

Intro / context

Inspector context	<i>Importance of knowing what is going in .. with which preconceptions will an inspector enter your class / start to talk with you?</i> Timeline of instructions / guidelines / consultation Overview	How clear in your mind is the rationale underpinning the modern languages curriculum in your school and the way it is implemented? School leaders may be at different stages. • Perhaps confident that they have a clear rationale and that the way you teach is working well for all pupils of all abilities that the results (impact) are as you would expect given any constraints out of your control. • Or it may be that you are wishing to review the curriculum and the way you teach. • Or you may be somewhere in between.
Context	Ofsted Sep 2019 Framework Emphasise at least following the NC	<i>When appointed in 2017, The Chief inspector of Ofsted, Amanda Spielman initiated a radical review of the process used by Ofsted to evaluate schools. She recognised that the relentless focus on achievement had distracted some schools from delivering a rounded curriculum, designed to meet the needs of all its pupils, regardless of their attainment. It is the curriculum that has been on her radar since she was appointed; one of her first acts was to commission a research project into the curriculum and how it was crafted.</i> The 2019 Ofsted Education Inspection Framework (EIF) drew on an extensive programme of reviewing research about effective teaching and learning, focussing on the primacy of the curriculum and planning for progression. Ofsted are clear that they are not stipulating one particular pedagogy, and there is no subject-specific detail in the EIF. But a key focus = the curriculum (rather than outcomes). Official ofsted slide says skills and knowledge are intertwined NB although successful schools following different models towards curr were analysed, the type favoured were clearly those which emphasised knowledge over skills (this e with skills accused having woolly definitions) and this has become the overriding driver it seems (even tho' skills-based were experiencing success ...) So knowledge rather than skills (check wording).. simplistic model that you need to know stuff before you can show/use skills... and in the case of languages this seems to have been taken to an extreme where the

		‘novice learner’ learns the basics, and it is only the ‘expert learner’ who puts together and communicates. The NC has not changed for MFL so in theory this should still be our primary focus. The GCSE syllabus has not changed .. so this should still be our focus.
		So far, presumably for most, so good... You can concentrate on the curriculum and the way you teach it effectively ... e.g. you will not be rewarded by Ofsted for focussing solely on results by, say, reducing KS3 programme in order to start the exam focussed KS4 / by identifying aspects of the GCSE which will get more marks and artificially cramming students with rehearsed language e.g. subjunctive at Year 7 ... So let’s just pick out the key aspects of the NC and then come back to it in more detail later 1. I have done a full analysis of NC vs CRR which is in my blog (to be done) 2. In this webinar, we will pick out particular points 3. Note that the NC defines purpose / aims and attainment targets – NOT pedagogy ...
	NC KS2 + KS3	currently focus on communication + 4 skills Reminder: Purpose of study e.g. opportunities to communicate for practical purposes Aims e.g. respond to a variety of authentic sources, e.g. increasing ... Attainment targets e.g. developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. e.g. enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

	Inspections 2019 – July 2021 (Ofsted-wide)	Inspections under this framework began in Sept 2019, and included the concept of a “deep dive” into a few subjects for the inspection, which brings back some of the focus and pressure on individual HODs as part of the whole inspection. However, the pandemic led to a suspension of on-site inspections in March 2020, which are only just resuming.
	7 subjects curr research paper in summer	In the meantime, Ofsted have been publishing curriculum research reviews into individual subjects, with 7 including MFL being published in the last few months. All have broadly similar headings as given below. <i>It has carried out a large programme of curriculum research in order to inform the development of its inspection framework. There have been 3 phases (2017, 2018 and 2019) leading to an overarching curriculum research paper.</i> <i>This paper informed the EIF itself and also subsequent curriculum reviews of subjects. So far 5 subjects have been covered including modern languages.</i>
	For MFL only there is the subject content proposals which were contested (Key) This makes MFL different from all other subjects	Also, but only in MFL, the DfE have published proposals for a revised subject content in GCSE MFL which clearly drew selectively on the Teaching Schools Council MFL pedagogy review. ALL joined with other organisations in strongly challenging the reduction of the subject content and exclusion of integral aspects of language learning. This culminated in the All Party Parliamentary Group for MFL publishing a statement which has been publicly endorsed by a wide range of organisations and many individual teachers.
	Proposals selectively selected from the TSC pedagogy review but are very much in line with NCELP (actually the TSC review did have several other good aspects which disappeared)	
	Therefore it is a special case for MFL that the curr research review is visibly based on a selected selection	It is a matter of concern that the Ofsted MFL review seems to be similarly selective in its research, and as a consequence, what it then includes in its “high-quality teaching/learning may include” statements at the end of each section. There is already evidence that some Ofsted inspectors are interpreting “may” as “should”,

	of research(Primarily NCELP)	and challenging departments adopting a different approach.
	So fundamental incompatibility in MFL needs to be highlighted as a precursor to reviewing your own context	These are in conflict with NC focus for MFL Overarching conflict between Ofsted NC vs Ofsted Curr Research review Subject content proposed widely criticised – so widespread support for anyone who does not go along with that pedagogy i.e. do not go along with all of the the ‘high quality may’ statements of the curr research
Summary		1. January 2017-December 2018: Research in 3 phases informed the design of the inspection framework, with a focus on how curriculum intent and implementation could be fairly evaluated. 2. January 2019 – Education Inspection framework Overview of research published. 3. February 2019 - Ofsted’s subject curriculum groups set up (appointed) ● Michael Wardle HMI – chair ● Ian Bauckham ● John Bald ● Emma Marsden ● Rachel Hawkes ● Liz Black 4. March 2019 - Education Inspection Framework + Ofsted School Inspection Handbook published. (updated April 2021) 5. March 2021 - Principles behind Ofsted’s research review and subject reports published [Based on January 2019 research overview] 6. June 2021 – Curriculum research review on languages published (one of 5 published so far). It may be helpful to see how this review sits with other initiatives related to languages so that you are aware of the common thread running through... covered in the webinar describing the context (NCELP) and outcome of the subject content review Remove positions – just keep names – see all Webinar)

