

LANGUAGES



Bishop Chadwick
Catholic Education Trust

Spotlight on Assessment



WHY LANGUAGES?

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The language curriculum should also provide the foundations for further study.

Research review series: Languages June, 2021

We aim for our pupils to:

- become interested in learning languages and see their value.
- be exposed to regular opportunities for cultural capital to increase enjoyment and to establish a meaningful context for language learning.
- develop a solid foundation of vocabulary, language and phonics, arriving at KS3 feeling confident in what they have studied so far. In doing so, pupils are learning the sounds, vocabulary and grammar of the language, understanding and producing these when they are combined.



Teaching languages to young children is an opportunity for them to explore new sounds, words, and cultures. Each language they learn is a new thread woven into the fabric of their growing identity, enriching their lives with creativity and connection.

CURRICULUM DESIGN

The languages curriculum is designed to assess what children know and remember over time, as well as assessing the development of skills and pupils' understanding of how we communicate in different languages and appreciate other cultures.

Clearly defined sequential components to learning within each unit of work.

Concise rationale for learning that has been prioritised and how does this learning prepare pupils for the next stages of their learning in languages.

Clear knowledge build up, through sequential lesson planning, with strong emphasis on practice and consolidation.

Primary Spanish					Curriculum Rationale
Year Four Curriculum Overview					
Autumn	Spring	Summer			
Unit 1 Myself and others: Greetings, name, age, birthday	Unit 2 Food and Drink: Fruits and Vegetables	Unit 3 Body: Parts of the Face			What prior knowledge needs to be used? Prior knowledge of Year 3 topics expected and will be revisited in different contexts. Any basic knowledge that some pupils may have from KS1 (eg. colours/numbers etc.) will be revisited in different contexts.
Myself and others: Family members: name, age, birthday	Food and Drink: Meat and Fish	Body: Body Parts El monstruo azul pequeño – build up a monster one part of the body at a time Lesson 1			What knowledge and procedures need to be learnt by the end point? At the end of year 4, pupils should be able to respond to instructions, statements and questions from the topics. Pronunciation is improving and short sentences are used to respond in speech. Pupils will understand longer written sentences and use strategies to work out the meaning of new words. Pupils will be able to write their own sentences with support and some sentences from memory.
Myself and others: Physical descriptions: myself and others	Food and Drink: Hungry Caterpillar 1	Body: Body Parts El monstruo azul pequeño – build up a monster one part of the body at a time Lesson 2			How will you assess if the knowledge and procedures have been secured? Extended tasks covering a range of all four skills (listening, speaking, reading and writing) are included in each topic. This will ensure that pupils are secure in the knowledge they are acquiring. Regular assessment for learning tasks will take place and lesson will start with retrieval practice activities from prior learning. A standalone assessment (listening, reading, speaking and writing is included for each unit.
Myself and others: Monster family tree with full descriptions: name, age, birthday, physical description	Food and Drink: Hungry Caterpillar 2	Body: group task to create a class monster family with personal details, physical description, characters and relationships (family members) Part 1			
Myself and others: Character descriptions: Myself and others	Food and Drink: Hungry Caterpillar 3	Body: group task to create a class monster family with personal details, physical description, characters and relationships (family members) Part 2			
Myself and others: Full monster descriptions including personal, physical descriptions	Food and Drink: Hungry Caterpillar 4	Body: group task to create a class monster family			
Primary Spanish: Year Four					
Sequential Components of Learning: Lesson by Lesson					
Unit	Learning Focus	New Language	Session Content	Resources	
1.1	SPRING Food and Drink FRUIT AND VEGETABLES 1. To know and use fruit vocabulary in target language. 2. To know and use vegetable vocabulary in target language. 3. To be able to say which fruits and vegetables you eat and do not eat.	Como: I eat. No como: I don't eat... Una manzana: an apple Una pera: a pear Una chula: a plum Una fresa: a strawberry Una naranja: an orange Una sandia: a watermelon Una patata: a potato Una zanahoria: a carrot	Starter/Recall Class greeting routine. Explain and discuss learning objectives with pupils. Description Vocabulary Reading: Pupils read short descriptions of three characters on the board and match the description to the correct picture. Recall of description vocabulary from last term. Language Introduction and Practice Fruit and Vegetables Listen and repeat: Pupils listen to voice recording/teacher and mimic pronunciation of key vocabulary. Continuous recall of vocabulary is built into the drilling activity- pupils to repeat vocabulary with different voices. Vocabulary is introduced alongside the sentence starter 'Como...' 1,2,3 game. Pupils listen to and read key question. Pupils use fingers to indicate whether they think the appropriate answer is 1, 2 or 3. Listening: Spell! Two pupils come to the front to represent their teams. Pictures of vocabulary are displayed on board. Teachers say an item of vocabulary and pupils race to be the first to touch the correct piece of vocabulary. Speaking: What's missing? Review key vocabulary on the board. One item disappears at a time, pupil correct piece of vocabulary from pupils. Practice and Consolidation (AFL tasks) Reading: Pupils match the correct form of vocabulary to the correct word. Reading and writing: Pupils categorise the vocabulary into two columns 'Como' and 'No como' according to their personal preferences. Listening: Pupils listen to a recording of three people describing what they eat and do not eat. Pupils tick the items they do eat and cross the items they do not eat. Transcript is also available on powerpoint.	High quality voiced PowerPoint (use of recording optional) Clear instructions on each slide. Worksheets available at end of each PowerPoint.	Inks: Use of language learning

