (X) &
	I Am Learning (E)	Season (E)	My Family (I)	The Date (I)
<b>Autumn 2</b>	Animals (E)	Vegetables (E)	The Date (I)	Do You Have a Pet? (I)
<b>Spring 1</b>	Instruments (E)	Presenting Myself (I)	What is the Weather? (I)	Clothes (I)
<b>Spring 2</b>	I Know How To (E)	My Family (I)	Do You Have a Pet? (I)	At School (P)
<b>Summer 1</b>	Fruits (E) or Vegetables (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)
<b>Summer 2</b>	Ice-Creams (E)	At the Café (I)	Romans (I) Or Habitats (I)	Vikings (P)

**Key**

E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching



**St Johns and St Peters**  
**Modern Foreign Languages Overview**  
 Academic Teaching Year 3



2025 -2026	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Phonetics 1 (X) &	Phonetics 1-2 (X) &	Phonetics 1-3 (X) &	Phonetics 1-3 (X) &
	I Am Learning (E)	Presenting Myself (E)	Do You Have a Pet? (I)	At School (P)
<b>Autumn 2</b>	Animals (E)	My Family (I)	The Date (I)	Healthy Lifestyle (P)
<b>Spring 1</b>	Instruments (E)	Goldilocks or Tudors or Habitats (I)	My Home (I)	At the Weekend (P)
<b>Spring 2</b>	I Know How To (E)	In the Classroom (I)	Clothes (I)	World War II or Planets or Habitats (P)
<b>Summer 1</b>	Ice-Creams (E)	At the Café (I)	The Olympics (I)	Vikings (P)
<b>Summer 2</b>	Fruits (E) or Vegetables (E)	What is the Weather? (I)	Romans or Habitats (I)	Me in the World (P)

**Key**

E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching

Units, where possible, will be linked to class topics and things the children have already learnt about. 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 also be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid 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. Grammar is integrated and taught discreetly throughout all appropriate units.

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.

## 2. Lesson Structure

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). Worksheets completed by the children will be kept in their books. The five key skills are introduced, repeated and embedded across each lesson/topic and level: Early, Intermediate and Progressive.

## 3. Practice and Retrieval

Repetition and practice is at the core of the Language Angels program with a focus on the visualisation of the information presented along with rhythmic regulatory exercises used as much as possible. Within each lesson there are a range of tasks that cover all 4 key language learning skills – speaking, listening, reading and writing.

Memory skills need to be taught and nurtured. All lessons follow a precise methodology to support this. All non-negotiable 'core' vocabulary (numbers, months of the year, days of the week, colours, personal details, key questions) is recycled and revisited multiple times in many of the units. All pupils will have seen a copy of the 'Core Vocabulary Mat'. All extra vocabulary provides more challenge and greater depth, allowing pupils to be more creative and independent language learners. Each unit provides the children with a written Vocabulary List and/or Picture Vocabulary Sheet as well as an oral scaffold to be used as a reference of what they are learning but also as a record of what they have already learnt.

For example:

Numbers are revisited in all three teaching types. Numbers 1-10 are introduced in Early Learning, then revisited and extended to 1-100 in Intermediate so that pupils can say the date, their age and family members' ages. In Progressive, numbers are used to say the time (in both our 'At School' and 'At The Weekend' units). A phonics focus (appropriate to the teaching type) is also presented in each unit. Colours are introduced in Early Learning. They are then used as adjectives (along with the concept of adjectival agreement) to describe clothes in Intermediate and revisited again in our Planets and Vikings (Progressive) units, including a review of the phonics repeated in the colours vocabulary.

There is a strong focus on developing long-term memory skills with pedagogy and methodology based on solid research – particularly in the Early Learning units. All lessons are carefully planned, sequenced and scaffolded so all pupils are able to participate with varying levels of support. This support can be used as and when required. Previous knowledge is always revised and recycled prior to new knowledge being introduced.