		● November 2016: MODERN FOREIGN LANGUAGES PEDAGOGY REVIEW. To support the review, an Advisory Group was appointed. Members were: 1. Ian Bauckham (Review Chair) –Executive Headteacher of the Bennett Memorial Diocesan School and past president of ASCL. 2. Carolyn Robson (Teaching Schools Council) – Vice-Chair of the Teaching Schools Council and 3. CEO/Executive Principal of Rushey Mead Educational Trust. 4. Rachel Hawkes – Director of International Education and Research for CAM Trust 5. Katrin Kohl – Professor of German at Oxford University and member of ALCAB MFL Panel. Collaborates with a network of German teachers in Oxfordshire. 6. Emma Marsden - Senior Lecturer in Second Language Education, University of York 7. Bernadette Holmes – Language expert, works closely with the All Party Parliamentary Group, Past President of the Association for Language Learning 8. John Bald – Independent Educational Consultant ● November 2019 – DfE convened an expert panel to test and develop potential changes to the subject content for French, German and Spanish GCSEs only. 1. Ian Bauckham CBE (Chair) - CEO of Tenax Trust, Chair of the Teaching Schools Council MFL Pedagogy Review in 2016, Ofqual board member 2. Professor Emma Marsden - University of York and the Director of the National Centre for Excellence for Language Pedagogy (NCELP) 3. Professor Katrin Kohl - Professor of German Literature at the University of Oxford 4. John Bald - independent literacy and languages consultant, former Ofsted lead inspector 5. Bernadette Holmes MBE - Language Consultant AHRC Modern Languages Leadership Fellow Team, Campaign Director of Speak to the Future and former President of the Association for Language Learning 6. David Shanks - Lead MFL Consultant, Harris Federation 7. Dr Rachel Hawkes - Co-director of NCELP, former President of the Association for Language Learning, Director of International Education and Research at the CAM Academy Trust, Cambridgeshire ● March 2021 – Consultation opened.
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		Ofsted's subject curriculum groups https://educationinspection.blog.gov.uk/2019/02/26/ofsteds-subject-curriculum-groups/ 1. Michael Wardle HMI – chair 2. Ian Bauckham 3. John Bald 4. Emma Marsden 5. Rachel Hawkes 6. Liz Black Note that 4 of those on the Ofsted subject curriculum group for this research were also in the pedagogy review and GCSE subject consultation.
Link	This context essential to know as we describe the curr review document so that we can see the conflicts.	As we describe the CRR, we will draw attention to the aspects which may conflict with NC /GCSE /Established practice over the years. Overall – need to read the research which informs the EIF – the curriculum research review so that you are on the front foot to narrate your curriculum intent, implementation, and impact. Understand the context understood by Ofsted You need to be on the front foot when giving the narrative of your curriculum to the Ofsted inspectors who may be non specialist. It is reasonable to assume that almost in any subject a non specialist inspector may look at the research review paper. There is a risk that they may be unduly influenced by the biased view of the Curr research (ie. Biased to these elements selected by Baukham + co) esp if they are not aware of the whole subject content debate, APPG etc.

Walk through the review ..

IN particular, draw attention to any CONFLICTS between ‘may’ statements + NC / Other research, perspective

Leave ‘questions to ask yourself’ to following webinars

Sections

Here are the sections of the review.

They are not enumerated in the review itself, so for ease of reference, I have added letters to define the sections and numbers to define subsections.

	Introduction	
A	National context	
	Summary	
1.1	Overall	
1.2	Secondary	
1.3	Primary	
2.1	Ambition for all	
2.2	Enabling languages to flourish	
B	Curriculum progression: what it means to get better at languages	
	Summary	
1	Guiding principles	
2	Pillars of progression in the curriculum: phonics, vocabulary, grammar	
2.1	Phonics	
2.2	Vocabulary	
2.3	Grammar	
3	Planned and purposeful progression in the curriculum: from novice to expert learner Pedagogy	
3.1	When listening and reading (comprehending language)	
3.2	When speaking and writing (producing language)	
C	Pedagogy	
	Summary	
1	Intentional learning	
2	Use of target language	
3	Authenticity of spoken and written texts	
4	Error correction on written and spoken production	
4.1	How to correct	
4.2	Timing of error correction	
4.3	What to correct	
4.4	Attitudes to error correction	
D	Assessment	
	Summary	
1	Types of assessment	
2	Testing phonics knowledge	
3	Testing vocabulary knowledge	
4	Testing grammar knowledge	
5	Achievement versus proficiency tests	
E	Schools' culture and policies Conclusion	
	Summary	
1	Curriculum choices, including transition	
2	Staffing and continuing professional development	
	Conclusion	

	Footnotes	
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INTRODUCTION

The review summarises its understanding of the role of languages:

- Personal: Cultural
- Learning: Foundation for further learning
- Economic: work in other countries – economy

It is really important to hold statement in your mind at all stages of considering your response to this review:

Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education.

The structure of the report is explained:

1. Outline of context (A)
2. Summarised research (B2 – Pillars)
3. Considered curriculum progression (B – details) pedagogy (C) assessment (D) and impact of school leaders' decisions (E)

Sources:

- a 'range' of sources (see footnotes)
- EIF framework overview of research
- 3 phases of curriculum research

● *Awareness of Ofsted's perception of the 'national context' for languages*
(Overall picture – secondary – primary)

		Key points
	Introduction	Role of languages: Personal: Cultural Learning: Foundation for further learning Economic: work in other countries – economy Purpose of review: 'understanding of subject quality'. Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education. 4. Outline of context (A) 5. Summarised research (B2 – Pillars)

		6. Considered curriculum progression (B – details) pedagogy (C) assessment (D) and impact of school leaders’ decisions (E) Sources: • a ‘range’ of sources (see footnotes) • EIF framework overview of research • 3 phases of curriculum research
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A: National Context

A	National context	
	Summary	This section highlights the pressured position that languages are in. • decrease in uptake of languages over the years- A level as well as GCSE. • pivotal to the success of the national English Baccalaureate (EBacc) ambition. • The proportion of boys, disadvantaged pupils, and those with special educational needs and/or disabilities (SEND) engaging in languages after key stage 3 is low. • Staff expertise, curriculum planning, time allocation and transition are cited as barriers at key stage 2. • Pupils' motivation is discussed as a focus to help languages to flourish. This includes the need for pupils to feel successful in their learning and that they are clear about their next steps.
1.1	Overall picture	Broad balanced curriculum ‘Perception of difficulty’ requirement KS2 _3 EBacc ambition: 75% Y10 2022 (current Y8) 90% Y10 in 2025 (current Y7) Obstacles for schools: take-up primary all abilities encouraging study when English is so dominant
1.2	Secondary	1988-2004 NC – core 1997 - 82% girls, 73% boys (<i>Interesting – not 100%.</i>) Stopped being compulsory - 47% in 2007. Increase in home languages. Latin Greek now allowed. Language Trends report - to limit ML to y7 and 8. Decline A level
1.3	Primary	Compulsory Sep 2014 Current Y9 (started Sep 18) have had primary. Quality variable Time Curriculum not in 1 language Teacher subject knowledge

		transition ‘not yet overcome’. weak communication lack of consistency between limited cross phase planning. some basic discussions not happening e.g., which language
2.1	Ambition for all	KS4 – skewed to more able – lower prior attainment very unlikely to opt. Fewer boys Disapplication even in Y7 – additional support in maths and En Entry pattern – higher prior attaining opts for languages. Others are underrepresented.
2.2	Enabling languages to flourish	Reasons cited: Motivation: • communicate • usefulness • cultural interest • positive view of selves as language learners Reasons cited as issues: lack of success (belief in ability – clarity about how to improve – (Marsden) – self efficacy – but other researchers will take a different view THIS 4TH BULLET POINT DOMINATES THE REVIEW ‘I’m an intelligent person - so why can’t I speak it fluently?’ Factors which will have positive impact: • successful language experiences • know how to sound out words. • building blocks in place so they can exercise autonomy. • see non-native peers communicating effectively (???) • are clear about how to make progress. Other barriers: • hours allocated (<i>unfortunately illustrated by demotivation on an exchange!!</i>) • motivation • perception of the subject • poorly designed curriculums that do not allow pupils to make progress and see success. • relative difficulty of languages (but note that this is dismissed ‘may not be a panacea’. <i>[We never said it would be a panacea.. it is just getting it back to a level playing field]</i>) • Low expectations among teachers – assumption SEN cannot succeed. • Lack of effective transition ‘can’ have a negative impact on motivation. • More factors in School culture and policies section

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These reviews have a slant which are not universally accepted. There are issues in other subject reviews as well e.g. Maths

