



'Ofsted' Type Questions

Introduction

This document is designed to give you guidance as to how you could approach and answer some of the typical inspection-type questions you might be asked during a deep-dive of foreign language teaching in your school.

We have obviously based our answers around the resources and support you will find on our Language Angels platform but the rationale and logic should also be applicable to any good quality, professionally prepared bank of resources.

Whilst the sample answers and guidance we have provided is extensive and detailed, these need to be adapted to your own school, pupils and individual settings. Everything should be focussed on your long-term planning and which units the pupils are taught. The non-negotiable units are the most important and ensure all basic grammar, core vocabulary and key phonemes are covered. All other units will provide greater depth, more challenge and progress. This allows the children to be more creative in their responses and will result in a more stimulating and engaging language learning journey. It is important that teachers are knowledgeable about their school's long-term plan and the units they intend to teach their pupils in each year group.

All of our Language Angels units come with a Unit Summary, Knowledge Organiser and Unit Background. These are essential documents for teachers and will provide invaluable direction on what is being taught and why. Both staff and pupils should have a clear understanding of the ultimate learning objectives of a unit before we start teaching the first lesson. Pupils will be shown how language works and how they can make their own sentences. They will of course learn set phrases from the units, but the emphasis will always be on the pupils adapting, changing, and sequencing language accurately to create their own responses.

Always point to what pupils are working towards. Week one of a unit is always much simpler than week 5. If being observed in week one (where activities may appear simpler as the language may be more limited), point to what will happen by week 5 where pupils will be able to produce more and reintegrate more previous knowledge. ALWAYS articulate clearly to the class and the observer what the aim of the lesson is and how this 'fits in' with the final aim of the unit. What will pupils be able to do by the end of the unit? Pupil Intention Sheets will help with these learning stepping-stones. Planning is provided but can be differentiated. Desk-based activities are provided but can be adapted. Schools know their pupils best!



FOCUS AREA - 1

The school's understanding of progress in languages and how that informs its approach to the curriculum

MAIN QUESTION 1:

Does subject planning give meaningful attention to all categories of knowledge in which progress is made (is this commensurate with that outlined in the NC)?

All materials at Language Angels have been written around the 12 PoS attainment targets and are fully aligned with the NC. We follow a 'step-by-step approach'. The three 'pillars' of language learning (phonics, grammar and vocabulary) are all weaved into the scheme and, as pupils progress through the units and teaching types, previous language is recycled, revisited and consolidated. Any new language is introduced gradually and becomes more complex and sophisticated as pupils move from Early Language to Intermediate to Progressive units. Pupils follow a programme that has 'language learning stepping-stones' built into the resources. Phonics, vocabulary and grammar are taught gradually and recycled constantly. As they move through the various units and teaching types, the quantity of phonics, vocabulary and grammar increases so, by the end of primary phase, pupils will have met and often exceeded the 12 PoS attainment targets.

The three Language Angels 'teaching types' (early, intermediate and progressive) act as learning staging posts. Pupils are taught using units from one of these 3 'teaching types' so the level of challenge and stretch is suitable for their level of ability. The language learning journey starts with us working on nouns and gender, we then move up to phrase level and finally longer passages of text. As pupils move through the three teaching types they increase their knowledge and understanding of the foreign language as more grammar is introduced. Pupils will gradually understand more, say more, understand more of what they read and will also be able to write more. Pupils will learn to both ask and answer questions from the very start.

- Early learning units are aimed at classes that are just starting out in their foreign language learning journey and these lessons work mostly on vocabulary, single nouns (with article/determiner), first-person high-frequency verbs, building up memory skills and formulating very short simple sentences from memory by the end of each unit. This allows for short conversations, simple role-play and simple written activities.
- Intermediate units build on early learning and work at phrase level. More grammar is incorporated into the lessons, more vocabulary is presented in each unit and there is a more explicit teaching approach to grammar, phonics and vocabulary. Longer reading and listening exercises are provided and more is expected in terms of oral responses and written work. Pupils are expected to incorporate negative responses, use simple adjectival agreement, and use a variety of conjunctions and opinions.
- Progressive units are the most challenging and are aimed at classes that have solid foreign language learning foundations in place. The lessons contain more content and the pace is faster as more language is presented to the children. Progressive units encourage children to produce



longer, more complex written paragraphs and speak more fluently and accurately from memory. Pupils are also encouraged to recall, reuse and recycle language learnt in previous units and from other teaching types. Based on our step-by-step approach, teachers do not allocate progressive units to their classes before they have completed a range of early learning and intermediate units, irrelevant of the age of pupils or the year group they are in.

