



LANGUAGES

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:

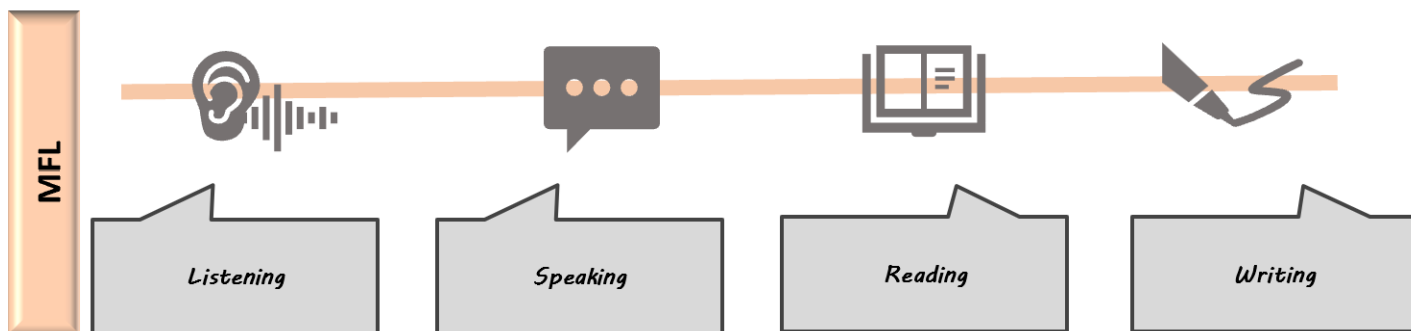
- become interested in learning languages and see their value.
- be exposed to regular opportunities for cultural capital to increase enjoyment and to establish a meaningful context for language learning.
- develop a solid foundation of vocabulary, language and phonics, arriving at KS3 feeling confident 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.

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 French Autumn Term Assessment

Listening

Listen to these people; circle the picture that best matches the description they give of themselves.

1.  2. 

3.  4. 

Speaking


Prepare answers to the following questions in French.

1. Tu es comment ?


2. Parle-moi de ta famille.

Reading

1. Read the description of each person and draw the details on their face.



Je m'appelle Anne. J'ai les yeux bleus et j'ai les cheveux blonds et longs.



Je m'appelle Jean. J'ai les yeux marron et les cheveux bruns et courts.

Writing

Write a few sentences to answer the questions about yourself.

1. Tu es comment ?

2. Il y a combien de personnes dans ta famille ?

3. Ta famille est comment ?

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.

The image shows three overlapping educational slides for French lessons. The top slide is titled "La nourriture et la boisson 4" and "Test de vocabulaire!". It includes a table with four icons and the words "écoutez", "parlez", "écrivez", and "lisez". Below the table are four boxes with learning objectives. The middle slide is titled "Écoutez et parlez!" and features a caterpillar illustration with a speech bubble asking "Can you join in with the words?". The bottom slide is partially obscured.

écoutez	parlez	écrivez	lisez

Test de vocabulaire!
Vocabulary test!

Écoutez et parlez!
Listen and speak!

Can you join in with the words?

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.