B Curriculum progression: what it means to get better at languages

B	Curriculum progression: what it means to get better at languages	
	Summary	
1	Guiding principles	
2	Pillars of progression in the curriculum: phonics, vocabulary, grammar	
2.1	Phonics	
2.2	Vocabulary	
2.3	Grammar	
3	Planned and purposeful progression in the curriculum: from novice to expert learner Pedagogy	
3.1	When listening and reading (comprehending language)	
3.2	When speaking and writing (producing language)	

B	Curriculum progression: what it means to get better at languages	
	Summary	Highlights important concepts. Introduces ideas of ‘building blocks.’ describes competencies of novice and expert [so not skills] – journey LEADS to confident language learner – able to immerse in culture and traditions

B1 Guiding principles

1	Guiding principles -we don't need to go into detail as already familiar from the ofsted 2019 EIF approach. But what we are doing is showing is where there has a	Research findings in line with EIF on how we learn esp. cognitive science: UNDERSTANDING PROGRESS in terms of knowledge (not skills): curriculum = knowing more and remembering more –so plan for progress considering building blocks and sequence [Note no mention of skills ...] UNDERSTANDING MEMORY: The limited capacity of working memory so avoid overload + nature of long-term memory with structures (schemata) where knowledge is
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	been a particular slant for MFL	linked / embedded with what is already known. [# SLA research that language can go straight into long term memory ...] USING SPACED OR DISTRIBUTED PRACTICE – rehearse short periods over long period of time as opposed to mass practice [# some disagree] USING RETRIEVAL PRACTICE for effective retention of knowledge in the long-term memory. EXPLICIT TEACHING for novices, ENQUIRY BASED for expert [# make them struggle to make it memorable ...Barry Jones] NB novice does not appear in EIF
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This is quite a good example of using phrases which are now widely accepted, but they have been interpreted here to give a particular slant. Flag the ‘skews’

B2 Pillars of progression in the curriculum: phonics, vocabulary, grammar

2	Pillars of progression in the curriculum: phonics, vocabulary, grammar	Progression is seen as follows. NB novice / expert axis is seen as the heart of curriculum planning. 1) First build firm foundations of ‘building blocks’: vocabulary, phonics, grammar. Main tasks for beginning learners: learn sounds, vocab and grammar – understand and produce when they are combined. 2) Only when basics are mastered, engage fully in language learning – communicate in a variety of themes, refine cultural awareness. 3) Later – sociolinguistic competence, pragmatic competence and discourse competence Over time, the range, complexity and accuracy of the grammatical features and the breadth and depth of learners' vocabulary knowledge will increase over time. The length of speech or text/discourse being understood or produced will do the same. Over time and with practice, knowledge becomes more accessible. This means that recalling it becomes faster and more automatic, demands less attention and effort and results in fewer errors. [# the ambition to establish communicative skills and cultural knowledge from the outset.. not having to delay purposeful communication.] NB Phonics gets particular attention: There are similarities between learning to read and to write in our first language and learning to do so in another language. Some of the concepts that lie behind early reading and early writing (and in particular, systematic synthetic phonics) are also relevant in the languages curriculum. The step-by-step, explicit approach to phonics and spelling can transfer to the language's classroom.
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		[# recognising the confusion this can cause esp. in French – 2 sets of rules for phonics]
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KS2 NC AT: It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Ks3: It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

KS2: The focus of study in modern languages will be on practical communication.

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.	Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.
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For all.. the pillars underpin the competencescompetencies are not delayed ...

B2.1 Phonics

2.1	Phonics	Clear and reliable pronunciation and the links between sounds and spelling are integral parts of second language learning A strong awareness of phonology (the sounds that convey meaning, like the difference between 'back' and 'pack') is important. Helps in other skills: When listening to the language, learners' ability to understand and visualise the language is supported by having a strong phonological awareness. The ability to decode words (turn the written word into sounds) also helps learners when reading texts, enhances autonomy and can improve vocabulary learning NOTE Little strong evidence to support one prescribed order of learning sound-spelling relations at a fine level of detail.
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Here are the Ofsted ‘may’ statements in full:

Based on the above, high-quality languages education may have the following features

- **Curriculum plans show clear logic behind progression in phonics, including when to teach differences between English sound-spelling correspondences and those of the target language.**
- **Planned practice and review of phonemes and how these link to graphemes is in place.**
- **Curriculum plans show how small differences in sound can unlock meaning for pupils.**

Please refer to the ‘Ofsted ‘may’ statements’ paragraph in my introduction.

AT

AIMS speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

KS2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

KS2: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

KS3: speak coherently and confidently, with increasingly accurate pronunciation and intonation

Questions to ask yourself about your narrative...

Teachers:

	<i>Possible answers:</i>
<i>How do you plan for progression in ensuring clear and reliable pronunciation? Questions</i>	<i>Strict order of words introduced and avoiding any extraneous words (NCELP approach).</i> <i>Liaison with primary school re: methods used and reinforce good practice. (NB – most pupils have already grasped key features through good primary experience).</i> <i>‘Standalone’ lessons on phonics (e.g., Sue Cave Physical Phonics) to start the course / interspersed throughout SoW.</i> <i>Identify core vocabulary to stress in the scheme of work, but no forbidden’ words as main aim is to make the</i>

	<i>language real and relevant (a constraint on words would lead to unnatural communication).</i> <i>Draw attention to SSC when introducing core vocab and structures and deliberately compare to other similar patterns.</i> <i>Extensive experience of listening while reading text e.g., using transcripts of textbook, using song, chant</i>
<i>How do you ensure pupils are aware of the phonology i.e., sound/spelling correspondences?</i>	<i>Start of every lesson with specific phoneme. Only these words and those met previously will be used in the lesson. (NCELP)</i> <i>Explicit instruction when presenting and practising core vocab and structures.</i> <i>Challenging pupils to work out pronunciation of new words.</i> <i>Issuing reference documents / display to back up 'rules.</i> <i>Practising in class – whole class / pairs / individuals</i> <i>Regular recording of reading aloud texts they have prepared - teacher feeds back through recording (Sanako) or using a code.</i>
<i>How do you draw attention to the importance of pronunciation?</i>	<i>Explicit teaching. Deliberately present minimal pairs to contrast (even if these are not anything to do with the situation covered in the lesson). Stand-alone exercise.</i> <i>Rewards system for participation + accent. (Classcharts category for pronunciation – postcards home)</i> <i>Pronunciation included as a significant strand in speaking assessments. (c.f. GCSE)</i> <i>Correcting sensitively in class – more focussed in 1:1 / pair work / recorded work.</i>

IN ADDITION

Stress and intonation equally important. These are taught alongside pronunciation.

NOTES

Aware that some languages are much more demanding than others. French is considerably more challenging than German and Spanish.

Pupils explicitly told this so that they do not put unrealistic expectations on themselves.

Avoid over-correction.

