**Primary 5-11 / Primary Early Years 3-7 Curriculum Map (Languages)**

***Post Graduate Programme***

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| **University Curriculum** |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** **An introduction to primary languages****(2 hrs)** | * the rationale behind including languages in primary school and EYFS
* the main messages from the NC for languages (2014) and consider some challenges and implications for your practice
* how to break down composite knowledge from NC aims into component knowledge
 | 1.63.14.2 | 4a | [What can languages offer a primary school?](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n2.i142.html#page_26) (pgs 31-49)[National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions.National curriculum quiz. |
| **Session 2** **Best practice principles****(2 hrs)** | * The 4 modalities of speaking and listening (oracy), reading and writing (literacy)
* The 3 pillars of primary language are essential for best practice
* How research informs discussions surrounding best practice
 | 2.2, 2.3, 2.4, 2.7, 2.83.9, 3.103.3, 3.7 | 1a | [Research review series: languages - GOV.UK (](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)[www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)[**Clare Seccombe's**](https://changing-phase.blogspot.com/) **discussions on Vocab, Phonics, Grammar and cultural awareness and understanding**[Ripl summary of Porter (2014)](https://ripl.uk/wp-content/uploads/2020/02/RiPL-Summary-Porter-2014.pdf) (phonics)[Lit review and research](https://www.jbe-platform.com/content/journals/10.1075/ltyl.00003.but) on vocab[CELTA- What do you need to consider when you are teaching vocabulary?](https://youtu.be/91CgQ5Vah-k) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 3****Teaching and learning in oracy and literacy****(2 hrs)** | * Various ways to present language to pupils
* Strategies for pupils to practise their oracy and literacy
* How to adapt your teaching and have a positive classroom environment to support progress across KS2, supporting pupils with SEND and EAL and using effective grouping
* Some formative assessment approaches
 | 2.2, 2.3, 2.4, 2.7, 2.83.9, 3.10, 4.85.3, 5.7 | 3u1a, 3d, 4e1a,1c6a, 6g | Jones and Coffey 2017. Modern Foreign Languages 5-11. Chapter 4- Teaching the four skills: Practical ideas and activities. | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 4****Planning****(2hrs)** | * How to create a stand-alone learning episode, from a MTP drawing on best practice principles and consideration of behaviour management
* How planning and teaching expectations may differ according to school context
* That a whole school approach to languages’ planning is necessary to ensure “substantial progress.”
 | 7.1, 7.23.3, 3.7 | 1a, 2c, 2e, 2k, 4e8d | [**Assessment considerations**](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n8.i584.html#page_169)pgs 169-187 (How do I know if the children are learning?)Teaching languages in the primary school Chapter 8 e-book | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 5****Toolkit for your developing practice****(2hrs)** | * How to self-assess your confidence and substantive knowledge of primary languages and set targets for your subject knowledge development
* How to reflect on best practice as well as the planning process and offer colleagues supportive and constructive feedback
* How to access support for your ongoing professional and subject knowledge development
 | 3.28.3 | 4i8c | [Language audit](https://docs.google.com/document/u/0/d/1RIHHMo7vmWf8md2cwz_8_2HCnlofyk7mH1Oj3yRy4_I/edit)[Primary Languages Network](https://primarylanguages.network/)[Home (languageangels.com)](https://www.languageangels.com/schools/) | Self-assessment via auditObservation of trainee discussions, asking targeted questions and addressing any misconceptions.End of module quizInterventionEnd of module evaluation |

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| **School Based Curriculum – Introductory Phase** |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.**Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.**Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.**Assessment :** Check prior knowledge and understanding during lessons.**Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages.Understand how the school delivers the primary languages’ statutory requirementsCan use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.Can observe an expert practitioner teach primary languages.Can plan, deliver and evaluate a language learning episode | 2.2, 2.3, 2.4, 2.7, 2.8, 3.9, 3.10, 3.3, 3.73.17.1, 7.23.3, 3.7 | 3c, 3f8d1a, 2c, 2e, 2k, 4e | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)[What can languages offer a primary school?](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n2.i142.html#page_26) (pgs 31-49)Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)[Language Angels](https://www.languageangels.com/schools/) | Weekly Development Summary Lesson ObservationsLink Tutor discussions |

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| **School Based Curriculum – Development Phase** |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.**Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons.Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects. Plan, as appropriate, one lesson / group activity in all remaining subjects.**Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects. **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues**Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages.Understand how the school delivers the primary languages’ statutory requirementsCan use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.Can observe an expert practitioner teach primary languages.Can plan, deliver and evaluate a language learning episodePlan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge | 2.2, 2.3, 2.4, 2.7, 2.8, 3.9, 3.10, 3.3, 3.73.17.1, 7.23.3, 3.7 | 3c, 3f8d1a, 2c, 2e, 2k, 4e | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)[What can languages offer a primary school?](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n2.i142.html#page_26) (pgs 31-49)[Language Angels](https://www.languageangels.com/schools/)Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)Jones and Coffey 2017. Modern Foreign Languages 5-11. Chapter 4- Teaching the four skills: Practical ideas and activities. | Weekly Development Summary Lesson ObservationsLink Tutor  |

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| **School Based Curriculum – Consolidation Phase** |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.**Planning :** Plan a sequence of lessons in all core and foundation subjects.**Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects. **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.**Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how the school delivers the primary languages’ statutory requirementsCan use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.Can observe an expert practitioner teach primary languages.Can plan, deliver and evaluate a language learning episodePlan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledgeDiscuss the following with the school’s language subject leader/co-ordinator:How pupils are assessed in languages- formatively and summativelyHow pupil progress is recorded and how teachers respond to this data in their planning and/or pre-teaching and interventions. | 3.17.1, 7.23.3, 3.76.1, 6.5, 6.6 | 3c, 3f8d1a, 2c, 2e, 2k, 4e6a, 6e, 6g6c | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)[Language Angels](https://www.languageangels.com/schools/)Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)[**Assessment considerations**](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n8.i584.html#page_169)pgs 169-187 (How do I know if the children are learning?)Philip HoodTeaching languages in the primary school, 2019Chapter 8 e-book | Weekly Development Summary Lesson ObservationsLink Tutor  |