

## Can you articulate the intent, implementation and impact of your primary languages curriculum?

### Intent

- curriculum design ;
- content in terms of vocabulary and grammar for pupils to be able to recall and manipulate to form sentences
- “Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens”. You might even say intent is (to an extent) the content. “Show me your ambitious content” now “show me it happening.” (M.Wardle HMI)
- How is your language curriculum structured? The curriculum is designed so the children can relate to the subject they are learning (cross curricular or everyday life subject) In KS1 and lower KS2 the children are learning basic vocabulary and phrases . These are then revisited in order to build on extended sentences and paragraph . In upper KS2 the children are revisiting their previous knowledge by linking them to the origin of the words. This will benefit them into learning new skills such as translation and understanding the structures of a foreign language . The children will then be presented to a foreign language that they never learned and be able to translate and understand the meaning through the language links and roots of words.
- Do you provide opportunities for children to develop all 4 skill areas as well as intercultural understanding and language learning skills? YES . Every topic is based on these 4 areas where children read, write , listen and talk
- Are all children able to access the curriculum and make progress? YES most of the work is differentiated . The children lower achievers usually receive help from the teacher or high achiever students in a mixed group class settings.
- Do all children access language learning or are some children withdrawn? All children
- How do you ensure your curriculum builds on prior knowledge and shows progress? Constant recycling of previously learnt vocabulary as well a building on previous knowledge throughout the years .
- Are schemes of work ambitious enough, and do they match the national curriculum programme of study? Yes the majority of children achieve a higher than expected level at the end of KS2

### Implementation

- teaching
- how often/how many lessons a week/term are the children taught? A lesson of 45 min to 1hour per week in KS2 – 30 min in KS1
- Is it taught by a specialist teacher, class teacher or TA ? Specialist teacher
- Have the teachers received or are they receiving ongoing training and support? No
- How are non-specialist teachers supported? The school is a one form entry who requires only one teacher . Other class teachers in the school are qualified to teach languages
- How are the lessons structured and delivered to promote engagement and show progress? Starter are usually made out of songs and recycling of the previous lessons as well as un bain francais where the children are immersed in the language as soon as the lesson starts. It is then followed by the main part of the

lesson where children are encouraged to talk and participate in games and activities . Plenary is usually a recap of the whole lesson by myself and some children who were able to achieve a good level of comprehension allowing them to practice and gain confidence.

### Impact

- results
- how do you ensure that pupils are achieving what was set out in the curriculum (the intent)? do you use attainment grids? The school is using learning ladders and I create and design the curriculum so it follows the ALL curriculum as well.
- do the children know what they need to do to be successful - are they asked to reflect on whether they have succeeded in reaching a particular objective? The lesson is very interactive so most of the feedback is made orally .
- Where is progress recorded? The children are given a book when they start writing in year 2 and keep it till year 6
- Can progress be seen in pupil books? yes
- Are these results shared with secondary schools? yes

### **What language skills do you want your children to be proficient in?**

Language Learning Skills:

- Ability to use context to deduce meaning
- Ability to look for cognates and other links (including mother tongue) to deduce meaning
- Resilience – not being afraid of mistakes, and bouncing back after making them
- Dictionary skills
- Phonics of the relevant language and the sound-spelling link
- Ability to use phonic knowledge to read aloud accurately and confidently
- Ability to adapt a model of known language to create something new and often personal
- Desire to support and be polite to other learners
- Desire and confidence to “have a go” and get the message across
- Ability to memorise and recall vocabulary

### **How do you sequence your primary languages curriculum in the long term (across Y3-6), in the medium term and weekly?**

Long term:

- A set scheme of work to ensure progression and limit repetition
- Assessment statements that each child or year group need to achieve by the end of a unit / term / year

Medium term:

- Topics, with an end-of-topic summative piece, usually writing
- Vocabulary and structures are built up gradually and in small steps throughout the topic/unit
- Beginning with vocabulary, often word level, then building up to longer utterances once the initial vocabulary is embedded

- Topics are changed regularly to maintain pupil interest and to enable children to have different opportunities to be successful.
- Language and skills from previous units are revisited in subsequent units

Weekly:

- Revision and practise of prior learning, often with a focus on speaking and listening
- Introduction and practice of new learning, to move the language on and to enable children to say something new
- Lessons often incorporate games and songs

**What is the body of knowledge in French that you want the children to retain at the end of their time at your school?**

- Gender of nouns
- How to make nouns plural
- Adjectival agreement and position
- Determiners, including numbers
- High-frequency language such as greetings, colours, days of the week and months
- Conjugation of high-frequency verbs (regular and irregular), subject pronouns
- Opinions
- Conjunctions and intensifiers

**What diagnostic assessments do you use and why?**

- Diagnostic assessment = assessment to show impact
- Is assessment used to track progress? yes
- How is children's achievement assessed and recorded? An end of topic assessment is usually given for the reading and writing part while listening and speaking is usually made on a daily basis .
- **Does your scheme of work indicate assessment opportunities?**
- Children's work in books is evidence of the learning taking place
- **Is this information shared with children / parents?**
- Does formative assessment inform future planning and teaching? Yes the next topic is restructured and re planned to ensure that the students missing knowledge or weakness as well as their strong points.

**Why are you teaching a particular topic at that time during the year?**

- Cultural and seasonal events are often linked to a certain date or time of year
- Some units are linked to class topics. The language work often takes place after the class topic so that children can bring their prior knowledge to enhance the language work.
- Theme/topic order otherwise quite random. Importantly, though, topics are chosen which are appropriate and which allow children to access the skills and structures required in their year group.
- Y3 often focus on personal information: greetings / name / numbers / age / how are you etc as an introduction to the language. Most of the sounds required for phonics can be introduced with this language.

**What is the 'sticky knowledge' that you want the children to retain? At the end of each year? For each topic?**

What is sticky knowledge?

- “A web of things rather than pockets of knowledge”, “when connections are made, knowledge sticks together” (Sean Harford, Ofsted)
- “We discussed the idea that knowledge is ‘sticky’ – which, for schools, means that the more children know, the more they can learn.” (Sean Harford, Ofsted <https://educationinspection.blog.gov.uk/2018/04/24/ofsteds-spring-conferences/?fbclid=IwAR0gvf18oQ8NLsBhBjsWKrfyHGG9Dt-ECOX4tK5Fou-WXG72MIE6Ub3NZdg>)
- “Sticky knowledge is effectively knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory. We could divide sticky knowledge into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum.” (“new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.”) (Clive Davis, Focus Education <https://www.focus-education.co.uk/blog/sticky-knowledge-primary-curriculum/?fbclid=IwAR1Ox8qByvqpA6jC69YTfw7cgm-OwHj8qArr4XNFUmM0fBuUnAjE2eoFppo>)
- Learning is most likely to stick if:
  - children are emotionally engaged with it
  - it is hands-on and practical
  - it's meaningful and relevant to the student
  - it's social, and students can share what they have learned
  - new and interesting ways are found to embed the knowledge (<https://childhood101.com/making-learning-stick-early-education/> )