Pupils:

	<i>Possible answers:</i>
<i>How important is pronunciation, do you think?</i>	<i>Very important to get a message across – and so is stress and intonation!</i>
<i>How do you know how to pronounce a word in this language? Would you know how to improve?</i>	<i>Practise whole class / pairs / recording Reference booklet / wall display Use immersive reader / digital resource</i>
<i>What do you do in lessons to learn how to pronounce words?</i>	<i>Practise whole class / pairs / recording Lots of speaking Reading texts while we listen to recording / teacher / song etc. Chanting, rapping</i>
<i>How good is your pronunciation? How do you know?</i>	<i>Teacher tells me / feeds back (e.g., after recording / in class) Mark scheme tells me.</i>

B2.2 Vocabulary

2.2	Vocabulary	IMPORTANT: Having a wider vocabulary correlates with many other aspects of a learner's language ability, such as reading ability and grammatical awareness EXPLICIT PLANNING The choice of vocabulary in the curriculum should be carefully considered, especially in view of the learners' age and how often words occur in the language (that is, word frequency) HIGH FREQUENCY – ‘anchor points’ to help navigate [obvious?] LESS FREQUENT WORDS Less frequent words can also be useful to suit the individual learner and the kinds of situations they are likely to need language for. ORGANISATION OF WORDS: Themes and topics can be practical ways of organising vocabulary. However, learners need to be able to understand and use words across a wide variety of contexts, not just when talking about one particular topic. Other ways they could be organised part of speech / alphabetical order [# recall in chunks more memorable] DIMENSIONS of vocabulary: number of words depth of knowledge (receptive / productive – different forms, synonyms, antonyms) fluency expected (automaticity, speed of recall) USE OF WORDS: Using more modalities [LSRW] embeds in memory
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Based on the above, high-quality languages education may have the following features

- Curriculum plans recognise that vocabulary is an important component of language knowledge.
- Curriculum plans recognise the importance of building a strong **verb lexicon**, especially in the early stages of language learning.
- Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.
- Curriculum leaders consider both the breadth and depth of vocabulary knowledge they will teach. They:
 - make sure that they prioritise high frequency words.
 - **consider carefully which topic-based vocabulary (other than high-frequency words) they teach.**
 - ensure that learners can use these words across different contexts.
 - consider how 'deeply' items of vocabulary need to be learned and at what point.
 - consider how and **when to introduce more advanced semantic aspects of vocabulary knowledge** (such as synonyms, antonyms, shades of meaning and how they change with context).
- Teachers aim to increase learners' automatic and fluent recall through:
 - a schedule of planned revisiting to ensure that words are retained in long-term memory.
 - introducing and using vocabulary in comprehension and production, in **both the oral and written modalities** and across different topics.
- Curriculum leaders also think strategically about:
 - **Which words are the most important for the scheme of work so that teachers can focus on these to develop learners' level of mastery?**
 - gradation (what pupils learn and when across the years of study)
 - making links between words within word families and recognising similarities and differences between English and the language being learned

○ how to link vocabulary to external accreditations or assessments.

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

Aim:

understand and respond to spoken and written language from a variety of authentic sources (not to be able to produce every word .. understand and respond can be passive)

☞ discover and develop an appreciation of a range of writing in the language studied. (not having to produce it as well ...)

KS2 ☞ speak in sentences, **using familiar vocabulary**, phrases and basic language structures

☞ read carefully and show **understanding of words, phrases and simple writing**

☞ appreciate stories, songs, poems and rhymes in the language

☞ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, **including through using a dictionary**

☞ describe people, places, things and actions orally* and in writing (so themes ..)

KS3: ☞ **develop and use** a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

KS3: ☞ read and show **comprehension** of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

☞ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

(receptive)

KS2:

Questions to ask yourself about your narrative...

<i>How important do you think vocabulary is as a component of language knowledge?</i>	<i>Without vocabulary, there can be no meaningful verbal communication. The more words a pupil knows, the greater their proficiency (research evidence)</i>
<i>What is the relative importance of introducing vocabulary, phonic knowledge, and</i>	<i>They are all interrelated. Vocabulary is vital to communicate meaning. Sound/Spelling correspondence (SCC) is important to understand and communicate in Listening and Speaking. Grammatical structures allow communication to be precise.</i>

<i>grammar in the curriculum?</i>	
<i>How do you prioritise high frequency words?</i>	<i>High frequency words are numbered and referenced in the scheme of work for every lesson and there is deliberate tracking to ensure they are revisited in a spaced way. (NCELP)</i> <i>Our priority is to enable our pupils to communicate in themes which are relevant to them. We prioritise relevant words, basic and high frequency. E, G, we would not prioritise an irrelevant high frequency word (e.g., budgétaire).</i> <i>This comes naturally in our well sequenced scheme of work. E.g., definite articles are high frequency, taught at the start of the course, and appear in all subsequent lessons.</i> <i>Words are high frequency because they are ‘mortar’ which connect the theme/topic words being used to communicate. (e.g., There is a xxx .. there + is + a = high frequency.)</i>
<i>How do you decide which words to teach which are not high frequency?</i>	<i>We consider this carefully. We introduce words which enable pupils to communicate in situations which are relevant to them in a language lesson e.g.</i> <i>-the classroom routines</i> <i>- the topics required by the NC and GCSE</i> <i>- learning about the culture of the country</i> <i>We have selected a textbook. course books which prepare pupils well for this and amend / supplement as appropriate to the class (e.g., Ability / interest)</i>
<i>How do you ensure that learners can use these words across different contexts?</i>	<i>We track the use of every word and note it in our scheme of work (NCELP)</i> <i>When a word is met, we note if it can be used in another context or if it can have another meaning, according to the ability of the class (the priority is to embed understanding, we will not confuse) e.g., Histoire – history + story. So can be used to say what you study and what you like reading.</i> <i>The course we follow (textbook) ensures revisiting HF and topic words. If the word is relevant to another topic, it is not deliberately left out!</i> <i>E.g., food: shopping / daily routine / canteen at school / social meal / discussing healthy eating.</i> <i>e, g, adjectives of colour – not restricted to topic where introduced - - applied to physical description, clothing, stationery, preferences, etc.</i> <i>We deliberately revise topics / vocabulary in spaced repetition and apply to new contexts if relevant.</i>

<i>How do you decide which vocabulary items need to be learnt 'deeply' and when?</i>	<i>For each topic, a selection of core words is made in the light of relevance to the pupils (personal and external)</i>
<i>How and when do you introduce more advanced semantic aspects of vocabulary knowledge (such as synonyms, antonyms, shades of meaning and how they change with context).</i>	<i>This is a more advanced concept, and we introduce this at these times: (NCELP)</i> <i>Drawing attention to the semantics of synonyms, antonyms, shades of meaning and how they change in context can add a great deal of interest to a lesson and make language more memorable. We deliberately draw attention to these as and when it is relevant to the body of language being taught.</i> <i>e.g., antonyms are an excellent way of connecting word (beau/laid, intéressant/ennuyeux, long/court, petit/grand)</i> <i>e.g. faire de l'équitation = faire du cheval – introduced at a later stage</i> <i>They can add humour to a lesson e.g., je suis pleine does not mean I am full.</i> <i>Not a deliberate planning – but being aware that when a word is introduced which has a different meaning in a different context, this will be explained as long as it will not confuse (e.g., it may not be a likely confusion e.g. pleine . lutte)</i>
<i>How do you ensure that words are retained in long-term memory?</i>	<i>Within the scheme of work there is planned revisiting (all words enumerated) every x weeks.</i> <i>Half termly tests are given which require pupils to revise vocabulary and phrases from both recent and prior work. (Words are given).</i> <i>Planned starters/ breakers / plenaries / homeworks in the form of quizzes to refresh the memory.</i> <i>Pupils have comprehensive reference booklets listing all words taught over the Key Stage.</i> <i>We use an electronic tracking system (Vocab Express / Quizlet etc.) which pupils can access independently to maintain their vocabulary knowledge.</i>
<i>Do you introduce and use vocabulary in comprehension and production, in both the oral and written modalities and</i>	<i>Yes, we do this for all vocabulary even though this drastically limits the amount of vocabulary we can cover. (NCELP)</i> <i>We make a distinction between words for production (which are rehearsed, practised, and tested) and words for comprehension (which are in look -up lists / glossed). We recognise that pupils can benefit by having a broader lexis, and that allowing for</i>

