

# **Languages Subject Leaders Resource File**



## **Languages SL Resource File**

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; Languages; Music; PE; PSHE and Science. The structure of each resource file follows the same format:

|   |                             |
|---|-----------------------------|
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To support the work of a subject leader, there is a subject specific work-book for you to keep a record of the impact / outcome of the actions you have taken.

## **Languages Subject Leaders Work-Book**



## **Part A: Resources & NC Requirements**

### **Links:**

- The Association for Language Learning  
<https://www.all-languages.org.uk/>  
(Membership: School £50 / annum – Individual £70 / annum)
- The National Association of Language Advisors  
<http://www.nala.org.uk/>
- Primary Languages Network  
<https://primarylanguages.network/home>

### **Resources**

- Key Stage 2 Language Co-ordinators Handbook  
<https://allconnectblog.files.wordpress.com/2016/01/all-connect-ks2-languages-coordinator-handbook1.pdf> (All Connect Project Team)
- Learning Foreign Languages in the Primary School (Multilingual Matters)
- Teaching Foreign Languages in the Primary School (Bloomsbury)
- Modern Foreign Languages in the Primary School: The What, Why and How of Early LANGUAGES Teaching (Routledge)
- Bloomsbury Curriculum Basics: Teaching Primary French: Everything A Non-specialist Needs To Know To Teach Primary French (Bloomsbury)

*Learning and using a foreign language allows pupils to explore the life-style and culture of other lands through the medium of their languages. It can give the learner the experience of entering a foreign environment and existing within it. Coping for a while with a different linguistic medium, whether in the classroom or a foreign country, can be a liberating, enjoyable and intellectually challenging experience.*

*Learning a language promotes social interaction within and beyond the classroom. It helps pupils to appreciate the lives of others through appreciating their culture, understanding their concerns, respecting their opinions and accepting them as they are. Such attitudes help to promote goodwill and to counter insularity and prejudice.*

*Pupils improve their personal and social skills by learning to communicate, cooperating and contributing in class, considering the views of others and having to adjust to different social conventions.*

*Learning another language(s) equips pupils with a skill which is advantageous to adult life and work. Our success in industry and commerce depends on our willingness and ability to communicate with potential customers in their own language. Many pupils will later need to use a foreign language in employment, for example as lorry drivers, site foremen, hoteliers, business people, scientists or technicians. In addition they will want to use it for reading, travel, recreation and personal contacts, either at home or abroad. (edited from HMI Languages 5-16, 1987)*

## **Languages Programmes of Study for KS2**

### ***Purpose of study***

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### ***Aims***

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.

### ***Subject content***

#### ***Key stage 2:***

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

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

- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally and in writing 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.

**Part B: Subject leaders audit: Languages**

| <b>Task</b>  | <b>Notes</b> | <b>Completed</b> | <b>Date</b> |
|--|--------------|------------------|-------------|
| Am I clear about the N.C. Aims for Languages?  |              |                  |             |
| Have I checked out the subject association website to identify resources for:<br>* Me, as the subject leader<br>* Teachers / assistants            |              |                  |             |
| Have I completed an audit of my own K, S & U against these aims?   |              |                  |             |
| Have I identified sources to support me in my own subject knowledge?   |              |                  |             |
| Have I written a statement of Intent for Languages?  |              |                  |             |
| In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1?  |              |                  |             |
| Re: Para: 179, do I have a written response for each of the 5 bullet points?   |              |                  |             |
| Has this statement been approved by HT / SLT / all staff?  |              |                  |             |
| Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for Languages? |              |                  |             |
| Have I clarified with my line manager what good / better T, L & A in Languages 'looks' like? (and hence what is not yet 'good' enough)             |              |                  |             |
| <b>Supplementary questions:</b>  |              |                  |             |
| How long have I been the subject leader for Languages, and what  |              |                  |             |

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| support (CPD) have I received either internally or externally?  |  |  |  |
| What resources do I use to support me as a subject leader?  |  |  |  |
| How have I designed the Languages curriculum?   |  |  |  |
| What am I trying to achieve through the Languages curriculum?   |  |  |  |
| What scheme of learning does the school follow (published or your own)?   |  |  |  |
| How is this subject taught, and why?  |  |  |  |
| How do children progress in this subject from one year to the next? <i>(Remember that <b>progress is knowing more, remembering more and being able to do more.</b>)</i> |  |  |  |
| How do you ensure that pupils retain their subject knowledge?   |  |  |  |
| How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?                                       |  |  |  |
| What would you expect an inspector to see when they visit lessons and speak to pupils?  |  |  |  |
| How do teachers clarify any misconceptions by pupils?   |  |  |  |
| What links are made between Languages and other subjects does – can you give an example of where this works particularly well?  |  |  |  |
| Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?   |  |  |  |

**Part C: Progression in Languages – an exemplar**

| <b>NC Aims</b> | <b>Listening &amp; responding</b>   | <b>Speaking</b>  | <b>Reading &amp; responding</b>  | <b>Writing</b>   |
|----------------|---|--|--|--|
| a              | <p>Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good- quality recording. They may need a lot of help, such as repetition or gesture.</p> | <p>Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.</p>      | <p>Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.</p>   | <p>Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.</p>   |
| B              | <p>Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.</p>  | <p>Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.</p> | <p>Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.</p> | <p>Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.</p> |



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| C | Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated. | Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorized language, they occasionally substitute items of vocabulary to vary questions or statements. | Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words. | Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.  |
| D | Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.           | Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some   | Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of  | Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorized language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to |

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|   |  | consistency in their intonation.  | unfamiliar words.  | check words they have learnt.   |
| E | Pupils show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition. | Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty. | Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials. | Pupils write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words. |
| F | Pupils show that they understand the difference between present, past and future events in a range of  | Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They  | Pupils show that they understand the difference between present, past and future events in a range of texts  | Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They   |

