**Primary Initial Teacher Education: Curriculum Plan**

**Languages: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:**

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** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * the content and implications of the National curriculum for Languages (LT3.1) | * explain their rationale of why we should teach languages to young learners |
| * best practice principles in teaching languages- component knowledge of vocabulary, phonics and grammar (LT3.9,10) | * adapt teaching to address individual learning needs and to make them age appropriate, considering progress across KS2 (LT5.3,7) |
|  | * plan a learning activity to teach an aspect of primary languages |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  The National curriculum’s main messages for languages and the national context for primary languages.  *By the end of this phase trainees will* ***understand:***  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).  *By the end of this phase trainees will* ***be able to:***  Plan learning activities for pupils to practise their oral and literacy skills (LH 2.7; 2.11). |
| * the importance of using realia and culturally diverse, authentic resources to make languages meaningful, for real communicative purposes, challenging stereotypes (socio-linguistic and pragmatic competence) (LT2.2,3,4,7,8; LT4.8) |
| * that there needs to be a balance of the modalities of speaking, listening, reading and writing as pupils’ language learning progresses (LT3.3,7) |
| * the importance of reinforcing grapheme/phoneme links when teaching the language skills of speaking and reading to support good pronunciation (phonics) (LT3.9,10) |
| * formative and summative assessment strategies to evidence pupil progress in primary languages, including different frameworks of reference for tracking progress (discourse competence) (LT6.1,2,4,5) |
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| **Assessment** | * **Trainees self-assess their progress via a flight path before and after each session.** * **Formative feedback in sessions from tutor.** |  |
| **Research literature**  **and resources**  **supporting the**  **curriculum design** | * **Language Trends survey, 2021** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** |  |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * how Languages couldbe covered in a school's curriculum plan to ensure “substantial progress” in one language | * using the school’s medium-term plans, identify component and composite knowledge with a view to understanding the sequencing of learning |
| * that learning experiences should build upon prior learning by using components which lead to composite knowledge (LT2.1,2,3,4,5) |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  that children’s prior knowledge must be understood before planning and delivering a learning experience (LT4.2).  *By the end of this phase trainees will* ***understand:***  that pupils’ component and composite knowledge must be carefully sequenced when planning a learning experience (LH3)  *By the end of this phase trainees will be* ***able to:***  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). |
| * How to adhere to school’s protocols regarding primary languages |
| * The importance of a positive, inclusive, encouraging learning atmosphere when teaching primary languages (LT1-6) |
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| **Assessment** | **Trainees add their reflections to their EPP where appropriate**  **Formative feedback from mentors where appropriate** |  |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * ways to incorporate daily opportunities for languages into routine classroom life (pragmatic competence) (LT2.2,3,4,7,8; LT4.8) | * reflect on their language learning background and self-assess their confidence levels to identify their strongest linguistic abilities and target priority areas for development |
| * 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) | * plan and evaluate their own language lesson |
| * how to access resources for their own linguistic development |  |
| * that there are a range of commercial schemes that support language learning in primary schools |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  How to seek support and access resources from professional communities for their own subject knowledge and development (LT/H 8).  *By the end of this phase trainees will* ***understand:***  The importance of a whole school approach to cultural awareness and understanding and how thiscan improve pupils’ social, cultural and economic capital (LT/H 1)  *By the end of this phase trainees will be* ***able to:***  Plan and evaluate a stand-alone languages’ lesson, using a lesson plan template (LT1.3; LH3.6). |
| * how 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; LT4.8) |
| * there is much debate concerning the role of cognitive science and memory in language acquisition and these have an impact on curriculum design (LT2. 1-5) |
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| **Assessment** | * **Trainees self-assess their progress via a flight path before and after each session** * **Formative feedback from tutor in sessions.** |  |
| **Research literature**  **and resources**  **supporting the**  **curriculum design** | * **Language Trends survey, 2021** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** * **Research in primary languages RIPL website** |  |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * through school-based training, how to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is (LT3.7) | * identify opportunities for improving pupils’ socio-linguistic competencies by incorporating culturally diverse themes and challenging stereotypes in their teaching |
| * through school-based training, that ongoing formative assessment of pupils’ understanding is necessary to understand their learning needs (LT6.1-5) | * identify opportunities for improving pupils’ pragmatic competencies by incorporating Languages into daily classroom routines and/or incorporating Languages into other curriculum areas |
| * through school-based training, that schools use varied approaches to assessing children in Languages (LT6.1-5) | * If appropriate, use school’s medium-term plans in order to devise a series of language lessons that address the three pillars of vocabulary, phonics and grammar **OR** use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  that ongoing formative assessment of pupils’ learning is key to the delivery of a well-sequenced series of lessons (LT6.1).  *By the end of this phase trainees will* ***understand:***  that planning for progression across a series of lessons is key to children’s learning (LH5.3;5).  *By the end of this phase trainees will be* ***able to:***  Plan, teach and evaluate a stand-alone lesson or series of lessons if appropriate within the school’s planned curriculum (LT/H4). |
| * that medium-term planning is key to identify progression in component and composite knowledge (LT3.7) |
| * that planning for progression in both substantive (linguistic) and disciplinary (cultural) knowledge is key for pupils’ language learning (LT3.7) |
| * that medium-term plans can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons (LT5.3,7) |
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| **Assessment** | **Trainees add their reflections to their EPP where appropriate.**  **Formative feedback from mentors where appropriate.** |  |
| **Phase 5**  **(University-led)** | **At this stage, trainees will identify targets for their early career regarding their subject knowledge in Languages.** |  |
| * **Language Trends survey, 2021** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** * **Research in primary languages RIPL website** | |
| **Research, literature**  **and resources**  **supporting the**  **curriculum design** |
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