across different topics?	receptiveness only allows them to broaden their knowledge (RESEARCH SUPPORTS THIS).
HODs: How do you think strategically about which words are the most important for the scheme of work so that teachers can focus on these to develop learners' level of mastery?	These are highlighted in a very comprehensive scheme of work, limiting the words, and not allowing any diversion from them other than for individual pupils who ask for words. Words are selected for their relevance to communication within the topics / themes selected, thereby making them more memorable as they are used in a meaningful interaction (e, g. role play / games / writing to penfriends). The course we have selected has been designed to ensure pupils follow the national curriculum / are prepared for the demands of the GCSE specification. We would not be serving our pupils well if we did not prepare them in this way.
What is your strategy for gradation (what pupils learn and when across the years of study)?	We have calculated how many words can be learnt per week and planned exactly which words will be covered each year up to GCSE. (NCELP) We have a 'spiral curriculum' over the course, ensuring that topics are revisited and enhanced on each meeting. We have analysed the course we are using and have adopted / adapted / created.
What is your strategy for [encouraging the teaching of how to...? Surely???] make links between words within word families and recognising similarities and differences between English and the language being learned.	The scheme of work instructs teachers when to make explicit the links between word families + recognising similarities and differences between English and the language being learned. This is part of the professional skill of the teacher to help pupils embed vocabulary by making links between word families and recognising similarities and differences between English and the language being learned (e.g., teach 'faux amis' / cognates. builds on primary) Stand-alone lessons exist to train pupils in how to record word families in writing. GCSE exam preparation includes explicitly training pupils in deducing meaning from words by recognising stems etc. Pupils have lists of 'faux amis' when preparing for GCSE.
What is your strategy for how to link vocabulary to external accreditations or assessments?	The scheme of work includes explicit reference to vocabulary in GCSE specifications, but recognises that many high frequency words are deliberately not included in these lists (constraint of exam board to include 10% words NOT in the list has led to this + expectation of building on KS3). Pupils are given access to transcripts as well as course book texts as they contain essential vocabulary.

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Pupils:

How do you learn vocabulary?

How do you remember vocabulary?

What words have you learnt most recently?

Can you remember any words from last term / last year?

B2.3 Grammar

2.3	Grammar	SEQUENCING LOGICAL PLAN FROM SIMPLER TO MORE COMPLEX to avoid confusion / demotivation. (tense – agreements – negation – interrogatives – diff parts of the paradigm) FEW READY MADE SENTENCES - any taught should be manipulated ‘as soon as is sensible’ and generally only a very few should be taught ... [<i>#lexicogrammar method</i>] FACTORS TO CONSIDER: •how easy the grammar is for the learner to spot and identify ('salience') •the ease of understanding its function •its frequency (and therefore its usefulness, different forms of verbs 'be' and 'have', for example) •whether the grammar is cross-linguistically complex (works differently from other languages that they already know) •how generalisable and regular the grammar is Note there are different theoretical views about the order (whether it exists) EXPLICIT GRAMMAR INSTRUCTION can have a positive impact on how efficiently pupils learn grammatical concepts SYSTEMATIC PRACTICE Over time + with practice - start understanding and using grammar creatively in a range of contexts and across modalities (speaking, writing, reading and listening) GOOD VERB LEXICON associated with development of knowledge about verbs
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Based on the above, high-quality languages education may have the following features

When planning the curriculum for grammatical progress, leaders consider the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which

parts of a verb paradigm).

Leaders make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves, through:

- **an explicit but succinct description of the grammatical feature to be taught.**
- **practising the grammar point (through listening and reading)**
- **practice in productive use of the features being taught (through speaking and writing).**

Teachers consider productive use of grammar in free writing and speech in a range of contexts. Using a language spontaneously is central to pupils' language ability and based on their ability to manipulate language.

The curriculum includes ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary.

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

Aims

☞ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

KS2 It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

(Grammar at the service of understanding and communicating)

KS2: ☞ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

KS3 only: ☞ use accurate grammar, spelling and punctuation.
 ☞ write prose using an increasingly wide range of grammar and vocabulary,
 (accuracy not in KS2)

☞ identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied

☞ use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate

☞ use accurate grammar, spelling and punctuation.

Questions to ask yourself about your narrative...

Pupils:

Can you use x [grammar / structures / conjugating tenses etc.]they do)

<i>Have you planned a curriculum for grammatical progress?</i> <i>Have you considered the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which? parts of a verb paradigm).</i>	<i>Yes. This is all referenced in the scheme of work.</i> <i>The grammar is introduced in a progressive way with reference to the sequence which has been accepted for many decades and which is well thought out in the scheme of work / course we use.</i> <i>For example,</i> <i>3rd person verbs introduced first (to allow for Q/A work).</i> <i>Limit to 1st person to begin with rather than introducing the full paradigm.</i> <i>Introduced regular before irregular patterns.</i> <i>(You cannot run before you walk.)</i> <i>We do not artificially make pupils run before they can walk in order to 'tick boxes' (e.g., no subjunctive in Y7 just because they can ...!)</i> <i>Yes, but we do not preclude introducing a grammatical point if it arises naturally or if we have able students who ask for additional structures. We have enhancement classes / native speakers etc.</i>
<i>How do you make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves?</i> ●	<i>The grammar is referenced clearly and explicitly in the scheme of work.</i> <i>The grammatical feature is referenced as a structure which can be used in a relevant context.</i>
<i>Do you require ...</i> ● <i>an explicit but succinct description of the grammatical feature to be taught.</i>	<i>We have a policy that ... (as given)</i> <i>We follow the communicative language teaching approach of presenting and practising a structure (listen – speak – read - write), allowing pupils the opportunity to spot the pattern</i>

practising the grammar point (through listening and reading) practice in productive use of the features being taught (through speaking and writing).	and work out meaning, but we always ensure that all pupils have a very clear verbal and written explanation in English (TL) within the lesson so that nothing is left to chance / no misconceptions.
Do you consider productive use of grammar in free writing and speech in a range of contexts?	Grammar is deliberately referenced in all units of work and practised through speech and writing in a defined sequence. Where the topic / situation lends itself realistically to writing ...
Is using a language spontaneously central to pupils' language ability and based on their ability to manipulate language.	We explicitly provide opportunities for pupils to use language spontaneously. Hubs of language as reference / display Aware of different abilities – spontaneous manipulation the goal eventually, but for some that may be at later stages.
Does the curriculum include ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary?	The scheme of work allows for opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary. Grammar is referenced in units and cross referenced. (IN our course)

B3 Planned and purposeful progression in the curriculum: from novice to expert learner

Listening and reading

Speaking and writing

3	Planned and purposeful progression in the curriculum: from novice to expert learner Pedagogy PRINCIPLE BEHIND PLANNING: NOVICE - slow to recognise sounds, letter / to produce words and structures – relying on short term memory – information not in long-term memory GRADUALLY – Proceduralised – more accessible + automatised - accessed at speed unconsciously EXPERT – build on basic knowledge – establish new knowledge – higher level tasks: drawing inferences (where the intended meaning is not explicit or where learners do not understand some of the words) - noticing socio-linguistic nuance in the language (such as how language can differ in different contexts and for different purposes) and using language appropriately in view of that - understanding and producing longer stretches of language; discourse
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	competence (such as text analysis or coherent expression across extended stretches of language) is supported by a reliable knowledge of high-frequency words and ability to use grammar efficiently Most learning sounds, vocab and grammar Developing understanding and production when combined into utterances / texts Aspects of linguistic knowledge and progression:
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B3.1 When listening and reading (comprehending language)