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|   | <p>spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.</p>  | <p>take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.</p> | <p>that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.</p> | <p>apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.</p>  |
| G | <p>Pupils show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language</p> | <p>Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language</p>  | <p>Pupils show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary</p>   | <p>Pupils write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt</p> |

|   |   |   |   |   |
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|   | spoken at near normal speed, and need little repetition.  | is usually accurate.  | and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.   | previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.  |
| H | <p>Pupils show that they understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material, they draw inferences, and need little repetition.</p> | <p>Pupils narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their language is largely accurate, with few mistakes of any significance.</p> | <p>Pupils show that they understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, pupils consult a range of reference sources where appropriate.</p> | <p>Pupils produce formal and informal texts in an appropriate style on familiar topics. They express and justify ideas, opinions or personal points of view and seek the views of others. They develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate. They use reference materials to extend their range of language and improve their accuracy.</p> |



**Part D: Initial subject self-evaluation proforma    Date:**

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

**Initial subject self-evaluation**

|  |
|--|
| <b>Summary:</b>  |
| <b>The key strengths in:</b>                                 |
| <b>Teaching, learning &amp; assessment in Languages are:</b> |
|  |
| <b>The Languages Curriculum are:</b>                         |
|  |
| <b>The main areas we need to develop in:</b>                 |
| <b>Teaching, learning &amp; assessment in Languages are:</b> |
|  |
| <b>The Languages curriculum are:</b>                         |
|  |

## **Part E: Best practice as identified by Ofsted**

In this section, I make reference to:

- **Ei:** a recent (May 2021) blog from the Ofsted lead for Languages which preceded..
- **Eii:** a full research report (June 2021):  
<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages>
- **Eiii:** the last ‘triennial’ report the Ofsted wrote about Languages in Primary & Secondary schools (*Ofsted state that they are in the process of producing similar reports*). This report provides numerous examples of what were described as best practice in teaching & learning in Languages in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their school’s provision against.

### ***Part Ei: Best practice as identified by Ofsted (2021)***

Languages in outstanding primary schools (May 2021)

<https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/>

## **Michael Wardle HMI, Ofsted’s subject lead for languages, discusses our language subject inspections.**

Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today’s world.

Primary schools have had a legal responsibility to teach languages since 2014. The first cohort of pupils that should have studied languages throughout key stage 2 moved to secondary school in September 2018.

Between October 2019 and March 2020, we carried out 24 languages subject inspections in primary schools. We wanted to identify good practice and strong curriculum management in the subject. We selected the schools at random from schools that we graded as outstanding at their last inspection.

Although we chose these schools at random, it was great to see such a range of languages being taught. As expected, inspectors visited many French and Spanish lessons, though the sample also included German, Mandarin and Modern Hebrew. We also saw some schools offering Latin – the key stage 2 national curriculum includes ancient languages.

### **Variation in quality**

Despite the impressive array of languages on offer, we found a lot of variation in the quality of the curriculum in languages. There were some excellent examples. In some schools, curriculum leaders had thought carefully about the phonics of the language being studied, focusing on how children pronounce sounds and how these are represented in writing. Over time, pupils developed their ability to manipulate simple language step by step, doing work that steadily increased in complexity of simple grammatical concepts. When learning new words, pupils were encouraged to focus on a wide range of commonly used words, which included verbs as well as lists of nouns linked to a topic. In the schools teaching languages really well, pupils were clearly having a brilliant time learning to communicate in a different language and learning about different cultures. This was great to see.

However, given that many pupils should have been leaving Year 6 with four years' worth of language study, it was disappointing to see how many schools were barely out of the starting block with their curriculum.

In some cases, this was due to changes in staffing when schools lost their language specialist. In others, it was because leaders were focused on other areas of the curriculum. Sometimes, there was just a simple lack of expertise. Whatever the reason, the result was that several schools were only scratching the surface when it came to matching the scope of the national curriculum. In these schools, pupils were only able to respond to a few pre-rehearsed question-and-answer exchanges, and offer a few nouns, colours or numbers when asked.

### **Different models**

We generally found one of three models operating in primary schools:

- a specialist teacher is brought into school to teach languages
- a teacher in school takes responsibility for its organisation and delivery
- a native speaker member of staff is asked to lead the subject

All three of these models can work. In cases where a specialist teacher visits the school, class teachers practised what has been taught during the week in between languages lessons. In schools where a teacher in school was responsible for organisation and delivery of the languages curriculum, they sometimes used bought packages, recorded sound files and organised good subject-specific continuous professional development; upskilling and supporting staff was seen as essential. In those situations where native speakers lead the subject, they received training linked to understanding and teaching their native language, which was pivotal.

In some schools, there was a misunderstanding of how to make progress in languages, step by step. Rather than focusing on the building blocks of a language (phonics, grammar and vocabulary), some schools were simply increasing pupils' stock of words, through different topics. There was little in the way of linguistic progression. Sometimes, schools had a structure linked to developing listening, speaking, reading and writing. Sometimes, there was a belief in not engaging in written forms of the language at all.

It was interesting to see that some languages were perceived to lend themselves to a more structured approach (Mandarin, Hebrew and Latin) due to inherent features of those languages and their scripts. Here, in these examples, curriculum plans were generally more structured and precise. Each small step for pupils was mapped out, due to the difficulties of the language. Indeed, although pupils had learned less vocabulary and fewer structures, they were expected to 'do more with less'. Potentially, the teaching of languages more commonly seen in classrooms could learn from this.

### **Assessment**

Our inspectors found that assessment tended to be very limited in languages. In addition, the transition from primary to secondary was underdeveloped. The government's ambition is that 90% of pupils study the suite of subjects that make up the English Baccalaureate (EBacc) by 2025 (sitting examinations in 2027), which includes an ancient or modern language. That will include pupils in the current Year 5 and below. While we saw some excellent work in our inspections, there wasn't much evidence of a joined-up approach between key stage 2 and 3. Sometimes, there was very limited communication between primary and secondary schools, and little sharing or shaping of grammar, phonics and vocabulary between settings. Clearly, more focus on progression across the key stages would likely support the EBacc ambition.