QUESTION 1(a):

If I take one of the aims from the KS2 NC, for example, ‘describe people, places, things and actions orally and in writing’, can you show me how this is covered?

Each of the 12 PoS attainment targets should be met at three different levels of challenge using Language Angels resources:

- At least once at early learning level
- At least once at intermediate level
- At least once at progressive level.

Here is a simple example:

‘Describing people, places, things and actions orally and in writing’ could be evidenced by teaching the unit ‘I Can’ in early learning, ‘My Home’ in intermediate and then ‘Vikings’ in progressive.

- ‘I Can’ (early language unit):
 - Describing simple actions at sentence level with what I can / know how to do and what I cannot do / do not know how to do.
- ‘My Home’ (intermediate unit):
 - Describing my home at short text level. Explaining the rooms there are and are not in my home along with telling you my name, age and where I live.
- ‘Vikings’ (progressive unit):
 - Describing a Viking family in terms of character and physical appearance at extended text / full sentence level.

MAIN QUESTION 2:

Does the school choose a wide-ranging and expanding knowledge of vocabulary, grammar, phonics and pronunciation?

Yes! The ‘three pillars of language learning’ (phonics, grammar and vocabulary) are built into our lessons and units and we develop the learning and use of these core linguistic pillars across our three different teaching types. We do not see them as three separate pillars as they are all intrinsically linked. Phonics are the smallest sounds in a language, we put them together to make words (vocabulary) and we then



use grammar to string the words together in a way that makes them make sense – this is what makes a language!

- **Phonics:** There are four sequential and progressive phonics lessons incorporated into all our long-term planning. These four lessons build up pupils' phonetic knowledge, moving from the phoneme on its own, to seeing it in high-frequency words and then finally incorporated in context in a longer piece of text. Each year group/teaching type has a particular group of phonemes to focus on. These have been carefully considered by the teaching team at Language Angels and are constantly revisited and revised in the subsequent lessons, including the end-of-unit revision lesson. Phonics mats are also available in the 'Planning' section of the Curriculum Guidance page, with both a teacher and pupil-friendly version available to download. This knowledge will help pupils pronounce more accurately, read more accurately, understand more of what they read and also spell more accurately – developing significant phoneme-grapheme links.
- **Vocabulary:** Essential vocabulary to be covered by the end of primary phase has been summarised on a 'Core Vocabulary Mat' which can be found in the 'Planning' section of the Curriculum Guidance page. This is the minimum, most useful, age-appropriate, non-negotiable language we recommend is taught at this stage of learning. Beyond this, in lesson 1 of every Language Angels unit you will find a 'pupil vocabulary list' containing all of the vocabulary that is covered and presented to pupils in that unit. Pupils are also taught and encouraged to expand their own vocabulary using a dictionary so that they develop and expand their own responses.
- **Grammar:** Grammar is weaved into each and every Language Angels unit across all three teaching types. Grammar is addressed both implicitly and explicitly. Implicitly in the early learning units then moving towards a more explicit approach in our intermediate and progressive units. The grammar we choose to teach has been carefully considered by the teaching team at Language Angels and is age-appropriate and what we consider will be most useful for pupils at this stage of their language learning journey. Once introduced, any grammar is constantly revisited, reused and recycled in the units that follow. Full grammar documentation is available in the 'Planning' section of the Curriculum Guidance page. This clearly explains the grammar taught in our various units.

