# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand Languages - Postgraduate Programmes**

**Curriculum Vision:**

Languages’ provision requires our trainees to consider their own starting point and build their confidence to teach them effectively in the primary setting. We seek to provide a solid understanding of the curriculum and arising issues from discussions around best practice. Trainees will consistently consider how languages enrich the personal development and life chances of all pupils, irrespective of social, economic background and increase their social, cultural and economic capital.

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | the content and implications of the National curriculum for Languages (LT3.1) | | to explain their rationale of why we should teach languages to young learners | | Intent |
| best practice principles in teaching languages- component knowledge of vocabulary, phonics and grammar (LT3.9,10) | | to adapt teaching to address individual learning needs and to make them age appropriate, considering progress across KS2 (LT5.3,7) | |  |
| there needs to be a balance of the modalities of speaking, listening, reading and writing as pupils’ language learning progresses (LT3.3,7) | | to plan a learning activity to teach an aspect of primary languages | |  |
| the importance of reinforcing grapheme/phoneme links when teaching the language skills of speaking and reading to support good pronunciation (phonics) (LT3.9,10) | | to reflect on their language learning background and self-assess their confidence levels to identify their strongest linguistic abilities and target priority areas for development, via an audit | |  |
| incorporating daily opportunities for languages into routine classroom life improving pragmatic competence, (LT2.2,3,4,7,8; LT4.8) supports pupils’ longer-term memory | | to use cross-curricular approaches to make creative, holistic learning opportunities to provide a broad and balanced curriculum (socio-linguistic and pragmatic competencies) (LT2.2,3,4,7,8; LT4) | |  |
| **Assessment** | **Assessment** | | | |  |
| Formative strategies used in sessions via tutor and other trainees, including hinge questions, quizzes and feedback responding to misconceptions in group discussions.  Self-assessment via the languages’ audit. | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| The National curriculum’s main messages for languages and the national context for primary languages (LT3.1). | Good practice principles in language teaching including, how the pillars of vocabulary, phonics and grammar, socio-linguistic, pragmatic and discourse competence are central considerations to supporting pupil progress (LT1.1; LH4.15; 4.15). | | Plan learning activities for pupils to practise their oral and literacy skills (LH 2.7; 2.11). |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
| * **Language Trends survey, 2022** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Schools differ in their choice of language, mode of delivery, planning, assessment and resources for languages | languages couldbe covered in a school's curriculum plan to ensure “substantial progress” in one language  (The curriculum as progression: understanding progression within specific strands of the subject LT3.1; LH3.8) | | Schools differ in their choice of language, mode of delivery, planning, assessment and resources for languages | | To identify component and composite knowledge with a view to understanding the sequencing of learning, building on prior knowledge (LT2.2, 2.6; LH2.1, 2.4, 2.7, 2.8; LT3.7, LH6.5) | | Intent |
| A positive, inclusive and encouraging learning atmosphere is important when teaching primary languages (LT1-6) | to use the school’s medium-term plans, identify component and composite knowledge with a view to understanding the sequencing of learning | | A positive, inclusive and encouraging learning atmosphere is important when teaching primary languages (LT1-6) | | How languages can enhance pupils’ cultural capital (LT1.1, 1.2, 1.3, 1.4, 1.5, 1.6; LH1.5) | |
|  | to adhere to school’s protocols regarding primary languages | |  | | how Languages couldbe covered in a school's curriculum plan to ensure “substantial progress” in one language  (The curriculum as progression: understanding progression within specific strands of the subject LT3.1; LH3.8) | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| **Trainees add their reflections to their teaching files as applicable.**  **Formative feedback from mentors where appropriate** | | | **Trainees add their reflections to their teaching files where appropriate.**  **Formative feedback from link tutors where applicable** | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| that children’s prior knowledge must be understood and built on when planning and delivering a learning experience (LT4.2). | | that pupils’ component and composite knowledge must be carefully sequenced when planning a learning experience (LH3) | | plan, teach and evaluate an effective language learning experience if appropriate within the school's planned curriculum **OR** articulate where Languages fit within the school's curriculum (LT1.3; LH3.6). | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | | | | |
| * **Language Trends survey, 2022** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | that there are a range of commercial schemes that support language learning in primary schools | | how to access resources for their own linguistic development | | Intent |
| medium-term plans can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons (LT5.3,7) | | how to join professional learning communities such as the Association for Language Learning, to support their language pedagogy and their own linguistic and cultural development (LT8.1) | |
| planning for progression in both linguistic and cultural knowledge is key for pupils’ language learning (LT3.7) | | Subject leaders/co-ordinators are responsible for ensuring quality of language learning and teaching via a well sequenced curriculum (*LT2.2, 2.6; LH2.1, 2.4, 2.7 LT3.7, LH6).* | |
| the curriculum needs to be planned carefully to build on pupils’ prior learning to achieve the ambitious National curriculum aims (LT3.7) | | Subject policies ensure the languages’ offer or intent is shared and delivered across the whole school (*LT2.2, 2.6; LH2.1, 2.4, 2.7 LT3.7, LH6)* | |
| **Assessment** | **Assessment** | | | | Impact |
| **Trainees add their reflections to their teaching files where appropriate.**  **Formative feedback from link tutors and mentors where applicable.**  **Trainees are encouraged to set targets for their ECT years regarding their professional and subject knowledge development in their chosen language.** | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| that ongoing formative assessment of pupils’ learning is key to the delivery of a well-sequenced series of lessons (LT6.1). | that planning for progression across a series of lessons is key to children’s learning (LH5.3;5). | | Plan, teach and evaluate a stand-alone lesson or series of lessons if appropriate within the school’s planned curriculum (LT/H4). |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
| * **Language Trends survey, 2022** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Research in primary languages RIPL website** * **Language Angels commercial scheme** | | | | |