**Modern Languages (ML) input on the PGCE taught course: Information to support schools in planning subject-specific input**

The Aims and Learning Outcomes of the ML lecture and seminars:

* To introduce the National Curriculum for primary languages and explore aspects of the KS2 Framework for Languages
* To understand how languages can be integrated into the primary curriculum
* To experience some practical examples of learning (doing a lot with a small amount of language)
* To consider the relationship between L1 (native tongue) and L2 (learned language) learning
* To consider the importance of intercultural understanding
* To support trainees in developing their personal competence in a ML

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| **Broad themes** |  |
| Planning ML lessons Core Content Framework S1, S4 | Support for planning, from short episodes to full lessons: what does adaptive teaching look like in ML?; scaffolding and modelling; questioning |
| Assessment in MLCore Content Framework S2, S6 | Assessing to inform planning; how and what to assess in ML; feedback for pupils and parents/carers  |
| Classroom management Core Content Framework S7, S4 | Specific issues relating to ML: routines; creating a secure learning environment; building pupil resilience in ML; the management of speaking activities, games, group work, for example  |
| Teaching and learning grammar Core Content Framework S1, S2, S3, S4  | Links with literacy; values and beliefs around teaching methodology; progression in grammar; high expectations; building on pupils’ prior knowledge |
| Teaching and learning vocabularyCore Content Framework S1, S2, S3, S4  | Aspirational practice; values and beliefs around teaching methodology; providing opportunities for practice; questioning; memory; progression |
| Teaching and learning phonicsCore Content Framework S1, S2, S3, S4  | Aspirational practice; values and beliefs around teaching methodology; providing opportunities for practice; memory; progression |
| Intercultural Understanding Core Content Framework S1, S3, S4  | Its place in the teaching and learning of ML  |
| The NC and good practice in the KS2 Framework Core Content Framework S1, S2, S3, S4, S5, S6  | Comparing the two; the ‘freedom’ of the NC and the climbing frame of the KS2 Framework; understanding curriculum design; progression in ML |
| Listening and reading Core Content Framework S1, S2, S3, S4  | Issues to consider when planning listening and reading activities in lessons; metacognitive and language learning strategies |
| SpeakingCore Content Framework S1, S2, S3, S4  | Issues to consider when planning speaking activities in lessons; metacognitive and language learning strategies |
| Writing and creativityCore Content Framework S1, S2, S3, S4  | Exploring ways to support learners to write about things of interest to them (or ‘Why do I have to write about what’s in my pencil case? I don’t care!’); metacognitive and language learning strategies |
| Cross-curricular MLCore Content Framework S1, S2, S3, S4, S8  | Exploring ways to enhance the curriculum by linking with other subjects; understanding curriculum design  |
| **Two key texts** | Martin, Cynthia (2008) *Primary Languages: Effective Learning and Teaching* Pub: Learning Matters Ltd. Kirsch, C (2011) *Teaching foreign languages in the primary classroom* Pub: Continuum  |