QUESTION 2(a):

Can you show me where we will be in the SOW in the lessons that I will be visiting? What exact language will you be expecting pupils to produce or understand in this lesson? (i.e. tell me exactly in Spanish.) How does this build upon vocabulary, grammar and phonics from previous learning? What is new, and what is recycled?

Use the unit planner for an overview of where the classes should be. This is the 'aspirational' plan. Discuss if the pupils are on 'schedule'. If not, why not? Each lesson starts with an opportunity to revise and recycle what has previously been covered. All new language and grammar introduced in that lesson is itemised in the Teacher Support Notes. The pupil vocabulary sheets, picture vocabulary sheets and knowledge organisers distil and consolidate all of the core phonics, vocabulary and grammar elements pupils will encounter and learn in a unit.



MAIN QUESTION 3:

Does teaching ensure that the language content within the scheme of learning is integrated so it is used in speaking, listening, reading and writing?

Each lesson will have a range of activities and opportunities for the pupils to practise the foreign language in all four skills - speaking, listening, reading and writing. These will be supported and developed using a variety of different interactive and desk-based activities.

QUESTION 3(a):

Show me how the content in the lesson I visited was used in listening, speaking, reading and writing.

Every lesson will attempt to include an activity on the above and over the course of a unit, there will be ample opportunity to explore each of the four key language skills – speaking, listening, reading and writing. It is not possible to adequately cover all of the four skills in a single lesson. We suggest aiming to explore on average two of these skills per lesson but all four skills will have been thoroughly explored, used and developed over the course of a 6 lesson unit. Staff should make educated, informed choices so that all four skills have equal importance over the course of a unit.

MAIN QUESTION 4:

Do teachers identify, emphasise and repeat crucial content so that pupils know more and remember more (make progress)?

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



QUESTION 4(a):

Give me an example of key vocabulary and grammar and show me how this is revisited in the SOW.

We do not believe the three pillars of language work in isolation. Teaching lists of vocabulary to the children is not enough. Vocabulary needs to work alongside grammar.

However:

- Vocabulary
 - There is a list of non-negotiable core vocabulary that we expect the children to learn, recall and remember by the end of the primary phase. There is a document (Core Vocabulary Mat found in the 'Planning' section of the Curriculum Guidance area) itemising this language. Essentially the core vocabulary includes:
 - Numbers 1-100
 - Colours
 - Days of the week
 - Months of the year
 - Personal details
 - Key phrases, verbs and questions.
 - This 'core' language is frequently repeated in multiple units to ensure it is embedded before the next educational phase. Added to this, vocabulary builds across a unit and across teaching types. Each unit will provide the children with a Vocabulary List and Picture Vocabulary Sheet. Pupils can also use Oral Scaffold documents to help them recall the language taught. These all get more complex as pupils progress through the teaching types and units. They learn more so can understand more and say and write more. There are constant opportunities for revision and progress.
- Grammar
 - There is a list of non-negotiable, age-appropriate grammar that Language Angels feels is essential at primary phase. This grammar will allow the pupils to be independent linguists, able to manipulate the language they are taught to create more personalised and authentic responses. In the Curriculum Guidance area there are two key documents that detail what grammar is taught and in which units. The Grammar Grid found in 'What Pupils Can Do' details the grammar covered and the Grammar Targets Unit Mapping in the 'Planning' area explains where this grammar is taught, revisited and consolidated in the scheme. There are constant opportunities for revision and progress.
- Phonics
 - There is a list of non-negotiable, age-appropriate phonemes in the foreign language that Language Angels feels is essential and relevant at primary phase. These key phonics will allow the pupils to read with accurate and authentic pronunciation but also understand more of what they read. Phonics is taught explicitly in a series of four sequential lessons, each accompanied by desk-based activities, interactive games and a karaoke animated song. Each lesson contains 4 or 5 phonemes that are introduced in isolation. The phoneme is then placed in a



word (to be revisited multiple times across the units that follow in that teaching type) and then immediately placed in a piece of unknown text for the children to read using their growing phoneme awareness. If the children read more accurately, they will understand more and learn to decode more easily. Each set of phonemes is then revisited in the next lesson before the new phonemes are added. Each unit in each teaching type will also highlight the phonemes so there is constant revision, consolidation and progress. Pupils should all have a copy of the Phonics Mat found in the 'Planning' area of the Curriculum Guidance area. This is an overview of what will be covered by the end of primary phase. Each unit will also have a dedicated Phonics Revision opportunity in lesson 6 in the form of a short slideshow.

