



The Three Teaching Types

This document will highlight how Language Angels categorises their materials. Organised by the level of linguistic knowledge and competency not by age. The five main teaching types are:

- Starting Off
- Moving On
- Early Language
- Intermediate
- Progressive

All planners will indicate which teaching types should be used and the order of units to follow. If schools are not sure which order of units please contact support@languageangels.com.

Starting Off/Moving On

Little Angels units are designed for the very first stages of language learning and aimed at very young learners in the first years of Nursery, Pre-School and primary phase. The focus is on interactive, immersive teaching with a focus on the spoken and auditory skills. Lessons feel less structured and are pupil centred with implicit learning at the core. Lots of physical movement and music to ensure pupils are fully engaged as they may be still learning their first language. Lessons will not be desk based. Based on a completely different methodology and pedagogy than the other three teaching types and is optional (yet highly recommended!) No assessment is offered at this stage and the units are designed to start to build a bank of vocabulary based on the world that they see and experience around them. Designed to support speech, language and communication alongside the pupils' physical development. Units will tie in with numeracy, literacy and the personal and social development as much as possible.

Early Language

These units are aimed at classes that are just starting out on their language learning journey. They are not reliant on Starting Off and Moving On units having been taught first. Intermediate and Progressive units cannot be taught without a good selection of



these units. The lessons work mostly on vocabulary, on single nouns (with article/determiner), building up memory skills and formulating very short simple sentences by the end of a unit, from memory. Lessons are more structured with a clear and equal focus on all four skills.

Intermediate

These units build on Early Learning and work at phrase level. More grammar is incorporated into the lessons and starts to be more explicit in the terminology and explanations. Longer reading and listening exercises and more is expected in their oral responses and written work. Pupils will know more and learn more.

Progressive

These units are the most challenging. The lessons contain more content and the pace is faster as there is more language presented to the children. This teaching type encourages the children to produce written paragraphs and speak more fluently and accurately from memory. Recalling and recycling the language learnt in the previous teaching types. It is recommended that schools aim to reach Progressive units by the end of primary phase when there has been a minimum of four years sustained and regular foreign language teaching,

Units are organised by Teaching Type rather than by age so that schools can tailor our programme to the needs of their pupils. The programme is flexible and offers multiple learning pathways depending on the needs of the school and the pupils. As schools start language learning in different year groups or join Language Angels after another delivery model we have designed our programme to be as flexible as possible.

If a school is using Language Angels for the first time for example, and there hasn't been sustained teaching and Learning in the foreign language we would not recommend the older years starting with Progressive units. We would suggest an accelerated programme, carefully put together of Early Learning and Intermediate units and maybe a Progressive unit by the end of the school year.

We also offer a very wide choice of Cross Curricular units that are very popular and are mostly Intermediate/Progressive level. They are intended to be more creative and tie into topics the children may already be covering in class.

Each unit is aimed to last half a term and has six fully resourced lessons. Week six will always be a revision lesson and an opportunity for assessment. We suggest six units in a year, but some schools opt for five and this is fine. Each one of our units meets many of the PoS attainment targets and our bespoke Tracking and Progression Tool will inform you of which pupils are above, below and on track but also which PoS attainment targets have not been met. It is not necessary to assess every unit and it will depend on the school's assessment policy and what is happening in other areas of the curriculum.



Each unit in Early Language, Intermediates and Progressive will be laid out in exactly the same manner and contain the same documents.

- Lesson plans – *lesson objective, overview of the lesson with timings of the activities. by slide breakdown of the lessons with hints and tips of get the most out of the lesson*
- Teacher Support Notes – *slide by slide breakdown of the lessons with hints and tips to get the most out of the lesson. Itemised foreign language with translations and any grammar fully explained.*
- Knowledge Organisers (pupil and adult version) – *key information of the unit to allow staff/pupils fully understand what is in the units in terms of phonics, vocabulary and grammar. what previous knowledge is required as well as new knowledge. Pupils' version contains less text, is more visual and will also include the objective of each lesson to tick off.*
- Unit Summary – *the objectives of the unit and what each pupil is expected to achieve in the three levels of challenge offered.*
- Unit Overview – *the aim of the unit and how it progresses across the six lessons offered.*
- Unit Glossary – *a vocabulary list of the key language presented in the unit with an English translation. To be used as a form of reference going forward as the children gradually build up a larger bank of language and structures.*
- Picture Vocabulary – *a pictorial vocabulary list of the key language presented in the unit with less written form for students that need a higher visualisation of information.*
- Class Display Materials – *flashcards of the main vocabulary to be used on working walls/ as a display.*
- Language Builder – *a scaffolded reference of all language/structures presented by the end of the unit to help pupils in their oral and written work. Ensuring pupils are fully supported but can aim for high accuracy at all times.*

There are also a wide selection of extra lessons in the Extra Teaching tab. For example, any cultural lessons celebrating key traditions and feast days associated to the countries where the foreign language is spoken. These are optional and not always covered in the unit planners and schools can choose when to



use these lessons (i.e. on a foreign language day, class assemblies, Easter, Christmas or when the feast day celebrations fall in the calendar).

There are a range of grammar lessons. All the grammar is already integrated and weaved into all our lessons and recommended planning. The PoS attainment target 12 will be met simply by working and progressing through our units and teaching types and it is not necessary to teach the lessons in the Grammar Explained folder.

The Grammar Explained lessons found in the Extra Teaching area are designed for schools that are able to allocate more time to languages and wish to explore the grammar in more depth with their classes as they have the time to do so. Added to this, when schools are not able to follow the recommend sequence of lessons (cancelled lessons due to trips, staff absence etc) they have the option of teaching a 'one off' grammar lesson.

The grammar is explained in a very age-appropriate fashion. The lessons are filled with activities for the children to complete but based solely on the grammar point and not linked to a particular unit. If you intend to follow our recommended planning, everything will be covered automatically through our lessons and units and it will not be necessary to complete these extra lessons.

There are also a wide selection of single 'one-off' lessons to cover the core vocabulary that is the non-negotiable language we recommend be covered by the end of primary phase (colours, numbers days of the week, months of the year etc). All of this language is automatically covered, recycled and revisited multiple times in many of our units but staff may wish to recap and these lessons are useful.