3.1	When listening and reading (comprehending language) NOVICE – slow processes of decoding, drawing on vocab, phonics and grammar. Learners are likely to draw on their first language(s) or on their knowledge of the world when working out meaning. Although this can sometimes be effective, it can also be unreliable and inefficient, and lead to guesswork. WITH TIME AND PRACTICE – AUTOMISED: phonics, grammar and vocab automatised – accessing knowledge more accurate and effortless. SO ... LENGTH: understand longer written texts and spoken discourse. CONTEXTS + PURPOSES. In turn, this means that they can access a wider range of meanings across a range of contexts and purposes of language use. DEDUCTION They will also be more likely to efficiently and appropriately draw on contextual information, for example other words in the discourse. They can also bring in their knowledge of the world or background knowledge of a topic. UNFAMILIAR This all allows them to better understand both familiar and less familiar topics CULTURE and further develop their understanding of the culture of the language in scope COMPARE LISTENING / READING ... LISTENING MORE DEMANDING: - Speed of decoding needed - No opportunity to repeat - Multiple voices / views TAKE INTO ACCOUNT COGNITIVE CHALLENGES - Plan practise - Understand written dialogue (!) I think they mean follow it while listening) - Vary speed / accents / overlaps
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This seems to reduce expectations of ‘novice’ on ability to comprehend at early stages /automise / length / contexts / deduce / unfamiliar / culture

All are expected in NC

work pit ..

Purpose

- ☞ understand and respond to spoken and written language from a variety of authentic sources
- ☞ discover and develop an appreciation of a range of writing in the language studied.

KS2 Aim AT It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

KS3 Aim It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

KS2 AT

- ☞ listen attentively to spoken language and show understanding by joining in and responding

KS3 AT

- ☞ listen to a variety of forms of spoken language to obtain information and respond appropriately
- ☞ transcribe words and short sentences that they hear with increasing accuracy

☞ read carefully and show understanding of words, phrases and simple writing	☞ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ☞ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
☞ appreciate stories, songs, poems and rhymes in the language	
☞ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	☞ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and

	take part in discussion about wider issues
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B3.2 When speaking and writing (producing language)

3.2	When speaking and writing (producing language) NOVICE: SPEED – slower LENGTH – shorter sentences ERRORS - more frequent WITH TIME AND PRACTICE SPEED – faster ERRORS - more accurate retrieval of sounds + spellings + communication of meaning WITH AUTOMATICITY + KNOWLEDGE – CAPACITY TO PAY ATTENTION TO OTHER LEARNING FREED UP LENGTH – longer COMPLEXITY – subordinate phrases ENGAGE IN DISCUSSION IDEAS – sophisticated (although very sophisticated ideas can also be expressed with very simple language FASTER – ACCURATE COLLOCATION COMPARE WRITING / SPEAKING SPEAKING MORE DEMANDING LISTENING competence needed TIME PRESSURE # WRITING - more time
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Based on the above, high-quality languages education may have the following features

- **Teachers ensure that learners fully grasp the basics of language knowledge before expecting elements of expertise to come together reliably, remembering that only the most proficient pupils at GCSE will be working as expert learners, although a greater proportion of those in the sixth form may be doing so.**

- Teachers support pupils' development of reading, listening, writing, and speaking abilities over time.
- Teachers develop competencies 'above' that of a sentence or simple paragraph/utterance or simple conversation when learners are becoming more expert. These competencies may include discourse awareness (such as text analysis and inference) and sociolinguistic nuance.

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

AS above – competencies are developed alongside pillars.. not seen as a 'later stage'.. more of a spiral than a continuum. E.g. novice learners CAN speak at speed and recall etc etc.

Aims ⇒ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

⇒ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

⇒ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	⇒ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ⇒ express and develop ideas clearly and with increasing accuracy, both orally and in writing ⇒ speak coherently and confidently, with increasingly accurate pronunciation and intonation
⇒ speak in sentences, using familiar vocabulary, phrases and basic language structures	
⇒ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	

⇒ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	⇒ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social
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	conventions such as formal modes of address ⇒ express and develop ideas clearly and with increasing accuracy, both orally and in writing ⇒ speak coherently and confidently, with increasingly accurate pronunciation and intonation
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⇒ write phrases from memory, and adapt these to create new sentences, to express ideas clearly	⇒ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.
⇒ describe people, places, things and actions orally* and in writing	

Questions to ask yourself about your narrative...

Teachers... possible questions ...

<i>How do you plan for progression in listening and reading with regard to the novice – expert continuum?</i>	<i>Deliberately ensure that all words are comprehensible. No requirement to infer or use skills of inference / working out so they feel successful.</i> <i>Encourage pupils to be able to listen and read for different purposes (gist, skim) _ carefully crafting the tasks so that they can feel successful. Allow for incidental learning and access to resources which will interest them / relevant / cultural.</i>
<i>How do you plan for progression in speaking and writing with regard to the novice – expert continuum?</i>	<i>Deliberately ensure that the demand of the task does not exceed the words and structures which have been taught. No requirement to look up or explore any other words outside the scheme of work as this may confuse / lack of success.</i> <i>Encourage pupils to explore language and try out new words and structures according to their own interests. (Research)</i>

C Pedagogy

C	Pedagogy
	Summary outlines research on learning, and in particular cognitive science, of relevance to language-teaching pedagogy under 4 headings

	• intentional and incidental learning, • target language in the classroom. • authentic texts • error correction. “The golden thread through these discussions is that teachers should not leave learning to chance.”
1	Intentional and incidental learning Intentional = explicit (with awareness) Incidental = implicit (without awareness) For pupils who are analytical / engaged / have a better working memory. <i>When time is short and there is not a lot of exposure to language, this reduces the chance of learners experiencing the same language (phonics, vocabulary, grammar) often enough to help them learn it. In turn, this reduces the chances of learners noticing and remembering things incidentally.</i> <i>[What does this mean? I think it means that you have to devote time to drilling a smaller amount of language to make sure this is known and you do not have time to expose learners to language that is not going to be drilled?]</i> For most learners, most of the time, in most situations, it is likely to be efficient for teachers to promote intentional learning. There is little evidence in research into second-language acquisition to suggest that learners retain words or structures learned incidentally any better than those they learn intentionally. [This is refuted by many SLA researchers ...] NOVICE LEARNERS – explicit EXPERT LEARNERS – enquiry-based approaches can be successful.
2	Use of target language – careful planning - support and complement scheme of work and build on prior knowledge. NOVICE – EXPERT – Use of TL: can alter accordingly Teacher - Care not to overwhelm / confuse through complex avoid complexity e.g. explaining grammatical concepts - - provide examples of language use and monitor Learner use of TL ; ‘central to pedagogy’ - Essential part of practice and reinforcement - consolidate knowledge