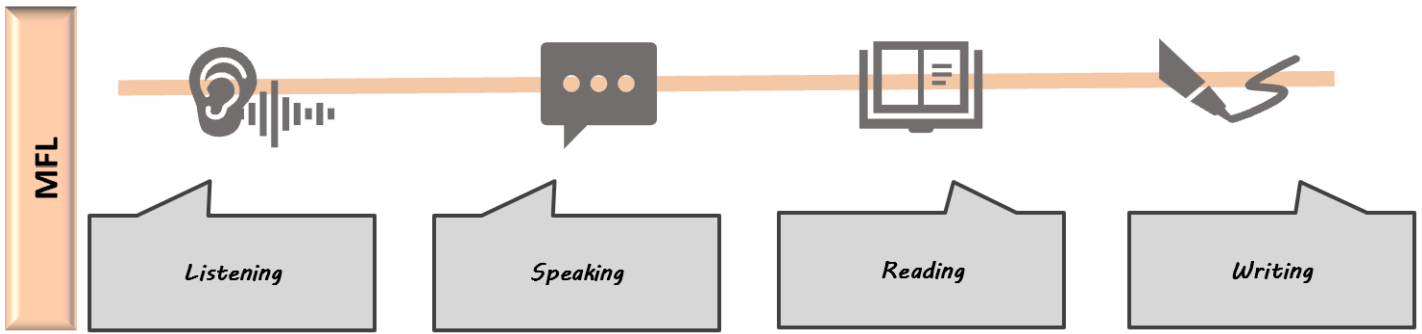
Opportunities to assess learning and offer feedback, as learners move towards clearly defined end points, have been considered as part of the curriculum design for each unit. Using a range of ongoing assessment approaches will most likely ensure that assessment captures the range of knowledge that pupils need. It will also address the various purposes of assessment in languages.

Curriculum end points at KS2

KS2 Working at expected level	Vocabulary and Opinions	Manipulating Language	Accuracy in Grammar and Spelling
	<ul style="list-style-type: none"> You can understand the key vocabulary and expressed opinions in longer audio dialogues (with repetition) of familiar language. You can listen to familiar language at near normal speed. You can adapt and substitute words and phrases to make your spoken French/Spanish more personal. You can have a short conversation and express yourself using key vocabulary and opinions. You can understand the key vocabulary and expressed opinions in short texts, and decipher meaning. You are more independent in using context to work out the meaning of new words outside of the familiar topic. You can write short texts using vocabulary and opinions from familiar topic areas. You can adapt key vocabulary and opinions you have already learned to express yourself. You are starting to write independently from memory using a range of vocabulary and opinions. 	<ul style="list-style-type: none"> You can apply your linguistic knowledge to understand main points and some details in longer audio dialogues (with repetition) of familiar language. For example, using adjective agreement to identify gender. You can listen to familiar language at near normal speed. You can adapt and substitute words and phrases to make your spoken French/Spanish more personal. You can have a short conversation, manipulating key structure and language to express yourself and others. Your pronunciation is good. You can apply your linguistic knowledge to understand the main points and some details in short texts and decipher meaning. You are more independent in using context to work out the meaning of new words outside of the familiar topic. You can write short texts on familiar topic areas, manipulating language to talk about yourself and others. You can adapt language you have already learned to express yourself. You are starting to write independently from memory applying language studied. 	<ul style="list-style-type: none"> You apply your knowledge and understanding of key grammatical points to produce accurate answers based on audio stimulus. You apply your knowledge of phonics to understand audio texts and use accurate spellings. You can have a short conversation and express yourself with grammatical accuracy. You apply your knowledge and understanding of key grammatical points to produce accurate answers based on written texts. You apply your knowledge of phonics to ensure accurate spellings. You can write short texts on familiar topic areas with grammatical accuracy and application of phonics in spellings. You are starting to write independently and accurately from memory.