### **Background**

These inspections were carried out under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspections were carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. Twenty-four languages inspections were carried out between November 2019 and March 2020.

As these inspections only looked into one subject, inspectors were not expected to evaluate or infer the quality of education in the school. This is because the education inspection framework methodology requires a minimum of three subjects to be reviewed in order to draw out systemic features. This was not the purpose of these inspections.

### **Schools inspected**

The full detail of the findings of each inspection are published on each school's web page on [Ofsted's reports website](#).

Barnes Primary School, Richmond upon Thames

Bishop Gilpin Church of England Primary School, Merton

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Blackpool St Nicholas Church of England Primary School, Blackpool  
Coombe Hill Junior School, Kingston upon Thames  
Escrick Church of England Voluntary Controlled Primary School, North Yorkshire  
Greenfield Primary School, Dudley  
Hounslow Heath Junior School, Hounslow  
King David Primary School, Manchester  
Ladybrook Primary School, Stockport  
Larmenier and Sacred Heart Catholic Primary School, Hammersmith and Fulham  
Longparish Church of England Primary School, Hampshire  
Manor Primary School, Wolverhampton  
Orrell Lamberhead Green Academy, Wigan  
Our Lady and St Hubert's Catholic Primary School, Sandwell  
Sacred Heart Catholic Primary School, Hillingdon  
Sacred Heart Roman Catholic Primary School, Manchester  
St Cuthbert's Roman Catholic Primary School, Newcastle upon Tyne  
St Mary and St Thomas Aquinas Catholic Primary School, Gateshead  
St Peter and St Paul Catholic Primary School, Telford and Wrekin  
St Peter's Eaton Square Church of England Primary School, Westminster  
The Batt Church of England Voluntary Aided Primary School, Oxfordshire  
Varna Community Primary School, Manchester  
Warter Church of England Primary School, East Riding of Yorkshire

**Part Eii: Research review series: Languages (June 2021)**

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages>

**Main findings:**

**In this research report, Ofsted state:**

**Primary years**

The statutory requirement to teach a modern or ancient language in primary schools from the age of 7 took effect from September 2014. In September 2018, the first cohort of children who had to study a language throughout key stage 2 made the transition from primary to secondary school.

Although this has had a positive impact on languages being part of the curriculum, the quality of provision is variable. Following a policy summit, the Research in Primary Languages Network published a paper outlining some of the challenges for languages. It referenced wide variation in the amount of time spent learning languages in primary schools. It found that:

- in some schools, the amount of time spent learning languages in Year 6 was reduced due to a focus on preparation for national curriculum tests
- some schools did not plan a curriculum around making substantial progress in one language
- there are deficits in developing subject knowledge in initial teacher training and in professional development programmes; it pinpointed teachers' subject knowledge as an area needing greater focus

It also found that issues around transition between primary and secondary school have not yet been overcome. These include:

- weak communication between primary and secondary schools
- a lack of consistency between primary schools
- limited cross-phase planning between primary and secondary schools

The latter includes some basic discussions simply not happening, such as about what language is being taught. Much of this is echoed in other publications and in many other European countries.

The report identifies a number of features which it states as: *'High-quality languages education may have the following features'*:

**For the subject leader – it 'may' prove beneficial to work through each theme: e.g. Curriculum; Locational knowledge etc one at a time, assessing your school's own practice against what Ofsted have identified in this report. (see pages xx - xx below)**

## **High-quality languages education may have the following features:**

### **Pillars of progression in the curriculum: phonics, vocabulary, grammar**

#### **Phonics:**

- *Curriculum plans show clear logic behind progression in phonics, including around when to teach differences between English sound–spelling correspondences and those of the target language.*
- *Planned practice and review of phonemes and how these link to graphemes is in place.*
- *Curriculum plans show how small differences in sound can unlock meaning for pupils.*

#### **Vocabulary:**

- *Curriculum plans recognise that vocabulary is an important component of language knowledge.*
- *Curriculum plans recognise the importance of building a strong verb lexicon, especially in the early stages of language learning.*
- *Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.*
- *Curriculum leaders consider both the breadth and depth of vocabulary knowledge they will teach. They:*
  - *make sure that they prioritise high-frequency words*
  - *consider carefully which topic-based vocabulary (other than high-frequency words) they teach*
  - *ensure that learners can use these words across different contexts*
  - *consider how ‘deeply’ items of vocabulary need to be learned and at what point*
  - *consider how and when to introduce more advanced semantic aspects of vocabulary knowledge (such as synonyms, antonyms, shades of meaning and how they change with context).*
- *Teachers aim to increase learners’ automatic and fluent recall through:*
  - *a schedule of planned revisiting to ensure that words are retained in long-term memory*
  - *introducing and using vocabulary in comprehension and production, in both the oral and written modalities and across different topics.*
- *Curriculum leaders also think strategically about:*

- *which words are the most important for the scheme of work so that teachers can focus on these to develop learners' level of mastery*
- *gradation (what pupils learn and when across the years of study)*
  - *making links between words within word families and recognising similarities and differences between English and the language being learned*
- *how to link vocabulary to external accreditations or assessments.*

### **Grammar:**

- *When planning the curriculum for grammatical progress, leaders consider the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which parts of a verb paradigm).*
- *Leaders make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves, through:*
  - *an explicit but succinct description of the grammatical feature to be taught*
  - *practising the grammar point (through listening and reading)*
- *practice in productive use of the features being taught (through speaking and writing).*
- *Teachers consider productive use of grammar in free writing and speech in a range of contexts. Using a language spontaneously is central to pupils' language ability and based on their ability to manipulate language.*
- *The curriculum includes ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary.*