	- Classroom routines - help pupils to respond to language in meaningful ways <i>[enfin!!!!]</i>
3	Authenticity of spoken and written texts Pro: pursue their own interests and develop their skills in handling new materials. <i>[skills!!! – slipped in ...!]</i> developing knowledge of culture within target language communities. Argument: Texts need to be selected to support the school's systematic sequencing of vocabulary and grammar. Therefore.. adapted authentic texts or entirely bespoke texts created for the classroom are likely to be equally useful for this. In addition Limit language - ensure that pupils are not exposed to large amounts of unfamiliar language too early. This could similarly demotivate them and may not maximise opportunities for learning. Research suggests that learners need to know around 95% of words of a text (written or audio) in order to reach an adequate level of comprehension <i>[#skimming and scanning ... using as a way of picking up incidental learning]</i> LISTENING Consider real time nature of speech – suggests initially and as becomes more complex - synchronous presentation of texts in audio and written formats - segmentation (chopping up the sound stream into words), comprehension and vocabulary learning. <i>(# purpose of listening – comprehension / acquisition)</i>
4	Error correction on written and spoken production Aware of concerns: Harmful if demotivating and preventing pupils from attempting complexity Ineffective if simply edited and pupil does not notice. Beneficial if focussed, clearly understood by pupils 4 factors .. TIMING WHAT

4.1	How to correct HOW TO CORRECT – recasting: re-stating what the pupil said, but correcting errors in it Advantages Expert learners may benefit Disadvantages: no evidence pupil understood what the error was pupils may choose not repeat, and if they do no evidence this affects long term learning pupils not proficient enough to self-correct prompting: where the correction is elicited from the learner themselves Advantage: forces learner to actively retrieve esp. before they are expert learners explanation: where explicit, often metalinguistic, information is given about a rule relating to the cause of the error
4.2	Timing of error correction Bauckham - most effective when done immediately <i>[No other commentary. (# intrusive, demotivating)]</i>
4.3	What to correct Focussed on a few elements rather than every error
4.4	Attitudes to error correction classrooms to be places where mistakes are understood to be helpful in the learning process, and where making errors and error correction is normalised

Based on the above, high-quality languages education may have the following features

- **Learning in a language classroom is largely intentional and not left to chance.**
- **Teachers' use of the target language is carefully planned, is tailored to pupils' language ability levels and builds systematically on pupils' prior knowledge.**

- Teachers create opportunities for pupils to practise using the target language, including helping them to apply their knowledge in an unscripted way, which may be slower and more error-prone than planned speech.
- Any authentic texts are well chosen for their linguistic content and level, and teachers plan their use carefully; they do not expose pupils to large amounts of unfamiliar language.
- Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited. It may well be focused on a particular aspect of the curriculum at a given time.
- Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation may be able to pick up more language incidentally. For example, this may be through recasting errors, teachers' use of target language or engaging in authentic materials.

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

Intentional / Incidental –

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world... allows for spontaneity in a curriculum?

Target language - not referenced..

- **Encouraging that at last mention of** Classroom routines - help pupils to respond to language in meaningful ways *[enfin!!!!]*

Authenticity

IN NC, texts are not limited to being models for being able to produce the language or an expectation that every single word is understood. SKILLS are referenced .. understand propose / important ideas / details / accurate translation only of short / suitable

Literary texts to stimulate ideas / develop expression / expand understanding of culture.... This is left out

AimL ☞ understand and respond to spoken and written language from a variety of authentic sources

At

☞ read carefully and show understanding of words, phrases and simple writing	☞ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ☞ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
☞ appreciate stories, songs, poems and rhymes in the language	

Error correction

Not mentioned, but accuracy is not the main purpose.. it is communication ...

Questions to ask yourself about your narrative...

To what extent is learning in the classroom intentional or 'left to chance' (!!! – I think they mean incidental?) Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation	All learning is intentional. We avoid any incidental learning as this could confuse the pupils and it will not be retained. We have well defined schemes of work, but we encourage pupils to be curious about language and deliberately include episodes in our lessons where they can 'try out' language and ask for words and structures which are relevant to them. Our experience is that these words and structures are often remembered.
Is the teachers' use of the target language carefully planned, and tailored to pupils' language ability levels, building systematically on pupils' prior knowledge?	Yes. TL is an integral part of our scheme of work. Pupils are taught the content systematically and explicitly so that they can understand the teacher. Teachers always ensure that pupils have understood the essentials to carry out tasks / understand.

<i>How do teachers create opportunities for pupils to practise using the target language, including helping them to apply their knowledge in an unscripted way, which may be slower and more error-prone than planned speech.</i> <i>Is there a difference for Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation?</i>	<i>Opportunities are built into the lessons e.g., starter / breaker / finisher</i> <i>Open ended questions</i> <i>Criteria for these episodes less demanding, and pupils encouraged by rewards</i>
<i>How do you choose authentic texts?</i> <i>Is there a difference for Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation?</i>	<i>Any authentic texts are well chosen for their linguistic content and level, and teachers plan their use carefully; they do not expose pupils to large amounts of unfamiliar language.</i> <i>Authentic reading texts are exploited carefully in a way to suit the pupils' level e.g., gist / skim / depth and are taught to understand that they cannot understand everything in a text / menu etc.</i> <i>Pupils are trained to use dictionaries / online dictionaries to become language detectives. This prepares them for the enriching experience we give them on school trips and exchanges and introduces them to the culture.</i> <i>Great care is taken not to overwhelm with Listening authentic resources, but they are used e.g., in children's songs, popular series / short films with subtitles</i>
<i>How do you approach error correction?</i> <i>Is there a difference for Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation?</i>	<i>Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited. It may well be focused on a particular aspect of the curriculum at a given time.</i> <i>The nature of error correction depends on the stage of learning and knowledge of the pupils.</i> <i>A focus is given.</i> <i>No peer correction.</i>
	<i>Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation may be able to pick up more language incidentally. For example, this may be through recasting errors, teachers' use of target language or engaging in authentic materials.</i>

D Assessment

D	Assessment
	Summary Purposes Fit for purpose – tests what it is designed to assess
1	Types of assessment Formative – for progress and inform planning – Evidence FOR learning Summative - measure achievement – evidence OF learning States that assessment can serve both purposes [<i># not my research!</i>] FORMATIVE includes • providing effective feedback to pupils • adjusting teaching to take account of the results of assessment • recognising the profound influence assessment has on pupils' motivation and self-esteem, both of which are crucial influences on learning • the need for pupils to be able to assess themselves and understand how to improve Primary-specific Scarce, limited in effectiveness Limited at point of transition Secondary Unduly influenced by GCSE [<i>though does not say what is wrong here for ML ... criteria? Grading? Probably referring to overall research – flight paths</i>] Bauckham notes that assessment should form a balance between language elements tested in isolation (known as 'achievement tests', such as vocabulary, phonics or grammar) and assessments of integrated language, including open-ended creative language production (written or oral) and listening and reading comprehension • testing should be regular and planned, carefully drawing on knowledge that has been taught in class • this should link directly to a well-structured curriculum that builds pupils' knowledge of phonics, vocabulary and grammar, step by step • tests in later years should systematically revisit knowledge taught and tested in earlier years

2	Testing phonics knowledge Knowledge of the sound-spelling relations helps READING ... reading comprehension and VOCABULARY KNOWLEDGE ... assimilation of vocabulary. LISTENING - Also, being able to segment words when listening to connected speech relies on knowledge of sound-spelling correspondences. Therefore, there needs to be formative and summative assessment of phonics knowledge in both reading aloud and dictation. Phonics tests can include asking learners to spell or read out words that they have not yet been taught. This tests whether they can link spoken and written forms. <i>[GCSE??]</i>
3	Testing vocabulary knowledge • knowledge - accuracy of spelling and pronunciation • breadth - knowledge of synonyms and antonym relations, collocations and figurative meanings • depth of knowledge speed of recall As pupils progress, know that one word can have different meanings or different roles in a sentence gradually build up 'semantic networks' (clusters of words that are useful to talk about particular things or in specific contexts). Highly frequent words will always be useful across different contexts. check pupils' receptive and productive ability written spoken forms <i>[LSPW!!!!]</i> valid – ensure purpose clear e.g. KNOWLEDGE(that has been taught in lessons) STRATEGY USE (if unknown words are included in tests • infer meaning. cognates, or use common-sense knowledge of the world to derive meaning.