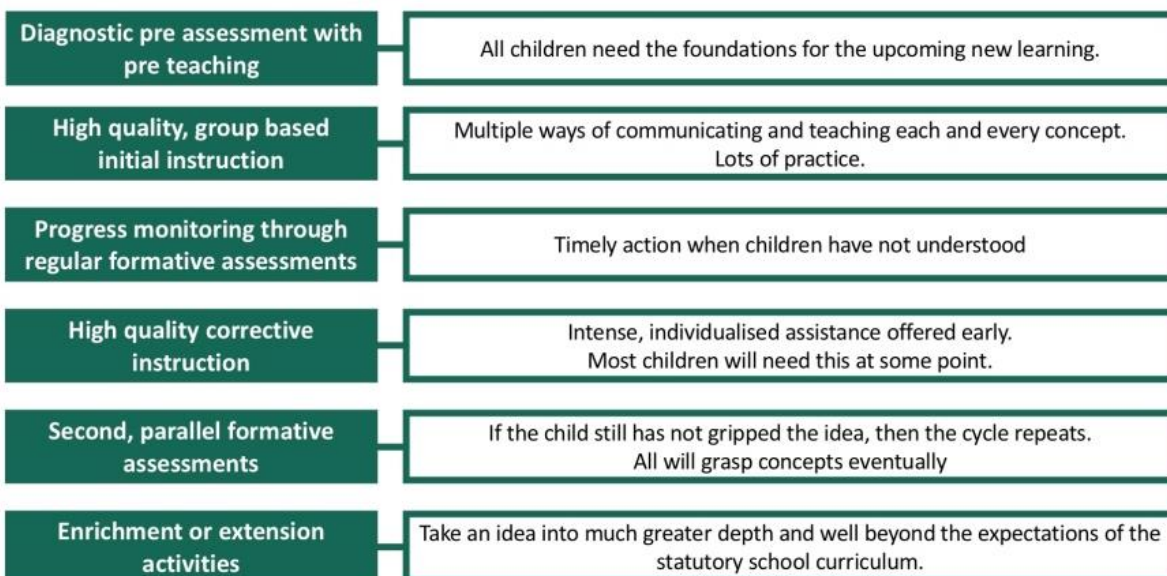
## 4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes. For example, if the average score in a mini-quiz was lower than expected after the test, then the teacher knows that something didn't click with the students. In such a scenario, it helps the teacher change the way the content was earlier taught and use other ways to teach the same content moving forward.

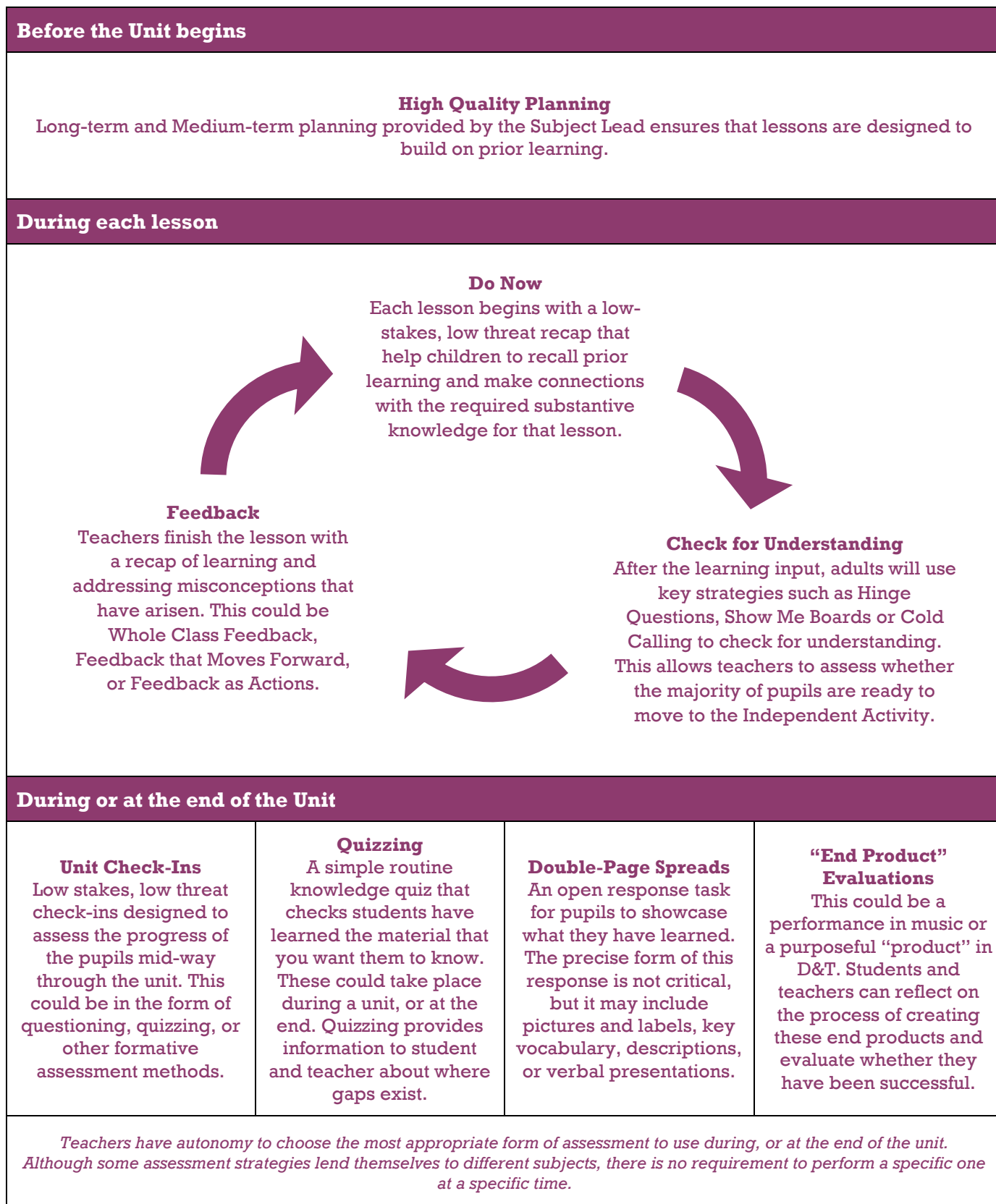
Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'