### **Planned and purposeful progression in the curriculum: from novice to expert learner:**

- *Teachers ensure that learners fully grasp the basics of language knowledge before expecting elements of expertise to come together reliably, remembering that only the most proficient pupils at GCSE will be working as expert learners, although a greater proportion of those in the sixth form may be doing so.*
- *Teachers support pupils' development of reading, listening, writing and speaking abilities over time.*
- *Teachers develop competencies 'above' that of a sentence or simple paragraph/utterance or simple conversation when learners are becoming more expert. These competencies may include discourse awareness (such as text analysis and inference) and sociolinguistic nuance.*

**Pedagogy:**

- *Learning in a language classroom is largely intentional and not left to chance.*
- *Teachers' use of the target language is carefully planned, is tailored to pupils' language ability levels and builds systematically on pupils' prior knowledge.*
- *Teachers create opportunities for pupils to practise using the target language, including helping them to apply their knowledge in an unscripted way, which may be slower and more error-prone than planned speech.*
- *Any authentic texts are well chosen for their linguistic content and level, and teachers plan their use carefully; they do not expose pupils to large amounts of unfamiliar language.*
- *Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited. It may well be focused on a particular aspect of the curriculum at a given time.*
- *Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation may be able to pick up more language incidentally. For example, this may be through recasting errors, teachers' use of target language or engaging in authentic materials.*

**Assessment:**

- *Meaningful assessment is part of Assessment is aligned to a clearly structured and sequenced curriculum. the curriculum in primary languages classrooms.*
- *Assessments are carefully designed so that they are valid (for example, pupils cannot guess the meaning of vocabulary by a process of elimination).*
- *Assessment is aligned to a clearly structures and sequenced curriculum.*
- *For more expert learners, assessment checks learners' understanding of language, and ability to produce long stretches of language and more complex language, in less scaffolded environments.*

**School's culture and policies:**

- *School leaders committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.*
- *Well-considered transition processes and a curriculum that builds step by step across key stages.*

## **Conclusion**

*This review has explored a range of evidence relating to high-quality languages education. It has drawn on research from different countries and organisations. It also builds from the same research base that underpins the EIF.*

*Languages are in a pressured, yet pivotal, position. The proportion of boys, disadvantaged pupils and those with SEND engaging in languages after key stage 3 is low. Staff expertise, curriculum planning, time allocation and transition are barriers at key stage 2. Transition and staffing continue to be a challenge throughout the system. Yet, languages are the key to not only the government's EBacc ambition, but also to unlocking the world and its cultures to young people.*

*An effective languages curriculum focuses on the building blocks of language: phonics, vocabulary and grammar. It helps learners make connections between sounds, words and sentences as they produce and understand ever more complex sentences and texts. These 'pillars' of phonics, vocabulary and grammar contain much of the knowledge that beginning learners need. As language learners become proficient, so their sociolinguistic, pragmatic and discourse competence has a greater focus within curriculum planning.*

*Research on how we learn, and in particular cognitive science, has informed the thinking behind this research review. Specifically, the limited capacity in short-term memory to process information, the long-term memory consisting of schemata where knowledge is linked or embedded with what is already known, using spaced or distributed practice, and the expertise reversal effect showing that explicit teaching works best with beginning learners. In short, learners start becoming proficient in languages later on in their studies.*

*The study of languages opens pupils' minds and opens doors of opportunity. It develops a deep cultural awareness that is difficult to grasp without an understanding of the linguistic heritage of countries. The goals of wanting pupils to broaden their horizons, converse with others, explore cultures and strengthen their economic prospects will only be reached when we build firm foundations of language learning.*

### **Part Eiii: Best practice as identified by Ofsted (2011)**

The last time Ofsted reported specifically on Modern foreign Languages (2011)<sup>1</sup> they stated that:

Schools should:

- build on their good work in speaking and listening, including language learning strategies and knowledge about language, to develop pupils' early skills in reading and writing
- ensure intercultural understanding is built into work where it does not yet feature prominently.

**The following strengths were noted in the outstanding teaching seen:**

- *teachers' expert use of the target language*
- *planning that took pupils through a logical series activities and catered for the needs of all students*
- *pace and challenge: pupils were expected to do a lot of work in the lesson*
- *thorough practice of new work before pupilsd were expected to use it*
- *very effective use of activities bringing the whole class together to test learning, monitor progress and redirect the lesson if necessary*
- *intercultural knowledge and understanding built into the lesson*
- *language learning strategies taught very well to develop pupils' understanding of learning the language*
- *very good deployment of teaching assistants in lessons.*

**The curriculum in outstanding schools was characterised by:**

- *all Key Stage 2 pupils learning a language*
- *integration of languages with other subjects*
- *discrete language teaching once each week, with the time allocated to it often increasing as the pupils got older, and short daily integrated sessions of language learning „ one main language (or even two languages) but frequent, and planned, references to other languages, especially to those used by the school's pupils*
- *the Key Stage 2 Framework used as the main tool for planning*
- *careful tailoring of any external schemes of work or commercial materials to the needs of different classes*
- *progressive planning for skills development focused on listening and speaking, with reading and writing underpinning these skills*
- *opportunities for pupils who spoke other languages to demonstrate and/or teach these to other children.*
- *parents and adult speakers of other languages invited into school*

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<sup>1</sup> Modern languages Achievement and challenge 2007–2010 (2011)



- *pupils' achievement in languages celebrated regularly through assemblies and languages days.*

**Leadership was outstanding in 11 of the schools visited.**

*The following characteristics were evident:*

- *a very clear rationale for languages provision and the language(s) chosen*
- *merging of policy and practice*
- *languages featuring in whole-school planning*
- *strong support from senior management and governors*
- *strong subject leadership*
- *whole-school involvement in the initiative*
- *languages forming an integral part of the school's management systems*
- *school assessment procedures applied to languages*
- *high-quality monitoring, review and self-evaluation*
- *effective use of national frameworks and guidance „ high-quality resources, including ICT*
- *use of local training opportunities, with professional development planning and review, based on clear auditing*
- *links with local networks and initial teacher education institutions*
- *strong links with secondary schools and discussions about transfer.*

