**Primary Initial Teacher Education: Curriculum Plan**

**Languages: Undergraduate Programmes**

**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** | **Trainees will know:** | **Trainees will be able to:** |
| * the content and implications of the National curriculum for Languages (LT3.1) | * reflect on their language learning background and self-assess their confidence levels to identify their strongest linguistic abilities |
| * best practice principles in teaching languages, including the 3 pillars of Vocabulary, Phonics and Grammar and Socio-linguistic, pragmatic and discourse competence (LT3.3) | * explain their rationale of why we should teach languages to young learners |
| * how to access resources for their own linguistic development | * plan a learning activity to teach an aspect of primary languages |
| * that there are a range of commercial schemes that support language learning in primary schools | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***  The National curriculum’s main messages for languages*.*  *By the end of this phase trainees will* ***understand:***  Good practice principles in language teaching (LT1.1; LH4.15; 4.15)  *By the end of this phase trainees will* ***be able to:***  Begin to plan learning activities in primary languages- oracy and literacy (LH 2.7; 2.11). |
| **Trainees will understand:** |
| * the importance of using realia and authentic resources to make languages meaningful and for real communicative purposes (LT1.5) |
| * that there needs to be a balance of speaking, listening, reading and writing as pupils’ language learning progresses |
| **Research, literature and resources supporting the curriculum design of Phase 1** | * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** |  |
| **Assessment for Phase 1** | * **PED1023 has a summative assessment reflection task which will assess their subject knowledge progress and development throughout the module. Focus questions will be built into Languages’ sessions to prompt trainees’ reflections for their assessment.** **Formative assessment will be used in the taught sessions and misconceptions identified and addressed.** * **They do this in university taught sessions. Professional practice may provide further opportunities to evidence this.** |  |
| **Phase 2** | **Trainees will know:** | **Trainees will be able to:** |
| * the contents and implications of the latest “Language Trends” survey. | * adapt teaching to address individual learning needs and to make them age appropriate, considering progress across KS2 (LT5.3, 7) |
| * how to join professional learning communities to support their language pedagogy and their own linguistic and cultural development (LT 8.1) | * get involved in languages in school either by team teaching part of a language lesson or by offering a language/culture club |
| * ways to incorporate daily opportunities for languages into routine classroom life (LT 2.2,3,4,7,8; LT 4.8; LT7.1,2,4) | * Use MTPs to plan, deliver and evaluate language teaching |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***  The national context of language learning across the age phases.  *By the end of this phase trainees will* ***understand:***  Progression in primary languages across KS2 (LT3.1;3;4;5;7)  *By the end of this phase trainees will* ***be able to:***  Plan effective language lessons. (LT1.3; LH3.6) |
| * the importance of reinforcing grapheme/phoneme links when teaching the language skills of speaking and reading to support good pronunciation (LT3.9, 10) |
| * formative and summative assessment strategies to evidence pupil progress in primary languages (LT6.1,2,4,5) |
| * how to use cross-curricular approaches to make creative, holistic learning opportunities to provide a broad and balanced curriculum (LT 2.2,3,4,7,8; LT 4.8; LT7.1,2,4) |
| **Research, literature and resources supporting the curriculum design of Phase 2** | * **Language Trends survey, 2021** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** |  |
| **Assessment for Phase 2** | * **PED2016 foundation Languages- trainees are introduced to an audit which they use to assess themselves to show their strengths and areas for development. They are prompted to set SMART targets for their substantive linguistic development in the language they are most confident in. They are advised to add this to a tab in their electronic portfolio. This will be assessed via Personal and Academic tutors and in the final VIVA.** * **Formative assessment will be used in the taught sessions and misconceptions identified and addressed.** * **A short quiz on Learning Edge will inform the subject leader of what trainees remember at the end of the module. This informs the next steps of learning in next year’s sessions.** * **Where appropriate, professional practice may provide additional opportunities and give feedback on Languages’ activities, clubs and/or planning and lessons.** |  |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * the most up to date research on effective language learning strategies and the implications for teaching | * Plan, deliver and evaluate a lesson and/or a language learning or cultural whole school event |
| * Different approaches to make phoneme/grapheme links in their teaching (LT3.9, 10) | * Use school’s resources and/or commercial scheme to build languages into the daily routines of the classroom (LT7.1,2,4) |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***  How to use meaningful and diverse culturally authentic contexts to enhance pupils’ cultural capital and challenge stereotypes (LT1.2;4;6)  *By the end of this phase trainees will* ***understand:***  ways to assess and record pupils’ skills in primary languages (LH5.3;5; LT6.1))  *By the end of this phase trainees will* ***be able to:***  Show confidence in applying their teaching skills across a series of learning episodes/ lessons (LH2.7;11; LT4.2;3;4;5;6) |
| * The importance of cultural diversity to enhance social, cultural and economic capital (LT1.6) |
| * The importance of a whole school approach to languages (LT3.7) |
| **Research, literature and resources supporting the curriculum design of Phase 3** | * **Language Trends survey, 2021** * **Research Review: Languages, Ofsted, 2021** * **National Curriculum, 2014** * **Language Angels commercial scheme** * **Research in primary languages** [**RIPL website**](https://ripl.uk/) |  |
| **Assessment for Phase 3** | * **Foundation Languages- trainees use an audit which they use to assess themselves to show their strengths and areas for development. They are prompted to set SMART targets for their substantive linguistic development in the language they are most confident in both at the beginning of the year and at the end of their programme, in preparation for their ECT years. They are advised to add this to a tab in their electronic portfolio. This will be assessed via Personal and Academic tutors and in the final VIVA.** * **Formative assessment will be used in the taught sessions and misconceptions identified and addressed.** * **Where appropriate, professional practice may provide additional opportunities and give feedback on Languages’ activities, clubs and/or planning and lessons.** |  |