**Primary Curriculum Map (Languages)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1**  **An introduction to primary languages.** | * To understand the rationale for including teaching languages in the early years of primary school * To understand the 12 aims of 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 understand how to self-assess your confidence and substantive knowledge of primary languages and set targets for your subject knowledge development * To know how to use a scheme like Language Angels to support your teaching and learning | 1.1, 1.2, 1.6, 1.7  2.2, 2.3, 2.4, 2.7, 2.8  3.1, 3.2, 3.10,  4.2  8.1, 8.2 | 2e,  3a, 3f, 3h | [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)  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)  [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.    **Clare Seccombe's** [**Changing phases blog**](https://changing-phase.blogspot.com/)    [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)  Jones 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    [Primary Languages Network](https://primarylanguages.network/)    [Home (languageangels.com)](https://www.languageangels.com/schools/)  Username and password given | Quizzes  Subject knowledge audit- reflections and target setting  Group discussions and feedback  Addressing misconceptions in sessions  Targeted questioning  Self and peer assessment of planning drafts |
| **Seminar 2**  **Best practice principles in primary languages.** | * To understand that the 4 modalities of speaking and listening (oracy), reading and writing (literacy) must be incorporated over time to show “substantial progress” * To know that the 3 pillars of primary language are essential for best practice – Vocab, Phonics and Grammar * To know that the 3 Ps is a useful pedagogical model (presentation, practice, production) for beginning language teachers * To understand how research informs trainees’ critical understanding of best practice * To understand how daily routines in school can enhance language acquisition, supporting pragmatic competence in the target language * To know the difference between explicit, direct instruction/ language learning and implicit language acquisition | 2.2, 2.3, 2.4, 2.7, 2.8  3.5, 3.9, 3.10,  3.3, 3.7 | 1b, 1c, 1e,  2h, 2i, 2k,  3k,  8d, |
| **Seminar 3**  **Development in primary languages: oracy.** | * To know some activities for pupils to practise their listening and speaking skills * To understand how teaching can be adapted for pupils to make substantial progress in KS2 languages * To know how to use your TA and effective grouping to support inclusion-SEND/EAL pupils * To understand how Total Physical Response can support effective teaching and learning (listening and responding) and some critical considerations for the classroom * To know some techniques for formative and summative assessment in primary languages * To understand how to use a scheme such as Language Angels to support classroom oral practice | 2.2, 2.3, 2.4, 2.7, 2.8, 3.1, 3.2, 3.3 3.7, 3.9, 3.10  4.8  5.1, 5.2, 5.3, 5.4, 5.5, 5.7  6.1-7,  7.1, 7.2, 7.4 | 1a,1b,1c, 1e, 1f  2a, 2b, 2c, 2d, 2e, 2g, 2k,  3d,  4e, 4i  5a, 5b, 5e, 5p  6a, 6g, 6o |
| **Seminar 4**  **Development in primary languages: literacy.** | * To know some activities for pupils to practise their literacy * To know how to use resources to support effective learning and encourage confidence as well as developing independence in language learning * To understand how teaching can be adapted for pupils to make substantial progress in KS2 languages * To know some techniques for formative and summative assessment in primary languages * To understand the importance of phonics and linking the skills of reading and speaking * To understand how to use a scheme such as Language Angels to support classroom practice in literacy | 2.2, 2.3, 2.4, 2.7, 2.8  3.2, 3.3, 3.7  3.10, 4.8  5.1, 5.2, 5.3, 5.4, 5.5, 5.7  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 | 1a,1b,1c, 1e, 1f  2a, 2b, 2c, 2d, 2e, 2g, 2k,  3d, 3u, 3r, 3t,  4e, 4i  5a, 5b, 5e, 5j  6a, 6g, 6o |
| **Seminar 5**  **Effective lesson planning in primary languages** | * To know how to create a stand-alone learning episode, from a MTP drawing on best practice principles and consideration of behaviour management * To know how planning, teaching and assessment expectations differ according to school context * To understand that a whole school approach to languages’ planning is necessary to ensure “substantial progress.” * To know how to reflect on best practice regarding the planning process and offer colleagues supportive and constructive feedback | 3.7  4.2, 4.3, 4.4, 4.6, 4.8. 4.9  5.4, 5.5, 5.6, 5.7, | 2a, 2b, 2d, 2f,  3d, 3p,  5l, 5o  6a, 6e, 6g, 6n  8c, 8e, 8o |
| **Seminar 6**  **Intercultural awareness and understanding** | * To understand how to adopt and celebrate an inclusive approach of cultural awareness and understanding * To know how to challenge stereotypes and consider diversity in the languages’ curriculum * To be able to research and celebrate aspects of TL cultures ie. celebrations, traditions, music, history, arts * To be able to review subject knowledge, reflect and set meaningful, measurable and specific targets for your own substantive and pedagogical development * To understand how to access support for your ongoing professional and subject knowledge development. | 8.1, 8.2, 8.3 | 1e,  8b, 8e, 8f, 8g |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**   Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.  **Planning:**  Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.  **Teaching:**  Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver group/whole class teaching.  **Assessment:**  Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.Discuss and analyse specific components with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 requirements    Can 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 and deliver a language learning episode | 1.1, 1.2, 1.6, 1.7  2.2, 2.3, 2.4, 2.5  3.1, 3.2, 3.7, 3.9  4.7,  5.1, 5.2, 5.3, 5.4, 5.5  8.1, 8.2, 8.5 | 1b, 1c, 1e,  2i,  3f, 3r, 3s, 3t,  5j, 5p  8d, | 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 [Changing phases blog](https://changing-phase.blogspot.com/)    [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) (vocab)    [CELTA- What do you need to consider when you are teaching vocabulary?](https://youtu.be/91CgQ5Vah-k)  Jones 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  [Language audit](https://docs.google.com/document/u/0/d/1RIHHMo7vmWf8md2cwz_8_2HCnlofyk7mH1Oj3yRy4_I/edit)    [Home (languageangels.com)](https://www.languageangels.com/schools/) | WDS discussions with mentor.  Link tutor observations.  Trainee reflections and target setting. |