**Best practice examples**

**A:** *The following examples illustrate elements of good development in writing.*

*In one school a batch of letters from their link school was used by Year 6 for reading and writing and for them to develop work for younger pupils. Pupils wrote words and phrases accurately, and they could use a framework to write about a familiar topic. Year 5 pupils could describe their daily routine by combining familiar phrases with a small number of commonly used connectives. Year 5 pupils wrote simple letters about themselves to the French school with which they had established a link. Pupils read, matched and wrote words accurately from early on and later there were some good examples of sentence formation. There was evidence of a small amount of free writing, such as describing Christmas.*

**B:** *Reading and writing were well developed. Pupils were introduced to books and understood the story with support from the teacher. Pupils copied words and phrases accurately and were learning to experiment with writing in a foreign language. Pupils had access to dictionaries and were beginning to learn to use them, for example, by putting words into alphabetical order.*

**C:** *Pupils' understanding of basic grammar and structure was developing so that they knew about gender and the position of adjectives. In one Year 4 class they spontaneously made up phrases about animals, for example, 'un grand lion jaune', using their prior knowledge and having been taught 'grand' and 'petit' in the lesson. They were sufficiently involved to query why the adjective was suddenly in front of the noun.*

**D:** *Pupils' cultural understanding was excellent. They had regular contact with other cultures through trips and visits, such as a recent visit to France. Pupils also learnt about the culture of other countries through topics in school. For example, a topic on China covered many aspects of the Chinese way of life, including festivals and traditional songs, as well as the language*

*itself. One pupil said 'I can talk to different people all over the world... although it takes a long time'. Pupils spoke with enthusiasm about what they had learnt from talking to trainee teachers from Switzerland and Belgium. They were keen to learn about life in other countries and were fascinated to know that Swiss people often knew how to speak several languages.*

**E:** *Pupils' knowledge and understanding of heritage and home languages were good because the staff worked hard to promote respect for the school's cultural diversity. Pupils enjoyed the recent Languages Day during which they learnt short phrases in a wide variety of languages spoken by members of the school community, including Italian, Mandarin, Norwegian, Welsh, Japanese and Portuguese. Each week, all pupils learnt and practised a greeting word in a new language. As a result, they appreciated the diversity of languages spoken in the school, racial harmony was promoted well and intercultural understanding was good.*

**F:** *Teaching was led by the languages coordinator. She was a graduate in Spanish, trained as a secondary teacher, who had switched to primary teaching a few years before. Her subject knowledge and primary teaching skills were excellent. She was supported on some days by the local authority outreach teacher, who helped her coach other colleagues who were less confident. The result of this well-planned developmental work meant that class teachers and teaching assistants were increasingly confident and pupils experienced a high standard of teaching.*

**G:** *The class teacher recycled prior learning when introducing new work. So, for example, when learning words for animals, pupils also used colours and numbers, learnt in earlier classes, to make phrases. The class teacher devoted a lot of time to the subject; she regularly took opportunities during the week to reinforce work done in the dedicated French lesson. Pupils regularly reinforced their learning with simple exercises on the computer. They had been encouraged to speak and sing the language confidently so they had plenty of practice in using French in different contexts.*

**H:** *One school made good use of authentic children's materials on the Internet. One group used a French toy shop website to research what they could buy for 100 Euros and then produced a graph of the results. They had also had the opportunity to record themselves digitally performing a puppet show in French. This allowed them to work from memory and to perfect their pronunciation and fluency. In another school, pupils watched a video of a native Spanish speaker describing a weather forecast. Useful words and phrases were displayed on the wall. Pupils were to use hand-held video cameras to record themselves making a weather forecast covering South America in Spanish. Pupils planned it quickly on paper in Spanish and made recordings. They edited their work on the computers in the ICT suite and then watched another group's video. This video they assessed against criteria, on using Spanish and pronunciation, that had been set by the teacher.*

**I:** *The school provided opportunities beyond the timetable to take part in language events such as The European Day for Languages and a Spanish Day, and there were links with a Spanish school. Pupils had the opportunity to sing in Spanish in the choir. There were links to a recycling project and some developments with science and mathematics in Year 5. Numerous parents and carers joined the Spanish lunches that the school put on for them and their children. The 'Teach a friend a language' day was a rich event, with participating pupils showing high levels of enthusiasm for, and commitment to, languages. The pairs of pupils worked to develop high-quality dialogues and clearly enjoyed the process of sharing a language. The 'peer teachers'*

*(pupils) spoke about how they had discovered more about their home language by demonstrating it and explaining it to their friends. The 'learners' talked about the insights they gained into culture, as well as language. The performance of their dialogue on stage demanded significant courage; the growth in their confidence and self-esteem was tangible. Links with a leading local football club resulted in the Spanish-speaking goalkeeper visiting the school and answering pupils' questions. A number of the pupils also participated in a visit to the stadium for an event linking languages with international football.*

**Part F: Languages - Good (in 'old' money<sup>2</sup>)**

**Ofsted produced this guidance to support their subject specific reviews (Eiii above)**

**Achievement**

- Most pupils are keen to try to speak in the target language in lessons, either with a partner or with the teacher. They attempt to copy the correct pronunciation and intonation.
- They strive to use the language to communicate orally and in writing. Increasingly, they use the language for normal communication with the teacher and with each other in and beyond the classroom.
- Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others.
- They demonstrate some originality, imagination or creativity in modern languages work.
- Pupils can apply grammatical rules to new situations and can write at length with support.
- They have good knowledge and understanding of the culture of the countries where the language is spoken. Pupils enjoy learning languages and can explain the value of doing so.

**Teaching**

- Teachers communicate the value of modern languages to pupils very effectively.
- Planning is informed by a good level of subject expertise. Pupils develop the skills they need to become independent language learners because teachers use an appropriate range of resources and teaching strategies to promote good learning across all aspects of the subject.
- Pupils willingly participate in activities that require them to use the language to communicate orally and in writing as a result of good teaching.
- Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language.
- Text is used well to improve pupils' pronunciation and as a 'cue' for speaking and writing.
- Reading is used to develop intercultural understanding and pupils read for pleasure.
- Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.

