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

# **Undergraduate Programmes**

# **Primary Languages**

**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** | **Practical 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 | (See the separate Primary Initial Teacher Education Foundation Subjects UG SchoolBased Learning Curriculum) |  |  |
| 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) |  |  | Intent |
| 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  |  |  |  |
| **Assessment** | **Assessment** | **Assessment** |  |
| *What is being assessed?**Session content and understanding of the CCF in primary languages**Trainee’s chosen target language and development**Reflections on primary languages’ development of subject knowledge in PED1023* | *How is it being assessed?**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.**By tutors marking the foundation module PED1023* | *What is being assessed?**Trainee’s knowledge and understanding of the school’s language pedagogy, curriculum aims, mode of delivery and resources* | *How is it being assessed?**Trainee self-assessment through discussion with appropriate subject leader/language co-ordinator* | 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 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 what informs teaching and learning in Languages** |
| * **Research Review: Languages, Ofsted, 2021**
* **National Curriculum, 2014**

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| **Phase 2** |
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| **University Based Learning** | **Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | A positive, inclusive and encouraging learning atmosphere is important when teaching primary languages (LT1-6) | 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) | (See the separate Primary Initial Teacher Education Foundation Subjects UG SchoolBased Learning Curriculum) |  | Intent |
| Subject specific misconceptions can be predicted and planned for in a learning episode (LT2.6; LH2.5, 2.6; LT3.4; LT3.4 ;LH3.7; LH6.4, 6.5) | How languages can enhance pupils’ cultural capital (LT1.1, 1.2, 1.3, 1.4, 1.5, 1.6; LH1.5) |  |  |
| Key subject concepts and knowledge are vital for successful planning to achieve substantial progress (LT3.6, LH3.4) | 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) |  |  |
| Component knowledge is built on to link and progress learning over a series of lessons (LT3.3; LH2.8)  | to use cross-curricular approaches to make creative, holistic learning opportunities to provide a broad and balanced curriculum (socio-linguistic and pragmatic competencies) (LT2.2,3.7, 3.8,4,7,8; LT4) |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| *What is being assessed?**Session content and understanding of the CCF in primary languages, including prior learning retrieval from phase one**Design a curriculum linked to a theme (LT3.7, 3.8)**Trainee’s chosen target language and development**How to plan across a sequence of lessons* | *How is it being assessed?**Formative strategies used in sessions via tutor and other trainees, including hinge questions, quizzes and feedback responding to misconceptions in group discussions.**Assessed in the PED2026 foundation module assignment**Self-assessment via the languages’ audit.**Project work in PED2032 for summative assessment* | *What is being assessed?**If appropriate:* *Any language planning, teaching and evaluation* *Trainee’s knowledge and understanding of the school’s language pedagogy, curriculum aims, mode of delivery and resources* | *How is it being assessed?**Link tutor and/or mentor to give feedback on any language, planning, teaching and evaluation, where appropriate**Trainee self-assessment through discussion with appropriate subject leader/language co-ordinator* |
| **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 learning experiences (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 lesson/sequence of lessons 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 what informs teaching and learning in primary languages.** |
| * **Language Trends survey, 2022**
* **Research Review: Languages, Ofsted, 2021**
* **National Curriculum, 2014**

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| **Phase 3** |
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| **University Based Learning** | **Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | The curriculum is progression –understanding progression within strands such as grammar (LT3.1; LH3.8)   | To plan a longer-term scheme of work which builds on prior learning across a key stage (LT2.2, 2.6; LH2.1, 2.4, 2.7 LT3.7, LH6.5) | (See the separate Primary Initial Teacher Education Foundation Subjects UG SchoolBased Learning Curriculum) |  | Intent |
| Language is most likely to be retained in longer term memory, across a variety of different contexts enabling retrieval practice and repeated practice. | To challenge stereotypes and racism by using a range of authentic materials from a diversity of francophone and Hispanic cultures around the world (LT3.6). |  |  |
| The National curriculum aims are ambitious, however we should go beyond this to offer a variety of creative learning experiences in languages (LT3.6). | To plan for meaningful opportunities for language learning outside the classroom (LT3.6). |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| *What is being assessed?**Trainee’s substantive linguistic and cultural knowledge**Trainee’s pedagogical knowledge* | *How is it being assessed?**Self-assessment via audit reflection and target setting for ECT years**Formative assessment in sessions- targeted questioning and directed tasks, discussions and feedback from tutors, addressing misconceptions.**Both in the trainee end of year VIVA* | *What is being assessed?**Any language planning, teaching and evaluation* *Trainee’s knowledge and understanding of the school’s language pedagogy, curriculum aims, mode of delivery and resources* | *How is it being assessed?**Link tutor and/or mentor to give feedback on any language, planning, teaching and evaluation, where appropriate**Trainee self-assessment through discussion with appropriate subject leader/language co-ordinator* |
| **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:*** |
| How to use meaningful and diverse culturally authentic contexts to enhance pupils’ cultural capital and challenge stereotypes (LT1.2;4;6) | ways to assess and record pupils’ skills in primarylanguages across time (LH5.3;5; LT6.1)) | Show confidence in applying their teaching skills across a series of learning episodes/ lessons (LH2.7;11; LT4.2;3;4;5;6) |
| **Research** | **KEY RESEARCH****That Trainees will know what 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**

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