

Research to inform practice: OFSTED LANGUAGES RESEARCH REVIEW (JUNE 2021): <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-languages-education>

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

Ofsted recognises that there is no single way of achieving high-quality language education. The review explores the factors that might explain variation in quality and outlines why good curriculum design is crucial to ensuring that pupils securely learn the vocabulary, grammar and phonics that will allow them to manipulate the language for themselves.

The review identifies some common features of successful approaches to languages education:

- The curriculum is carefully planned around logical pupil progression in the '3 pillars' of language: phonics, vocabulary, grammar – and the interplay between them.
- Teachers' use of the language being taught is carefully planned and tailored to build on pupils' ability and prior knowledge.
- Teachers create opportunities for pupils to practise using the target language, helping them to remember long term the language structures they need to communicate in an unscripted way.
- When authentic texts are used, they are well chosen for their linguistic content and level. Teachers plan their use carefully, ensuring that 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.
- Assessments are carefully designed to align to a clearly structured and sequenced curriculum.
- School leaders are committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.
- There is a well-considered transition process between primary and secondary school, and a curriculum that builds step by step across key stages.

Building Modern Foreign Languages French Knowledge in EYFS & Key Stage 1

	Reception	Year 1	Year 2
Listen	<p>Chn will be able to: Start to respond to simple, known songs with gestures.</p> <p>Start to notice the difference in sounds. Follow a story in French, using visual prompts.</p>	<p>Chn will be able to: Respond to simple, known songs with gestures. Follow and repeat actions for the vowels: A, e, i, o, u Respond with actions to stories read aloud (that they may already know in English).</p>	<p>Chn will be able to: Respond to a variety of known and new songs with gestures to show understanding.</p> <p>Understand simple classroom commands.</p> <p>Start to understand a few descriptive adjectives: grand; petit.</p>
Speak	<p>Chn will be able to: Enjoy making different sounds and know that this is French. Start to learn colours. Start to learn greetings. Can sing simple Joyeux Anniversaire. Can understand numbers 1 – 5.</p>	<p>Chn will be able to: Practise French vowel sounds through songs and games. Identify colours. Exchange simple greetings. Sing the Happy Birthday song in time with the rest of the class. Understand numbers 1 – 10.</p>	<p>Chn will be able to: Sing along with the Alphabet song. Practise French sounds through songs and games, including 'tricky' consonants. Correctly identify colours. Ask and respond to the question Ça va? Say the month of their birthday. Count from 1 - 20</p>
Read	<p>Chn will be able to: Notice the links between French and English months.</p>	<p>Chn will be able to: Understand the months and point to when their own birthday falls.</p>	<p>Chn will be able to: Pick out key words from familiar stories read aloud. Start to identify cognates.</p>
Write	<p>Chn will be able to: Start to copy French words. Start to notice the differences between French and English (accents).</p>	<p>Chn will be able to: Copy French words & start to include accents. Notice the differences between French & English (accents).</p>	<p>Chn will be able to: Copy French words and include accents. Notice the differences between French and English (accents).</p>

Building Modern Foreign Languages French Knowledge in Key Stage 2

	KS2 Programme of Study 2014	End of Year 3	End of Year 4	End of Year 5	End of Year 6
	Listening				
L1	Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in French	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts.
L2	Link the spelling, sound and meaning of words	Apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)	Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Il est né), birthday songs	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.
	Speaking				
S1(a)	Ask and answer questions	Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) Comment ça va? (How are you?) Comment tu t'appelles? (What do you call yourself?) Je m'appelle (I call myself) Quel âge as-tu? (How old are you?) J'ai...ans. (I am ...years old) Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse, j'ai... (In my pencil case I have...) Tu as un/une...? (Do you have a...?) Comment dit-on... en anglais/en français? (How do you say ... in English/French?) Tu as un animal? (Do you have a pet?) Quel est ton animal favori? (Which is your favourite animal?)	Ask / answer questions about birthdays, ages, dates, times, simple maths Comment ça se dit en français? (How do you say that in French?) C'est de quelle couleur? (What colour is?) Combien de ... y a-t-il? (How many... are there?) Quel jour sommes-nous? (What day is it (today)?) Quelle est la date aujourd'hui? (What date is it (today)?) Quelle est la date de ton anniversaire? (When is your birthday?) Comment il s'appelle? Comment elle s'appelle? (What is he/she called?) Comment ça s'écrit? (How do you spell that?) Est-ce que tu as.....? (Do you have..?) Tu as les yeux de quelle couleur? (What colour are your eyes?) Et tes cheveux? (And your hair)	Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things Quelle heure est-il? (What time is it?) Il est une heure. Il est cinq heures. (It's one o'clock, It's five o'clock) A quelle heure prends-tu ton petit déjeuner? (What time do you have breakfast?) Qu'est ce que tu manges au petit-déjeuner? (What do you have for breakfast?) A quelle heure prends tu ton déjeuner au collège ? (What time do you have lunch in school?) A quelle heure déjeunes-tu/ prends tu ton goûter/ dînes-tu? (What time do you have lunch, have tea, have dinner?) Ça se prononce comment? (How do you pronounce?) Quel(s) sport(s) fais-tu? (What sports can you play?) Quel(s) instrument(s) de musique joues-tu?(What instrument do you play? Quel(s) instrument(s) de musique sais-tu jouer? (What instrument can you play?)	Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals Quel temps fait-il? (What's the weather like?) Où habites-tu? (Where do you live?) D'où viens-tu? (Where do you come from)? Quelles langues parles-tu? (What languages do you speak?) Est-ce qu'il y a...? (Is there...?) Qu'est qu'il y a(What is there...?) Où est.....? (Where is?) Qu'est ce-que tu portes? (What do you wear?)