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<sup>2</sup> Dec 2013, Ofsted

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## **Curriculum**

- The curriculum is broad, balanced and well informed by current initiatives in modern languages and includes opportunities for learning more than one language.
- Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.
- All pupils are provided with first-hand experience of the culture of the country where the language is spoken through visits or visitors or through the use of ICT.
- Curriculum planning ensures pupils have opportunities to develop all four skills equally.
- Imaginative extra-curricular and enrichment provision ensures pupils have good knowledge of the culture of the countries where the target language is spoken.
- Good links are forged with other agencies and the wider community to provide a range of enrichment activities to promote pupils' learning and engagement.
- Pupils' learning is enhanced through productive links with other subjects.
- Planning for pupils' spiritual, moral, social and cultural development, including through the use of classroom displays, strengthens pupils' understanding of the culture of the countries where the target language is spoken.

## **Leadership & Management**

- Leadership is well informed by current developments in the subject.
- Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for the subject.
- There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training.
- The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.
- Subject leaders encourage other stakeholders to make a positive contribution to the promotion of language learning.
- Productive links exist with parents, external agencies and the countries where the languages being taught are spoken.
- Governors share the vision and aims for the subject and understand the strengths and weaker aspects of teaching and the curriculum, and the impact these have on outcomes for pupils.

**Part G: Languages: Quality of Education (Good)**

This template includes the current criteria for the Quality of Education judgment of 'Good' along with columns for the SL / SLT to insert where they perceive is a best-fit with the 'old' subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the 'old' subject specific criteria and then 'new' criteria and secondly to benchmark / evaluate the school's provision against this.

| <b>INTENT</b>   |                 |                             |
|---|-----------------|-----------------------------|
| <b>NEW HANDBOOK</b>   | <b>EVIDENCE</b> | <b>OLD SUBJECT CRITERIA</b> |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> |                 |                             |
| The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>   |                 |                             |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils  |                 |                             |

|   |  |  |
|---|--|--|
| with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> |  |  |
|---|--|--|

| <b>IMPLEMENTATION</b>  |                 |                             |
|--|-----------------|-----------------------------|
| <b>NEW HANDBOOK</b>  | <b>EVIDENCE</b> | <b>OLD SUBJECT CRITERIA</b> |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.   |                 |                             |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. |                 |                             |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.  |                 |                             |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates   |                 |                             |

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| unnecessary burdens on staff or pupils.  |  |  |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  |  |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.  |  |  |
| Reading is prioritised to allow pupils to access the full curriculum offer.  |  |  |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.  |  |  |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.  |  |  |



|   |  |  |
|---|--|--|
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. |  |  |
|---|--|--|

| <b>IMPACT</b>  |                 |                      |
|--|-----------------|----------------------|
| NEW HANDBOOK   | <b>EVIDENCE</b> | OLD SUBJECT CRITERIA |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.   |                 |                      |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. |                 |                      |
| Pupils' work across the curriculum is of good quality.   |                 |                      |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.   |                 |                      |

**Part H: Languages: Quality of Education - Good (exemplar)** This is the authors initial interpretation of a best-fit between the old and the new criteria.

| <b>INTENT</b>   |                 |  |
|---|-----------------|--|
| <b>NEW HANDBOOK</b>   | <b>EVIDENCE</b> | <b>OLD SUBJECT CRITERIA</b>  |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> |                 | Leadership is well informed by current developments in the subject. Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for the subject.<br>There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training. Curriculum planning ensures pupils have opportunities to develop all four skills equally. |
| The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>   |                 | The curriculum is broad, balanced and well informed by current initiatives in modern languages and includes opportunities for learning more than one language. Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.   |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is</i>  |                 | Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.  |

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| <i>clear from leaders' actions that they are in the process of bringing this about.]</i> |  |  |
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| <b>IMPLEMENTATION<br/>NEW HANDBOOK</b>   | <b>EVIDENCE</b> | <b>OLD SUBJECT CRITERIA</b>   |
|--|-----------------|---|
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.   |                 | There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training. Planning is informed by a good level of subject expertise. Pupils develop the skills they need to become independent language learners because teachers use an appropriate range of resources and teaching strategies to promote good learning across all aspects of the subject. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. |                 | Teachers communicate the value of modern languages to pupils very effectively. Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language.  |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.  |                 |   |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of  |                 |   |

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| assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.   |  |  |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  | <p>Pupils willingly participate in activities that require them to use the language to communicate orally and in writing as a result of good teaching.</p> <p>Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language.</p> <p>Text is used well to improve pupils’ pronunciation and as a ‘cue’ for speaking and writing.</p> <p>Reading is used to develop intercultural understanding and pupils read for pleasure.</p> <p>Imaginative use is made of a breadth of listening materials to develop pupils’ understanding of the spoken word.</p> |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.  |  | <p>Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others.</p>   |
| Reading is prioritised to allow pupils to access the full curriculum offer.  |  | <p>Text is used well to improve pupils’ pronunciation and as a ‘cue’ for speaking and writing.</p> <p>Reading is used to develop intercultural understanding and pupils read for pleasure.</p> <p>Imaginative use is made of a breadth of listening materials to develop pupils’ understanding of the spoken word.</p>   |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and   |  | <p>Text is used well to improve pupils’ pronunciation and as a ‘cue’ for speaking and writing.</p> <p>Reading is used to develop intercultural understanding and pupils read for pleasure.</p>   |

|  |  |   |
|--|--|---|
| <p>effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>  |  |   |
| <p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> |  |   |
| <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>   |  | <p>Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.</p> |

## **Part I: Preparing for a subject specific deep-dive: Languages**

### **Languages Resources (to have at hand)**

- Languages self-evaluation report
- Languages development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

The following is a plan from a school that experienced a 'deep dive' last academic year:

- Inspector to meet with subject leader looking at curriculum planning.
- Lesson observation with a focus on Languages (possibly up to 4)
- Discussions with pupils (from lessons observed) and a focused work scrutiny.
- Inspector to meeting with observed teacher(s) to discuss content of lesson, pedagogical choices and sequencing of LANGUAGES, with examples of work.

