

Leading language learning with confidence and credibility.

Key Take Aways from TTLH and BEP's Primary Specialist Network Event.  
Thursday 20<sup>th</sup> June 2025

1

What does progress look like in primary language lessons?

The [KS2 primary programme of study](#) tells us that by the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the POS.



The programme of study gives schools freedom to plan their own curriculum using clearly defined underpinning aims and objectives. Schools can choose how they achieve this, which language they teach and the phonics, vocab, grammar and topics they study.

The curriculum is the progression model.

2

What do we mean when we say the curriculum is the progression model?

If children are being **taught the planned curriculum**, they can demonstrate **an increasing level of knowledge** about the planned curriculum, and can **apply this knowledge** to their learning, **they are making progress**.

**BUT**

1. The planned curriculum must clearly lay out what children need to know and be able to do.
2. The planned curriculum must be ambitious.
3. The planned curriculum must be coherently sequenced.
4. There must be opportunities to determine whether children genuinely know more, understand more and can do more.

3

In order to determine whether progress is being made the curriculum leader needs to consider:

### Intent

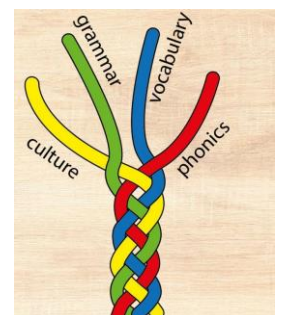
The ATLP Primary French curriculum has been designed and sequenced to develop:

**Confident Communicators** who can ask and answer questions as well as giving justified opinions about a range of topics.

**Curious Citizens** who are interested in and tolerant of the cultures, lifestyles and experiences of others.

**Lifelong Linguists** who understand how learning a language enriches their life and develop the knowledge and skills to learn other languages in the future.

- The intent of the curriculum. To what extent are children becoming more skilled in the bigger picture goals?
- The three pillars of language teaching. Are children developing their knowledge of phonics, vocab and grammar? What about culture?
- What has come before? What is being taught now? What's the intended end point?
- The effectiveness and reliability of the assessment mechanisms.



4

What should a subject leader be looking for during a book-look?

Are lessons being taught on a regular basis?

Does the information recorded in books support children to retrieve the most important content?

Can children use their book as a learning resource?

Is there evidence of progress from their starting point?

If there are gaps in children's books, what does this tell you?

Are children receiving regular feedback? What does this look like? Is it in line with school policy?



### 5 During a lesson drop-in a subject leader should:

- Be warm, friendly, non-judgemental. Remember how you feel when someone pops into your lessons.
- Observe the teacher, the children and the how the resources are being used.
- Consider the lesson from a child's perspective.
- Look in the children's books. Look at previous work. Look at the level of scaffold or support for tasks. Consider progress over time from start of the year to the current point? What's the purpose of the tasks which have been set?
- Is there a clear record of the target language words the children want to produce themselves?
- Think about engagement. Who's doing all of the work? The teacher or the children? Are there opportunities for students to practise using language? Are there opportunities for children to talk in the target language? Are there opportunities for deeper thinking?
- Talk to the children. Do the children know what they are doing?
- Does the teacher pick up on misconceptions? How do they address these? How do they support children to make links with previous learning?

### 6 What happens after a lesson drop-in? Consider how you want to feedback to your staff.



- Always start with the positives.
- Tell other leaders in your school know about the good practice you have seen.
- Choose one area to develop. What's going to have the biggest impact on pupil progress and teacher confidence? In languages this is often support with pronunciation or grammatical knowledge.
- Consider the best mechanism to upskill your teachers.
  - Whole school CPD
  - Small groups - ore experienced / less experienced staff paired together
  - 1:1 instructional coaching meetings.

### 7 What can a languages subject lead do to raise the profile of languages in their school?

#### European Day of Languages 26<sup>th</sup> September 2025



[Visit the EDOL website for more ideas.](#)

- Language of the half-term
- Theme day – French / Spanish. Include parents from the community.
- Do the register in different languages.
- School dinners. Try food from other countries. Opportunity for cross-curricular links.
- French café. Year 6 act as the waiters for year 3 / or for their parents.
- Multi-lingual signs across the school
- Welcome sign written in the languages that are spoken in the school.
- Posters that raise the profile of languages. Why do we learn a language? What can it do for me now and in the future? In every classroom.

### 8 What about transition?

Key questions:

1. What do you want **the legacy** of your language provision to be as your pupils move to Year 7?
2. How can we find ways to build **mutually beneficial relationships** between primary and secondary language teachers?
3. How might any language transition work build better **curriculum and pedagogy bridges**?

#### Galton's Bridges of Transition



The Bureaucratic Bridge



The Social / Personal Bridge



The Curriculum Bridge



The Pedagogy Bridge



The Management of Learning Bridge