### Mastery model of education



McCourt (2019)

Language Angels has a strong focus on low-stake assessment but always with a very clearly defined purpose. Assessment should be completed with the end goal of informing both the teacher and the pupil of what is working well as well as what is not working so well. What can the pupils do? How much do they really understand? What can they write on their own etc.



## 5. Supporting pupils with SEND

Language Angels attempts to support all children so they can fully access the curriculum and learn a foreign language. It offers the following:

### o A focus on communication and interaction

Instructions are always very clear and explicit in all our materials. Pupil Intention sheets, Vocabulary sheets and the Pupil Learning Intention sheets help all children remember what they are learning and why. Images are used wherever possible to support the introduction of new language. The first skills focus in all our lessons are speaking and listening before introducing reading and writing. All pupils are provided with the necessary tools to be able to participate in lessons and become more independent learners. All pupils will learn how to make substantial progress.

### o A focus on cognition and learning

There is a strong focus on developing long-term memory skills with pedagogy and methodology based on solid research – particularly in the Early Learning units. All lessons are carefully planned, sequenced and scaffolded so all pupils are able to participate with varying levels of support. This support can be used as and when required. Previous knowledge is always revised and recycled prior to new knowledge being introduced. Desk-based activities are always differentiated with three levels of challenge. Pupils have access to the materials outside of lessons for extra consolidation. Self-correcting interactive gameplay is provided which pupils are able to access remotely. Teachers can allocate games based on the needs of the child. The resources and assessments encourage all pupils to recognise their own strengths as well as their weaknesses. There is a wide range of units to engage and enthuse the children.

### o A focus on multi-sensory methods and physical needs

Karaoke songs/animations are available in all units, providing a visualisation of the language introduced in each unit. Not all materials are interactive board or desk-based. Language Angels provides a wide range of activities so that all types of learners are catered for. Physical actions are encouraged where appropriate.

Language Angels understand how important it is to meaningfully include all SEND pupils in learning a modern foreign language, the learning of which, in itself, recognises that diversity should be celebrated in our world of multiple cultures and languages.

## 6. Spanish in KS1 and in EYFS

Spanish is not taught in KS1 or in EYFS.

## 7. Supporting classroom teachers

The subject lead supports the teaching of Spanish throughout KS2 using regular catch ups and conversations to ensure everything is on track. We recognise that staff subject knowledge is extremely important and all staff should know what they are teaching and why. Our Language Angels offers a

programme that fully supports the non-specialist delivery model. As well as providing a platform of fully supported classroom teaching resources, Language Angels also provides optional training from highly qualified and experienced language consultants for those who would like to enhance their subject knowledge.

Also, lessons come with native, professionally recorded audio pronunciation of target language along with detailed teacher support notes. Language Angels also offer webinars on the pedagogy and methodology of primary language teaching as well as bespoke training covering PoS attainment targets, progression, assessment, SEND, planning, age related expectations, the pillars of language learning (vocabulary, phonics and grammar) etc.

## **8. Additional Information**