### **Suggested questions**

*(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)*

What does your curriculum design look like (Intent)?

What is your method of delivery / how have you planned your SoW (how have you chosen the 'topics' on your SoW (Implementation)?

How do you ensure progress is part of your implementation focus?

How have you planned the sequence of learning, for e.g. particularly in regard to writing?

Is your SoW skills or vocabulary focused?

How do you diagnostically assess the progress pupil's make (Impact)? o How is this assessment information used by you / teachers? (e.g. to assess the progress pupil's make).

What aspects of learning a language (reading; writing; speaking & listening) are pupils finding 'tricky' and how are you addressing this?

What interventions do you have in place for pupils (e.g. those with SEND, those eligible for pupil premium funding and the more able pupils? and is the level of challenge appropriate?

Does the school draw upon any external agencies (secondary schools; parents; business etc) to support the teaching and learning of Languages's?  
In what way's does the curriculum contribute to pupils cultural capital / development?

**Pupils:**

- What are you learning in language x?
- How do you find your language lessons (e.g. reading; writing; speaking & listening) / what do you find difficult / easy?

What cultural / international activities are pupils engaged that support their modern language learning?

How do you give access to authentic French / German / Spanish / etc material?

How are phonic and grapheme links promoted?

How do you promote spontaneous speech?

How often is the target language used? Is this different from class to class and if so why?

Is grammar taught explicitly / implicitly?

What order are verb tenses promoted in?

How are misconceptions dealt with?

What challenges that are specific to French / German / Spanish / etc do you face? What do you do about these?

What type of culture is taught about? food / history / geography / music / art...?

How is vocabulary retrieval taught?

Is there a progression model from word to sentence level?

What do you think successful language learning look like?



## **Annex 1: Languages – Outstanding (in ‘old’ money<sup>3</sup>)**

***Ofsted produced this guidance to support their subject specific reviews (Eiii above)***

### ***Achievement***

- As appropriate to their stage of development, all groups of pupils are confident speakers with good intonation and pronunciation.
- Pupils develop a passion for and commitment to the subject and can use language creatively and spontaneously to express what they want to say, including when talking to each other informally and writing imaginatively.
- The four skills are developing equally well relevant to their stage of learning and pupils use them creatively to increase their knowledge and understanding and to deal with the unexpected. They demonstrate an increasingly high level of accuracy as they move through the key stages.
- Pupils show exceptional independence in their studies and can use a range of resources, including ICT, to develop their language skills and investigate aspects that interest them.
- Almost all pupils work hard, are willing to persevere in challenging tasks and understand that in order to be successful they will need to work collaboratively and develop skills specific to language learning.
- Pupils have strong awareness of the culture of the countries where the language is spoken.
- An above-average proportion of pupils continue to study languages at an appropriate level in the next stage of their education.
- Pupils confidently apply grammatical rules to new situations and can write or speak at lengths appropriate to their stage of development.

### ***Teaching***

- Teachers communicate high expectations, enthusiasm and passion about their subject to pupils.
- They have a high level of confidence and expertise both in terms of their specialist language knowledge and their understanding of effective language learning.
- Pupils secure outstanding progress and communicate enthusiastically both orally and in writing in the target language, due to carefully planned, imaginative lessons.
- Pupils are encouraged to use the language with little prompting for routine classroom communication as well as for specific purposes.
- Resources, including new technology, are used imaginatively to develop pupils’ cultural awareness and their ability in all four skills.

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<sup>3</sup> Dec 2013, Ofsted

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- Pupils are provided with opportunities for reading authentic resources and texts in the target language, including those they might wish to read for pleasure.
- All pupils develop independence and a desire to use the target language for real communication due to precisely targeted support.
- Assessment and marking are carried out in all four skills, conducted as far as possible in the target language and make an excellent contribution to pupils' learning..

### ***Curriculum***

- The imaginative and stimulating subject curriculum is skillfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.
- In addition, innovative approaches to curriculum design ensure that the needs of individuals and groups, such as those who already have competence in a language or would benefit from learning more than one language, are exceptionally well met.
- There is an excellent balance between structured opportunities for pupils to develop subject skills, such as accurate translation into and from the target language, knowledge and understanding and opportunities to engage in exciting real-life situations.
- A wide range of imaginative extra-curricular and enrichment provision ensures that pupils have extensive knowledge of the culture of the countries where the target language is spoken.
- There are highly productive links with other subjects in the school, including humanities, English and the creative arts.
- Rigorous planning for pupils' spiritual, moral, social and cultural development, including through the use of classroom displays, ensures pupils' excellent knowledge and appreciation of other cultures and their very well-developed social skills.

### ***Leadership & management***

- Leadership at all levels is informed by a high level of understanding about language learning.
- Subject leadership is informed by strong subject expertise and a clear vision that underpins the workings of all provision in modern languages.
- There is a proven track record of innovation. Subject reviews, self-evaluation and improvement planning are well informed by current best practice and research in languages and in education generally.
- Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues, and includes provision for contributions from other stakeholders.
- There are effective strategies to delegate responsibilities where appropriate and to share good practice and secure high-quality professional development.
- Language learning is exceptionally well promoted across the school and contributes strongly to the school's ethos.
- The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.
- Highly productive links exist with parents, external agencies and the countries where the languages being taught are spoken.
- Governors are highly supportive of the aims and vision for the subject and challenge senior leaders to strive to improve outcomes for all groups of pupils.