Examples of how we revisit key vocabulary, grammar and phonics:

Numbers

- Numbers are revisited in all three teaching types. Numbers 1-10 are introduced in Early Learning, then revisited and extended to 1-100 in Intermediate so that pupils can say the date, their age and family members' ages. In Progressive, numbers are used to say the time (in both our 'At School' and 'At The Weekend' units). A phonics focus (appropriate to the teaching type) is also presented in each unit.

Colours

- Colours are introduced in Early Learning. They are then used as adjectives (along with the concept of adjectival agreement) to describe clothes in Intermediate and revisited again in our Planets and Vikings (Progressive) units, including a review of the phonics repeated in the colours vocabulary.

Nouns and Determiners

- In Early Learning, nouns and determiners are always used with a first-person high-frequency verb so, by lesson 6, they can create a short sentence. In Intermediate, nouns and determiners are seen with adjectives, conjugations, the negative structure, opinions, possessives and 3rd person high-frequency verbs to allow pupils to move to text level. By the time pupils reach Progressive units, they understand clearly the concept of gender and adjectival agreement and can therefore decide independently if they want to say 'a', 'the' or 'some'. There are opportunities to conjugate a whole verb, explore irregular verbs and move away from using just 1st person high-frequency verbs. They have a wide bank of vocabulary added to the 'core' selection so are able to write more complex and sophisticated language on a variety of topics and themes.

NB: Grammar and vocabulary must work in context so pupils can learn to manipulate and understand language.



MAIN QUESTION 5:

Memory: How do you ensure those pupils who find it most difficult to learn languages (e.g. with SEND) are given the best chance to keep up?

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

- A focus on communication and interaction
 - Instructions are always very clear and explicit in all our materials. Pupil Intention sheets, Vocabulary sheets and the Pupil Learning Intention sheets help all children remember what they are learning and why. Images are used wherever possible to support the introduction of new language. The first skills focus in all our lessons are speaking and listening before introducing reading and writing. All pupils are provided with the necessary tools to be able to participate in lessons and become more independent learners. All pupils will learn how to make substantial progress.
- A focus on cognition and learning
 - There is a strong focus on developing long-term memory skills with pedagogy and methodology based on solid research – particularly in the Early Learning units. All lessons are carefully planned, sequenced and scaffolded so all pupils are able to participate with varying levels of support. This support can be used as and when required. Previous knowledge is always revised and recycled prior to new knowledge being introduced. Desk-based activities are always differentiated with three levels of challenge. Pupils have access to the materials outside of lessons for extra consolidation. Self-correcting interactive gameplay is provided which pupils are able to access remotely. Teachers can allocate games based on the needs of the child. The resources and assessments encourage all pupils to recognise their own strengths as well as their weaknesses. There is a wide range of units to engage and enthuse the children.
- A focus on multi-sensory methods and physical needs
 - Karaoke songs/animations are available in all units, providing a visualisation of the language introduced in each unit. Not all materials are interactive board or desk-based. Language Angels provides a wide range of activities so that all types of learners are catered for. Physical actions are encouraged where appropriate.

Teachers need to adapt lessons and worksheets to support pupils with specific needs. Examples could include:

- Changing size and font of text.
- Using physical actions.
- Coloured semantics to help model writing.



FOCUS AREA - 2

The extent to which teaching supports the goals of the languages curriculum

MAIN QUESTION 6:

How do pupils use previously learned language and content?

Most units will contain a task in lesson 5 that will allow the children to re-use previously learnt language. There is a strong focus on revisiting 'core' language knowledge wherever possible. By keeping a folder/book with all the previously covered vocabulary, children are always encouraged to revisit and reuse all previously learnt language.