A THRESHOLD CURRICULUM

Threshold Concepts are carefully interleaved within the curriculum from EYFS to KS5 so that they are revisited and reinforced with different content and context attached to the concept over time.



The threshold concepts relate to all domains of knowledge in languages, they incorporate the skills children develop over time.

A language curriculum needs to be planned carefully for pupils' progress by considering the building blocks of the subject (in languages, the sounds, words and rules about how these connect to create sentences and meanings) and the sequence of these blocks.

This is not a reductive approach. The goals of having pupils broaden their horizons, converse fluently with others, fully explore cultures and strengthen their economic prospects can only be reached if we build firm foundations of language learning. Only by mastering the basics can pupils engage fully in the process of language learning, which they can then use to communicate about an increasingly wide range of themes.

With increasing linguistic ability, cultural awareness can become ever more refined. To improve learners' understanding and production of language, a steady development in understanding of phonics, vocabulary, grammar and their interplay is needed.

Our approach to assessment in languages incorporates these 3 'pillars':

- the system of the sounds of a language and how these are represented in written words
- vocabulary (listening, speaking, reading and writing)
- grammar, including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax.

Learners understand language when reading and listening. They produce language when speaking and writing. Speaking, listening, reading and writing are the 4 'modalities' of language.

Year 4 Spanish
Autumn Term Assessment

Listening

Listen to these people; write down the letter for the food that they say they eat and for the food they say they don't eat. There are two items you won't need.

	I eat...	I don't eat...
Emma		
Robert		

Speaking

Prepare answers to the following questions in Spanish.

1. ¿Qué comes?

2. ¿Qué no comes?

Reading

1. Read the text and complete the sentences in English.

El lunes, normalmente como una manzana y como la carne.
No como las fresas.

El miércoles, como tres salchichas y un pastel. ¡¡Nam íam!

El viernes, no como la carne pero como el pescado.
También, como cinco ciruelas.

a) On _____ I eat and apple and I eat _____.
b) On Friday _____ meat but I eat _____.

2. Now reread the text and answer the questions in English.

a) What doesn't she eat on Monday?
b) What does she eat on Wednesday? (number and item)
c) What fruit does she eat on Friday? (number and item)

Writing

Write what you eat on two different days of the week. You could include numbers and also say what you don't eat.

Pupil fluency and understanding using these 4 modalities of language are assessed within lessons and as part of an end of unit assessment.

Assessment 'embedded' within the design

Opportunities to know where pupils are with their learning and to identify and address any gaps.

La comida y bebida 4

What will I know...

escuchad	hablad	escribid	leed

Stages of my own knowledge...

I can understand and say key words from our topic (numbers, days, the week and food).

I can recognise new vocabulary in the story.

I can use clear pronunciation to say...

¡Escuchad! ¡Hablad!

Listen! Speak!

Can you join in with the word?

¡Prueba de vocabulario!

Vocabulary test!

Let's Recap

Each sequence of lessons checks for:

- accuracy of spelling and pronunciation
- knowledge of synonyms and antonym relations, collocations and figurative meanings
- speed of recall

High quality MFL teaching and learning in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3 and KS4. In their study of languages, pupils will develop their understanding and awareness of vocabulary and opinions, manipulating language and accuracy in grammar and spelling, by:

- learning languages on a 'loop'. Our series of lessons and units enable pupils to constantly revisit and build on prior knowledge, with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built.
- building knowledge effectively with a consistent approach to our lessons. We aim to develop listening, reading, speaking and writing skills simultaneously; each lesson will cover these four skills equally.
- ensuring substantive and disciplinary knowledge are explicitly taught and blended together in teaching and planning as both are necessary for progress in learning. By substantive knowledge we mean the key content of each unit, for example key vocabulary to describe yourself physically. By disciplinary knowledge we mean the linguistic skills necessary to use their substantive knowledge effectively, for example adjective agreement related to physical description. Pupils will develop understanding of grammar and phonics as part of the disciplinary knowledge they need to become independent language learners.
- agreeing units of work that have been specifically chosen to reflect the KS3 curriculum so that a solid foundation is created and knowledge continues to be revisited
- regular exposure to songs, poems, games and stories to create enthusiasm for language learning. All lesson resources and planning materials are detailed and include voice overs to cater for the non-specialist and Primary.

With time and practice, knowledge of phonics, grammar and vocabulary becomes automatised. Accessing this knowledge becomes more accurate and effortless. With this, learners can understand longer written texts and spoken discourse. In turn, this means that they can access a wider range of meanings across a range of contexts and purposes of language use.