Languages Feedback Prompts

Trainees have various backgrounds in language learning and may not be competent in the school's specific target language. Nevertheless, it is important for trainees to observe teaching and learning taking place in language lessons (maybe in another key stage to their professional practice).

We have provided trainees with the username and password for a commercial scheme called Language Angels. They are encouraged to use this in school as it provides sound files and models excellent pronunciation to support them and your pupils as well as having clear sequenced progression of learning and assessments planned.

Evidently if school has an alternative platform and/or scheme of work, then please encourage the trainee to use this as you see fit, according to their professional development needs.

Component knowledge

Vocabulary in various topic areas, gender of nouns, how to form plurals, adjectival agreement, connectives, the main grapheme-phoneme correspondences, word-order, subject-verb agreements (high frequency verbs).

Composite knowledge

There should be a balance in the 4 modalities (or skills) of speaking, listening, reading and writing in the target language during KS2.

Discourse competence should be occurring for pupils to show "substantial progress" in KS2. Progress may look like this: word-phrase-simple sentence- complex sentence and small paragraphs.

Socio-linguistic competence is addressed to consider diverse cultural contexts and appropriate use of language register (formal/informal pronouns and verb conjugations).

Pragmatic competence is an effective focus to combat the issues surrounding minimal lesson time for languages. Trainees are encouraged to use language with pupils for real life purposes (e.g. in cross curricular contexts and daily classroom routines).

Grammar - pupils should be able to build up their grammatical knowledge and accuracy to understand the different aspects and be able to apply them in new utterances.

Phonics - increasingly accurate pronunciation. Being able to make phoneme-grapheme links when linking reading and speaking skills.

Effective approaches

Plan to enable pupils to progress in (at least one skill of) listening, speaking, reading and writing within each lesson. There should be a balance of skills overall in the sequence of learning, linked to one or more of the [NC aims.](#)
Support children to practise their language skills with engaging activities
Utilise the learning environment and resources to enhance primary languages including learning outside the classroom where appropriate
Provide feedback to pupils that is related to children's learning in languages linked to the learning objectives
Adapt teaching to enable equitable access of all learners to the language curriculum. These adaptations should consider pupils' prior learning, attainment and provide challenge for all learners
Vocabulary - Use different approaches such as modelling, physical actions, word banks, repetition techniques and song/rhyme to help pupils remember vocabulary
Phonics - Model correct grapheme phoneme links in the taught vocabulary, using Language Angels or an alternative platform for pronunciation support if necessary
Grammar - Use different resources such as knowledge organisers, visual representations and working walls, to help pupils understand grammatical concepts and be able to apply these so pupils can create new spoken and written communication