S1(b)	Express opinions and respond to those of others		Use: A mon avis (In my opinion), je crois que (I think that)	Tu aimes ...? (Do you like?) Qu'est-ce-que tu aimes manger/boire?(What do you like eating / drinking) Qu'est ce que tu préfères au collège? Pourquoi est-ce que tu aimes ... ?(Why do you like..?)	Tu aimes...? (Do you like...?) Pourquoi aimes-tu..? (Why do you like..?) Qu'est ce-que tu penses de...? (What do you think of...?)
S1©	Ask for clarification and help	Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème	Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider?	Signal a problem: Monsieur/ madame j'ai un problème... Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? Ask for other things: Est-ce que je peux travailler avec ...?	Signal a problem: Monsieur/ madame j'ai un problème... Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? Ask for other things: Est-ce que je peux travailler avec ...?
S2	Speak in sentences	Use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is	Use these sentence structures: Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le - --- de... (Hier c'était le de / Demain ce sera le de) Ca commence à.... / Ca finit à.... C'est..... / Ce n'est pas Il y a.../ il n'y a pas (de).....	Say what sports you play using "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis". Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Say what you eat and drink and when Say what you like to eat and drink using 'j'aime manger/boire'	Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Use the 3rd person of key verbs to say what other people do. To talk about the weather. To say where you live. Talk about your town.
S3	Describe people, places, things and actions orally (to a range of audiences)	Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story	Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs	Describe actions: eating / drinking at different times, playing sports and instruments	Describe the key geographical features of France Describe where things are Describe the where you live. To say what you wear.
Reading					
R1	read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	My Birthday Story in French / Pocoyo video questions Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
R2	appreciate stories, songs, poems and rhymes in the language	Join in confidently with the classroom instructions song, greetings song, phonics song, Ours Brun story, tongue	Numbers song, birthday and Christmas songs, Alain le Lait & Pocoyo video	Film clips on sports and food in France/ Belgium/Switzerland	French film: Kirikou. French poems.

		twisters, Old Macdonald song	episodes, months / days rhymes		
R3	read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce place names when reading aloud from text or from a map. To read a text using knowledge of phonics.
R4	understand new words that are introduced into familiar written material	Enjoy stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Encore (again!) / Tout le monde est prêt? – j'arrive (- Coming ready or not!) / birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets		adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions
R5	use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).
	Writing				
W1	write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short- term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to videos) Write ' My birthday is on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label maps – using il y a/ il n'y a pas with confidence to write sentences from memory
W2	adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Brown Bear story to change colour – animal combinations in sentences with J'ai un/une Include simple connectives 'et' (and) and	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using ' je vais + verbs', time exercise	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model. Write a short text about where you live. Create a conversation about yourself.
W3	describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Describe house and home Make birthday cards, Design invites,	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory)

Grammar					
G1	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)		Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jouer au/à la& faire du/de la	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
G2	Singular and plural forms of nouns	Form plural nouns	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural		Some irregular plurals learnt.
G3	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use of plural nouns	Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender.	Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.
G4	Conjugation of key verbs (and making verbs negative)	Use j'ai, je n'ai pas de, c'est, ce sont	Use adjectives (agreement and position) with more confidence	Use all persons MANGER/BOIRE Use 1st/2nd person PRENDRE (le petit déjeuner) Use all persons FAIRE / JOUER Use j'aime + manger/ boire/ jouer/ faire	Use 'il y a'
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).	Create greater variety of sentences using the key verb forms from Y3. Use il y a / il n'y a pas de and c'est / ce n'est pas... Retell story with 3rd person ER verbs (non- explicit focus) Use future tense (je vais + infinitive verb), infinitives	Use days of the week (les lundis, etc..)	Use the verbs être and aller