## Annex 2: KS2 Languages National Curriculum Strands

This section divides the *Languages programme of study: key stage 2* (September 2013) into the four skills of **listening**, **speaking**, **reading** and **writing** and the underpinning strands of **phonology**, grammar and **intercultural understanding**. It includes key aspects of the *Purpose of study*, *Aims* and *Subject content*. The presentation of the national curriculum in this way links clearly to the progression framework and supports teachers in demonstrating appropriate coverage.

| Listening  | Speaking  | Reading   | Writing  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• appreciate songs, poems and rhymes in the language</li> <li>• appreciate stories in the language</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• engage in conversations</li> <li>• express opinions</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• speak in sentences using familiar vocabulary</li> <li>• present ideas and information to a range of audiences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> <li>• communicate ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• read carefully and show understanding of words</li> <li>• read carefully and show understanding of phrases</li> <li>• read carefully and show understanding of simple writing</li> <li>• appreciate poems and rhymes in the language</li> <li>• appreciate stories, in the language</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through substituting words</li> <li>• adapt words and phrases to create new sentences</li> <li>• express ideas in writing through adapting, phrases and sentences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• write at varying length, for different purposes</li> <li>• write at varying length, for different audiences</li> <li>• communicate ideas, facts and feelings</li> </ul> |

**Phonology**

- explore the patterns and sounds of language and link the spelling, sound and meaning of words
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- understand and communicate using knowledge of phonology

**Intercultural understanding**

- foster pupils' curiosity and deepen their understanding of the world

## ***Annex 2: Meeting the needs of pupils with SEND***

### ***Notes taken from***

**Teacher Handbook SEND – Embedding inclusive practice (January 2024)**

**<https://nasen.org.uk/resources/teacher-handbook-send>**

### **Planning inclusive lessons**

- In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
- Connection making can reduce a learner's fear of the unknown and can make them more ready to engage in the learning.
- Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
- As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

- Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
- Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
- Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History: do pupils need a clear understanding of the difference between primary & secondary sources?**

### **Task:**

- *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
- *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*
- Explicit instruction needs to be carefully planned for learners with SEND.
- New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.

- All new material should be presented both verbally and visually (dual-coded) wherever possible.
- High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

**Task:**

- *Have you identified for each topic 'high-interest, engaging materials' that will be accessible to all pupils?*
- Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

**Task:**

- *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

**Modelling and scaffolding are key components of an inclusive lesson.**

- Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform 'live' research and live writing.
- A teacher / assistant 'thinking aloud' whilst modelling writing tasks can support learners when they progress to independent practice.
- Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
- Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
- For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

**Task:**

- *Have you identified what 'may be' the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in **Geography** it's not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In **Science**, it is frequently: permeable; porous; pervious & absorbant.)*

**Teaching strategies that can support learners in answering whole-class questions in lessons are:**

- Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
- Co-constructing answers with peers, e.g. Think - Pair - Share
- Pre-teaching content ahead of the lesson
- Mixed-ability groupings
- Communication aids
- Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

### Strategies to Scaffold Learning

How to support learners who struggle to access lessons because of literacy difficulties?

- Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
- Provide sentence starters and key word banks, ideally as a generic 'literacy mat' which can be used alongside knowledge organisers to embed common styles of geographical writing.
- As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
- Remember that **Historical; Geographical & Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
- Provide visual aids to enable learners to identify, for e.g. in **Art & Design: artists and their work, as well as to identify equipment and media; Design & Technology – the tools and techniques they will be expected to use / perform; Geography – rivers around the world; different building styles and materials / rural and urban environments; History – images of where in the world specific events took place and of the people involved.**
- Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
- Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

**Figure 1: Highly Intentional Process - Guided reading in Geography Lessons**

| HIP stage   | Activity  | Rationale/ notes  | Sample Language  |
|---|---|---|--|
| 0: Homework to learn vocabulary (1 week before the reading)               | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant  | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read   | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) | Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic.  | Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity.  | This word is .... Say it back to me (my turn your turn) It means ..... It might be used like this (example 1) Or like this (example 2)   |
| 2: Preview the article (1-3 mins max - be careful not to spend too long)  | Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions)   | Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts   | We are going to learn from an article about.... Some of the things it will help us to understand are... Look out for the section about.... Basically, this means that .....          |
| 3: Teacher reads (approx 15 mins but will vary)                           | Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try 'jump in' reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer. | Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms | Now's your chance to check that you understand, and ask any questions you may have.  |



**Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons**  
**(This is a task for you to complete)**

| <b>HIP stage</b>  | <b>Activity</b>  | <b>Rationale/ notes</b>   | <b>Sample Language</b>   |
|---|--|---|--|
| 0: Homework to learn vocabulary (1 week before the reading)               | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) |  |   |  |
| 2: Preview the article (1-3 mins max - be careful not to spend too long)  |  |   |  |
| 3: Teacher reads (approx 15 mins but will vary)                           |  |   |  |

### **How can I support learners who struggle to retain vocabulary?**

- Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
- Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
- Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

#### **Task:**

- Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

### **How can I support learners who struggle to access lessons because of numeracy difficulties?**

- Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
- Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
- Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

#### **Task:**

- Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

### **How can I support learners who need additional time to develop conceptual understanding?**

- What will hold learners back if they don't understand it? Identify what the 'threshold concepts' in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
- Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is 'relevant' to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
- Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
- Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
- Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners,

support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

**Task:**

- Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well as: similarities / differences; cause & effect; rank in order of importance; synthesise your responses, etc

**How can I support learners who struggle with attention?**

- Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
- Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
- Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
- Plan in active breaks and opportunities for learners to move during lessons.
- Use behaviour-specific praise to reinforce effort and focus.

**Task:**

- Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from 'past' pupils as to what a 'good' example would be to share with pupils?

**How can I support learners who struggle with change and transition?**

- Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
- Build trust through positive interactions and praise.

**How can I support learners who struggle with fine motor skills?**

- Consider using frames or adhesives (e.g. in Art & Design and Design & Technology), masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for e.g. in Art & Design - when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.

- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

### **How can I support learners who need additional time to develop conceptual understanding?**

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

#### **Task:**

- Do you have / are you building up a bank of examples of 'finished' work to share with pupils, so that they can visualise the learning process / journey?

### **How can I support learners who struggle with attention?**

- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
- A 'chunked' approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
- Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

#### **Task:**

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?