QUESTION 6(a):

In the lesson I visited what was new? What was recycled? How did pupils use material that they already knew?

Each Lesson Plan and Teacher Support Note will detail new and recycled language knowledge. Slide shows will also explain to the children what is new in each lesson alongside the Pupil Intention Sheet found in week one of every lesson. The PowerPoint slideshows will also allow opportunities for revision before new knowledge is introduced.

MAIN QUESTION 7:

How does teaching ensure that pupils move from word-level responses to writing in sentences and participating in simple dialogues (in line with the NC)?

Linguistic knowledge and challenge progress through all of our units and increase incrementally as we move through our teaching types from Early Learning to Intermediate and finishing with Progressive. All Early Learning units move towards a short phrase by lesson 5 and Intermediate and Progressive units aim for short text with expanding vocabulary and grammar knowledge as pupils know and remember more. Oral role-play opportunities are always provided where appropriate and become progressively more challenging.



QUESTION 7(a):

Give me an example of what you expect pupils to produce at the end of the year. Show me how this moves from single words to simple paragraphs.

All units contain an opportunity to complete a final task which will reflect all of the learning in that unit whilst also incorporating (where appropriate) all previous language and linguistic structures from other non-negotiable units. As the pupils move from Early Learning to Intermediate and then Progressive units, this progress will be evident.

Example (using just three non-negotiable units):

- Early Learning - I Am Learning unit
 - Saying your name and how you are feeling.
- Intermediate – Family unit
 - Saying your name, where you live, your age as well as how many family members you have, what they are all called and how old they are.
- Progressive – At School unit
 - What subjects I study at school, on what day and at what time and what subjects I like and do not like but also WHY.

MAIN QUESTION 8:

What is the role of the target language in lessons?

This will depend on the linguistic competence of the staff delivering lessons. As a minimum, teachers should use greetings in the foreign language along with simple classroom commands and instructions. This language is provided in the resources and the PowerPoint can be found in the Core teaching type. Lessons should never be completely in the target language if pupils are unable to follow and confusion arises regarding what the pupils are expected to do. The focus is always on the pupils' understanding what is being taught and progression of the pupils' development in the foreign language. All instances of the foreign language provided in our resources is accompanied by professionally recorded, accurate audio pronunciation files to support the authentic delivery and modelling back of all target language.

QUESTION 8(a):

What foreign language will you be using in the lesson? Is this carefully planned?

All language has been carefully considered and will be taught at the right time and with a clearly identified educational outcome in mind. We start off with the foundations and then build upon these to develop properly embedded, retained knowledge which pupils will be able to recall and reuse in the long term. There is a clear start and end point and all language necessary to reach the endpoint is carefully introduced in the form of 'building blocks'. Pupils must be taught language that is relevant and pitched correctly. All instances of the target language has been pre-recorded by professional, native voice-over artists to ensure consistency, accuracy and



authenticity of pronunciation. Teachers that are subject specialists are free to add / change / eliminate as appropriate but non-specialists are urged to exercise caution as errors or inaccuracies will lead to the teaching of inaccurate, incorrect and / or irrelevant language. Teachers know exactly what language is being taught in any lesson as it is itemised in precise detail on the teacher Support Notes provided for each and every lesson.

MAIN QUESTION 9:

How do teachers ensure that lessons do not overload pupils' working memory?

All lessons are meticulously organised and laid out in a clear series of learning steps. The lesson starts with a period of revision of previous knowledge and ends with a plenary. Challenge is only offered for classes and pupils that are ready for greater depth. Teachers do not move forward until they feel the class is ready. Pupils have ample support in terms of Pupil Learning Intention Sheets, Pupil Vocabulary Sheets, Pupil Picture Vocabulary Sheets, Pupil Oral Scaffolds as well as remote access to the karaoke videos and interactive games that allow for the consolidation of the language covered in class. Language Angels uses colourful, child-friendly images and visual learning hooks for newly introduced information wherever possible. It also provides clear instructions for pupils and teachers on PowerPoint slides and encourages links to prior knowledge at all available opportunities. We prioritise in-depth understanding above the urge to speed through activities. We use a lot of ROUTINE, CLARITY and ATTENTION TO DETAIL. We encourage schools to take as long as they need over activities and make adjustments accordingly. Information is presented in a particular way for a reason and all lessons have been created around a clear pedagogy and methodology. Everything is clear and concise for the teacher to convey to the class. Everything is done for and with a very clear purpose.

