**Primary 5-11 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)** | * To know the rationale behind including languages in primary school and EYFS
* To understand the main messages from the NC for languages (2014) and consider some challenges and implications for your practice
* To be able to break down composite knowledge from NC aims into component knowledge
* To know that a whole school approach to languages’ planning is necessary to ensure “substantial progress.”
* To understand that commercial schemes such as Language Angels can support our ongoing substantive knowledge development ie language abilities in Vocab, Phonics and Grammar.
 | 1.6, 2.2, 2.3, 2.4, 2.7, 2.8, 3.10, 4.2 | 4e | [What does language learning offer a primary school?](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408532)(Chapter 2 pgs 14-41) Hood and Tobutt (2015) Teaching Languages in the Primary School. Access via DiscoverMore EHU as an ebook. [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 -username and password | Observation of trainee discussions, asking targeted questions and addressing any misconceptions.National curriculum quiz. |
| **Session 2** **Best practice principles: teaching, learning and planning in oracy****(2 hrs)** | * To understand the 3Ps pedagogical model: present, practise, production.
* To know how research informs discussions surrounding best practice in primary languages (3 pillars of Vocab, Phonics and Grammar)
* To know various ways to present language to pupils
* To understand some strategies for pupils to practise their speaking and listening skills in a positive, supportive, inclusive classroom
* To understand how to adapt teaching to support learning and “substantial progress” across KS2
* To know some formative and summative assessment approaches
 | 2.8, 3.1, 3.7, 3.9, 3.104.85.1, 5.2, 5.3, 5.4, 5.5, 5.7,6.1-7,7.1, 7.2 | 1a,1b,1c,5b6a | [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 understandingJones and Coffey 2017. Modern Foreign Languages 5-11. Chapter 4- Teaching the four skills: Practical ideas and activities.[How do I know if the children are learning?](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408532) Hood and Tobutt (2015) Teaching Languages in the Primary School. Access via DiscoverMore EHU as an ebook. **P**gs 149-174  | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 3 Best practice principles: teaching, learning and planning in literacy**1. **hrs)**
 | * To know some strategies for pupils to practise their reading and writing skills
* To be able to create a stand-alone learning episode
* To be able to reflect on best practice as well as the planning process to offer colleagues supportive and constructive feedback
* To know how to access support for your ongoing professional and subject knowledge development
 | 2.2, 2.3, 2.4, 2.7, 2.83.2, 3.3, 3.73.10, 4.85.1, 5.2, 5.3, 5.4, 5.5, 5.76.1-78.1, 8.2 | 1a, 1b, 1c,2c, 2e, 2k, 3d, 3u, 4e, 4i5b, 6a, 6g8c, 8d, 8e | Blackboard toolkitPlanning padlet[Language audit](https://docs.google.com/document/u/0/d/1RIHHMo7vmWf8md2cwz_8_2HCnlofyk7mH1Oj3yRy4_I/edit)[Home (languageangels.com)](https://www.languageangels.com/schools/) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions.End of module evaluation.Self-assessment: audit |

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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 | 1.6, 2.2, 2.3, 2.4, 2.7, 2.8, 3.10, 4.2 | 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 does language learning offer a primary school?](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408532)(Chapter 2 pgs 14-41) Hood and Tobutt (2015) Teaching Languages in the Primary School. Access via DiscoverMore EHU as an ebook.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 discussionsDiscussions with expert colleagues |

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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 episodeCan plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge | 2.8, 3.1, 3.7, 3.9, 3.104.85.1, 5.2, 5.3, 5.4, 5.5, 5.7,7.1, 7.2 | 1a,1b,1c,5b6a | [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/)[**Clare Seccombe's**](https://changing-phase.blogspot.com/) discussions on Vocab, Phonics, Grammar and cultural awareness and understandingJones and Coffey 2017. Modern Foreign Languages 5-11. Chapter 4- Teaching the four skills: Practical ideas and activities.[How do I know if the children are learning?](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408532) Hood and Tobutt (2015) Teaching Languages in the Primary School. Access via DiscoverMore EHU as an ebook. **P**gs 149-174 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) | Weekly Development Summary Lesson ObservationsLink Tutor discussionsDiscussions with expert colleagues |

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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 episodeCan plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledgeCan discuss 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. | 2.2, 2.3, 2.4, 2.7, 2.83.2, 3.3, 3.73.10, 4.85.1, 5.2, 5.3, 5.4, 5.5, 5.76.1-78.1, 8.2 | 1a, 1b, 1c,2c, 2e, 2k, 3d, 3u, 4e, 4i5b, 6a, 6g8c, 8d, 8e | [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)[**Clare Seccombe's**](https://changing-phase.blogspot.com/) discussions on Vocab, Phonics, Grammar and cultural awareness and understandingJones and Coffey 2017. Modern Foreign Languages 5-11. Chapter 4- Teaching the four skills: Practical ideas and activities.[How do I know if the children are learning?](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408532) Hood and Tobutt (2015) Teaching Languages in the Primary School. Access via DiscoverMore EHU as an ebook. **P**gs 149-174  | Weekly Development Summary Lesson ObservationsLink Tutor discussionsDiscussions with expert colleagues |