	• Lexical inferencing (working out meaning from surrounding words) and cognate awareness (knowing when the same forms of words mean the same in their first language) are important components of language learning.
4	Testing grammar knowledge Align to clearly structured and sequenced grammatical progression Valid: ensure testing exactly what we are looking for, - not drawing only on pre-learned lexical items or chunks of language. receptive and productive ability through speaking, listening, reading and writing.
5	Achievement versus proficiency tests <i>[Not very clear – I think this is describing proficiency tests ... without wanting to use the word ‘skills’]</i> Progress from novice to expert ... 1. <i>[L+R: (my words)]</i> understanding across sentences, paragraphs and the entire text 2. <i>[S+W (my words)]</i>: production of more complex and longer language, in less scaffolded environments <i>[[S+W}]</i> For all - progress ... • faster and reliable access to the sounds of a language (that is, sounds in a wide range of contexts), • mastery of more grammatical concepts, and a • deeper and broader vocabulary. 3. Other Competencies: • socio-linguistics (politeness) • pragmatic (deduction – comprehending subtle intentions of speaker) • discourse <i>[linking ideas across paragraphs??]</i>

Assessment

Based on the above, high-quality languages education may have the following features

- **Meaningful assessment is part of the curriculum in primary languages classrooms.**
- **Assessment in secondary classrooms is not unduly influenced by GCSE or A-level summative assessment.**
- **Assessments are carefully designed so that they are valid (for example, pupils cannot guess the meaning of vocabulary by a process of elimination).**
- **Assessment is aligned to a clearly structured and sequenced curriculum.**
- **For more expert learners, assessment checks learners' understanding of language, and ability to produce long stretches of language and more complex language, in less scaffolded environments.**

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

NC

Assessment of Ats would be expected ... so different from expectation of CRR – emphasis on Phonics, vocab and grammar – and on production. Not on skills of LSRW. See attainment targets and cross reference with CRR on assessment.

Questions to ask yourself about your narrative...

<i>How does the assessment vary across key stages?</i>	<i>Assessment in secondary classrooms is not unduly influenced by GCSE or A-level summative assessment.</i> <i>Assessment tasks match the unit of learning. GCSE type tasks offer a range of methods which can be useful e.g.</i> <i>S: picture, role play, conversation (I mean, what else would you do?)</i> <i>W: picture, open ended in response to bullet points. But also, more supported – e.g., post card in response to a model postcard.</i> <i>L + range – but not in target language.</i> <i>Criteria to match the stage – not GCSE.</i>
<i>How do you ensure assessments are valid?</i>	<i>Assessments are carefully designed so that they are valid (for example, pupils cannot guess the meaning of vocabulary by a process of elimination).</i> <i>GCSE offer good examples of methods. E.g.</i> <i>Synonyms</i> <i>T/F/NT</i> <i>Questions in English</i>

<i>How do you ensure assessment is relevant?</i>	<i>Assessment is aligned to a clearly structured and sequenced curriculum.</i>
<i>How do assessments for expert learners differ?</i>	<i>For more expert learners, assessment checks learners' understanding of language, and ability to produce long stretches of language and more complex language, in less scaffolded environments.</i> <i>There is a gradual progression to match what has been taught.</i> <i>Predictability / unpredictability</i> <i>Support / less support</i>

E Schools' culture and policies

E	Schools' culture and policies
	Summary Outlines: • the impact that individual school leaders can have on languages. • findings from languages subject inspections in primary schools • choices school leaders face when considering staffing, issues of transition and CPD. The priority that individual school leaders place on languages is a defining factor in how successfully the curriculum is planned and delivered. As mentioned above, there are many barriers that still need to be overcome for languages to flourish in English schools. Nonetheless, the decisions of school leaders can clearly help or hinder languages in individual contexts. variable in schools • level of staff expertise and succession planning for changes in staffing • leaders' understanding of curriculum progression (some schools were simply increasing pupils' stock of words through different topics with little focus on helping pupils to generate their own language) • assessment and quality of transition to secondary schools Sometimes, there was subtle unconscious bias within wider curriculum planning. • CPD programmes, languages were the last subjects to be covered. • curriculum plans, the last subject on the list was languages. Typically, English, mathematics, science, history and geography had more exposure. • In topic-based curriculums, languages were sometimes shoehorned into illogical structures.

1	Curriculum choices, including transition requirement of primary schools to teach languages from 2014 only met by 75% National Curriculum tests place extra pressure on curriculum time for languages. E.g. in Year 6, Transition between primary schools and secondary schools is reported to be inconsistent. – receiving data, pupils' prior attainment. Almost 70% of respondents state that in key stage 3, some pupils start a different language than what they studied at primary level. Just 4% of secondary teachers say that all pupils in Year 7 continue with the same language learned at primary school. S that 'more often than not, language learning at key stage 3 starts from scratch' - lack of continuity of the curriculum, is likely to be the most significant aspect in pupils not seeing the benefit of learning a language at primary school. Disapplication from languages is widespread. In 2020, only 68% of schools that responded to the 'Language trends' survey did all pupils in Year 7 access languages. Schools where some groups do not study a language in Year 9 are significantly more likely to have a higher proportion of students eligible for free school meals, a higher allocation of pupil premium funding, lower Attainment 8 results... and have a higher proportion of students identified as having English as an additional language.
2	Staffing and continuing professional development – all sectors Teachers' expertise, CPD and teacher supply are central to meeting the challenges that schools face in relation to languages. Improving staffs' languages proficiency and boosting their expertise and confidence are also understood to be crucial example: In primary schools, over 70% of teachers have not accessed language-specific CPD in the last year Recent developments in initial teacher education (ITE) bring a renewed focus on subjects. substantial variation in how ITE programmes develop teachers' subject knowledge 'provision of primary modern foreign language pedagogy varies from 1.5 hours in total to 2 hours per week, depending on the course provider Teacher recruitment is also pressured. The number of graduate linguists in the UK is relatively low. a language teacher who is an EU citizen, may find that their future in teaching in England is insecure following Brexit.

Based on the above, high-quality languages education may have the following features

- **School leaders committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.**
- **Well-considered transition processes and a curriculum that builds step by step across key stages.**

Please refer to the 'Ofsted 'may' statements' paragraph in my introduction.

NC

Purpose: Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Questions to ask yourself about your narrative...

<i>How do school leaders ensure that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge?</i>	<i>Recruitment Training</i>
<i>How do you ensure a well-considered transition process and a curriculum that builds step by step across key stages?</i>	<i>Contact with primaries as far as possible to share good practice and allow communication. Realistic approach to what is possible within the constraints of a system where there is no required language at KS2 and no authority / accountability to impose a curriculum or recruit staff.</i>

<https://thirdspacelearning.com/blog/ofsted-maths-research-review/>

<https://www.historyresourcecupboard.co.uk/ofsteds-research-into-the-curriculum-a-quick-summary/>