QUESTION 9(a):

How do you make sure that pupils do not get confused because they are expected to do so many things at once?

Pupils are not required to do so many things at once. If they feel that way, then the lesson has not been delivered in the intended manner. Lessons develop in a series of small, manageable stepping-stones that will allow pupils to reach the end goal of the unit in sensible stages. No pupils should feel overwhelmed in any one lesson.



FOCUS AREA - 3

The effectiveness of assessment

MAIN QUESTION 10:

What is your rationale for assessment in languages? What is the system? What are you checking? Does this link with your scheme of learning?

Language Angels has a strong focus on low-stake assessment but always with a very clearly defined purpose. Assessment should be completed with the end goal of informing both the teacher and the pupil of what is working well as well as what is not working so well. What can the pupils do? How much do they really understand? What can they write on their own etc. Assessments are provided at the end of every unit (in lesson 6) and can be data-driven or a simple self and peer assessment exercise. Formal assessments provide an opportunity to check learning in the four key skills (speaking, listening, reading and writing) and all data can be processed through the bespoke Tracking and Progression Tool provided in the Language Angels platform.

All assessments come with a mark scheme and create an inclusive, uniform, easy-to-complete, fair, low pressure assessment opportunity. The software automatically calculates who is on target, below or above with five different level descriptors. It will inform a teacher where any one pupil is at any given time during their primary phase language learning journey. It will give a raw score, percentage score and performance description statement as required and will also track which PoS attainment targets have been met and at which levels of challenge.

Staff will be able to tell which PoS attainment targets have not been met, those which still need to be met and also which skill(s) is the weakest or strongest. Staff are encouraged to assess two skills at a time to manage workload and can choose not to assess every unit.



FOCUS AREA - 4

The extent to which there is a climate of high subject expectations where a love of languages can flourish

MAIN QUESTION 11:

What is the profile of languages within the school?

Languages have a high profile with a clearly articulated whole school approach. There is a working wall in the classroom for languages and displays around the school. The school building has labels in the foreign language and foreign language days and assemblies are encouraged. All staff are aware of the long-term unit plan even if they are not teaching the foreign language. Cross-curricular opportunities are explored where possible and feast days typical to the foreign language being studied can be celebrated as a whole school community. Interactive experiences are routinely emailed from Language Angels in the form of games and 'challenges' so that pupils find a love for the culture and traditions of the countries where the language is spoken. We also use interactive maps to explore the geography of the country of the language we are studying.

MAIN QUESTION 12:

How does the school ensure that there are high expectations for all pupils with languages?

As in all areas of the curriculum, there are high expectations of achievement and outcomes. All pupils including SEND and EAL have access to foreign language lessons. There is a solid plan and long-term overview that aims to meet and exceed (if possible) the PoS attainment targets if pupils are able to complete a couple of Progressive units by the end of primary phase. All units contain challenge sections and desk-based activities always come with three levels of challenge for extra stretch.

MAIN QUESTION 13:

What is the vision and rationale for any language taster days or international programmes? Do these support progress in the chosen language for key stage 2?

This will depend on the school, time available, staffing and budget! These are not essential. The focus is on high-quality teaching and learning. Any trips offered in year 6 could potentially be to a foreign country but this is very much a decision for SLT and individual schools.



FOCUS AREA - 5

The quality of systems and support for staff development

MAIN QUESTION 14:

What is the quality of the subject-level processes, including curriculum construction, debate and renewal? How does the school / subject leader evaluate the strengths and areas for development (if there is an identified leader)?

