



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.