Subject leaders should meet with their teams on at least a half-termly basis and share information on subject updates. All staff involved in the teaching and learning of the foreign language should discuss the next unit of work together. Subject leaders should observe, provide feedback and monitor pupil books and work as expected in other areas of the curriculum. All staff and SLT are involved in the discussions regarding planning of suitable units, identifying potential problems but also offering alternatives and solutions.

MAIN QUESTION 15:

Who is teaching languages in school? Are they language specialists? How are non-specialists supported? How do leaders ensure that staff maintain competence in languages?

Staff subject knowledge is extremely important and all staff should know what they are teaching and why. This is not just linguistic competence. Language Angels offers a programme that fully supports the non-specialist delivery model. As well as providing a platform of fully supported classroom teaching resources, Language Angels also provides constant training from highly qualified and experienced language consultants that wrote the programme and continue to train schools and their staff in languages and also provide extensive curriculum guidance which is of equal importance. Lessons come with native, professionally recorded audio pronunciation of target language along with detailed teacher support notes. Language Angels also offer webinars on the pedagogy and methodology of primary language teaching as well as bespoke training covering PoS attainment targets, progression, assessment, SEND, planning, age related expectations, the pillars of language learning (vocabulary, phonics and grammar) etc. Anybody subscribed to Language Angels is invited to attend the half-termly CPD provided. In addition, subject leaders and SLT should periodically observe lessons and carry out work scrutiny as in any other foundation subject.



FOCUS AREA - 6

The extent to which whole school policies affect the capacity for effective languages education

MAIN QUESTION 16:

Is enough time given within the curriculum for the school to achieve its curricular aims and meet the requirements of the NC (or equivalent)?

Language Angels does not support a sporadic or inconsistent delivery model. Our recommendations are for weekly lessons of the following duration (where possible):

- Year 3 - 30-45 mins
- Year 4 - 45-60 mins
- Year 5 - 45-60 mins
- Year 6 - 60 mins

It is not possible to complete the lessons, properly meet the requirements of the PoS attainment targets and achieve substantial progress if significantly less time than that stipulated above is provided for the teaching of foreign languages.

MAIN QUESTION 17:

What is the impact of timetabling and staff deployment decisions on the teaching of languages?

Languages are skills-based and skills need to build on well-developed and strong foundations. If you do not teach languages regularly, sequentially and consistently throughout the learning journey, the foundations you have built will weaken or collapse. If more than one teacher is teaching the foreign language there must be communication and discussion to ensure consistency. Significant gaps in terms of the regular (weekly preferably) delivery of foreign language lessons or insufficient teaching time being dedicated to foreign languages in the curriculum will lead to 'knowledge leakage' which you will have to revisit and remedy before you can move on with your teaching and learning.



MAIN QUESTION 18:

When are foreign languages introduced at school? What is the rationale for this?

This will vary for each school. The statutory requirement is for schools to teach a foreign language at KS2 but a growing number of primary schools are introducing foreign language learning at EYFS and KS1. If foreign languages are being introduced at EYFS-KS1, we recommend to start with 20-30 minutes per week if possible. KS2 provision is statutory and the times stipulated in Q14 above detail our recommendations and rationale.

MAIN QUESTION 19:

Which languages are on offer? Why? Does this allow for progression into key stage 3?

Language Angels recommends only one foreign language is taught to ensure substantial progress can be achieved in this language. However we also support 'taster' opportunities i.e. a term of another language as well as, but not instead of, the first foreign language being taught. Ideally, the language chosen to be taught in primary school is selected with KS3 transition in mind but this can be difficult as pupils from one primary school can move to many different secondary schools where different languages may be offered. As long as the teaching of the foreign language at primary phase is consistent, of high quality and based on teaching the key structures and pillars of the language, the language learning skills will be well embedded and will be transferable to other languages - supporting the learning of a different language at secondary phase.

MAIN QUESTION 20:

Do whole school policies on teaching, assessment, homework etc. support or impede the languages curriculum?

Foreign language teaching should and must tie in with the other areas of the curriculum. It should be line managed, have a place in staff meetings and should also have timetabled SLT time. However, it must also be recognised that there is a distinct difference in the pedagogy and methodology of learning a foreign language compared to other areas of the curriculum. It needs its own policy but will lend itself to links with literacy, SPAG and language learning techniques and strategies. The skills taught in Language Angels are transferable to other areas of the curriculum. Skills such as decoding, communication, memorisation, awareness of the sounds of language, an awareness of print, word order, phoneme-grapheme links, grammatical awareness, grammatical terminology, higher level thinking and metacognitive skills and strategies, to name but a few.



Glossary

- Automaticity
 - Being able to recall the language from all units covered with increased confidence, speed and accuracy **without** support - so without using prompts such as oral scaffolds and vocabulary lists. This is the ability to recall (at speed) knowledge embedded in long term memory.
- Components
 - The small building blocks of vocabulary, pieces of grammar and phonics introduced in all units that need to work together to create oral and written responses.
- Composites
 - The more complex components of vocabulary, grammar and phonics that will work together creating more personalised and increasingly automated responses. When prior knowledge components are secure, pupils can, for example, say what they are packing for a holiday using clothing nouns with a possessive adjective and a colour adjective to describe items in detail.
- Cumulative dysfluency
 - When pupils are unable to respond as they do not have automaticity. They have not had enough opportunities to recall and embed the core language over a variety of topics and have yet to master basic grammar. Pupils are unable to use that knowledge and give responses with confidence, accuracy and fluency.
- Cumulative sufficiency
 - Ensuring core vocabulary and basic grammar is taught and embedded over a period of time so that pupils really understand what they are learning and can apply this knowledge in different contexts going forward.
- Deep structure
 - Understanding better how a sentence works in the foreign language. Gender, word order, adjectival agreement etc.
- Dictogloss
 - A form of dictation where pupils reconstruct a simple text by listening and noting key words. Using these key words to reconstruct the text they have heard.
- Substantive knowledge
 - The parts that make language. These cannot be separated from disciplinary knowledge (see below) when learning a language. This is the factual content we wish the pupils to learn - grammar, vocabulary, phonics, cognates, the list of vocabulary, a list of grammar points, the bank of phonemes etc.
- Disciplinary knowledge
 - Using the substantive knowledge (see above) to communicate and work out meaning in the foreign language. This demonstrates real knowledge about the language being studied. Examples include:



- Nouns have gender.
- Adjectives agree.
- Determiners and possessives can be dependant on the gender of the noun.
- An understanding of the individual phonemes that make up the language and need to be learnt to facilitate meaning and understanding.
- The vocabulary listed in each topic that will be placed in a sentence with a conjugated verb.
- Describing nouns and remembering to apply adjectival agreement when/if necessary.

Disciplinary knowledge cannot be separated from substantive knowledge. They two work hand in hand when learning languages.

- Memory

- Understanding that words go into short-term memory first but need to be placed in long-term memory, ready to be used with increasing accuracy, speed and fluency. Short-term memory will not create automaticity. Cognitive overload will hinder long-term memory acquisition.

- Modalities

- The different forms in which language can occur - written and oral modality. The foreign language in written modality is for reading and writing activities and in oral modality for spoken (oral) and listening activities (aural). Physical modality (using gestures to convey meaning) is also a modality when learning a foreign language.

- Phonics

- Understanding the relationship between spoken and written language to read with higher accuracy and understanding. How that may differ significantly in the foreign language when compared to our mother-tongue language. Understanding better the relationship between letters and the sounds they make. Understanding better the impact of accent marks on letters in the foreign language.

- Progression model

- The start and end point that will lead each pupil to a certain level of competence in each lesson, unit and teaching type. Effectively it is how the pupils can show progress. This can be seen clearly using the Language Angels Tracking and Progression Tool. We can see what pupils are expected to do and are actually able to do using the data / statements generated when assessments are completed.

- Schema

- How we organise knowledge into categories of information and the relationships between them. This structural outline schema could be the overall SoW and long-term overview supported by our planning documents (knowledge organisers, pupil learning sheets, vocabulary lists, grammar mapping etc). This will show when pupils will be taught a unit, how and why it is taught at that particular time in the SoW and how the knowledge links, develops and progresses.