# PGCE Secondary MFL Sessions 2024-25

The document outlines the taught university sessions in Phase A of the programme.

Accompanying Powerpoint presentations and documents are available on Blackboard (Bb) **2024-25 Modern Languages PGCE Secondary**

Suggested reading is included here; an extensive reading list is available in the Modern Languages Subject Handbook.

Sessions begin at 9am and will vary in length, with a coffee break and a lunch break. Online sessions are in **purple.** We will finish by 4pm.

Secondary PGCE curriculum links (as shown on the CARD) are indicated in ***red***

**Phase A:** There are 6 weeks of teaching in Phase A providing 9 subject days (Week 4 is an Intensive training and Practice week).

# **Week 1**

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| **Day** |  | **Morning** |  | **Afternoon** |
| Tuesday 3 September  | Session title and aims | **Course Introduction***What the MFL course contains, expectations, an overview of our processes****Link to CARD A: B2*** | **National Programmes** The National Curriculum Programme of Study for Key Stages 2 and 3**Link to CARD A: E1, E4** | **Individual Tutorials**+Preparation for Tuesday 10 Sept morning session. |
| Reading/ resources | [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf)- MFL programme- Modern Languages Subject Handbook- Subject Knowledge Development record (in Bb Subject sessions Week 1 folder)[ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)03.102.1 wk | [Key Stage 2 Programmes of Study](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)[Key Stage 3 Programme of Study](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf)  | [House of Commons Briefing paper (Jan 2024)](https://researchbriefings.files.parliament.uk/documents/CBP-7388/CBP-7388.pdf)This briefing paper is a useful overview of language teaching in schools in England ***(all read and make notes)***[Ofsted Report (2011)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413782/Modern_languages_achievement_and_challenge_2007-2010.pdf)***(all read and make notes)***[Modern Foreign Languages Pedagogy Review (2016)](https://ncelp.org/resources/modern-foreign-language-pedagogy/)[NCELP (now LDP)](https://ldpedagogy.org/about/) Includes MultilinProfiler[British Council strategy proposal (2020)](https://www.thebritishacademy.ac.uk/publications/towards-national-languages-strategy-education-and-skills/)[Ofsted Research report (2021)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages?fbclid=IwAR2R_AzGhfEX-ssslYhhD3L9IuTPbUCyRqc8OqZHp9snnqzR5H5a7sayJeo) Summary of Ofsted research report (2021) [National Consortium for Languages Education (NCLE) (2023)](https://ncle-language-hubs.ucl.ac.uk/)[Language Trends Survey (2023)](https://www.britishcouncil.org/sites/default/files/language_trends_england_2023.pdf) update 17 July  |
| Thursday 5September | Session title and aims | ***Language Teaching past and present***An overview of the history of language teaching with an opportunity to reflect and share experience | ***Communicative Language Teaching***What do we mean by communicative language teaching and what are the implications for your classroom practice?***Link to CARD A: E1, E2, E3, E4, E5*** | **Learning a new language** Being a novice language learner – what can you learn from this experience about how the teacher scaffolds and supports the learning?**Observe, deconstruct, discuss, analyse*****Link to CARD A: D9, D11, D12*** |
| Reading/ resources |   | Jacobs, G. M, & Farrell, T. S. C. (*2003*) Understanding and implementing the CLT (Communicative Language Teaching) paradigm. *RELC Journal,* 34(1), 5-30. |  |

### **Week 2**

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| Day |  | Morning | Afternoon |
| Tuesday 10 September | Session title and aims | ***Pedagogy review/Ofsted 2011/2021/ National Strategy /Lang Trends/NCELP/NCLE****An opportunity to share some key documents* ***Link to CARD A: T1, T3, T4*** | ***Phonics*** ***(with English group)*** |
|  | Reading/ resources |  | [Steve Smith video (18 mins)](https://www.youtube.com/watch?v=4BipgtMrdAU&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=12)Teaching with written texts:[Steve Smith video (22 mins)](https://www.youtube.com/watch?v=ZQeENrtyBDc&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=13)Memory:[Steve Smith video (22 mins)](https://www.youtube.com/watch?v=Yk6IwKpQjP4&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=16) |
| Thursday 12September | Session title and aims | **Grammar presentations (peer teaching)**A morning of your grammar presentations, putting into practice what you have learned so far about planning for learning. Peer feedback will be given on your micro lesson**Observe, deconstruct, discuss, analyse*****Link to CARD A: E1, E2, E3, E4, E5, E6*** | ***Teaching Reading***Strategies to teach one of the four skills: Reading***Link to CARD A: E1, E2, E3, E4, E5, E6***[Steve Smith video (18 mins)](https://www.youtube.com/watch?v=4BipgtMrdAU&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=12)Teaching with written texts:[Steve Smith video (22 mins)](https://www.youtube.com/watch?v=ZQeENrtyBDc&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=13)Memory:[Steve Smith video (22 mins)](https://www.youtube.com/watch?v=Yk6IwKpQjP4&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=16)***AfL in MFL******Link to CARD A: F2, F4, F5*** | ***Language Learning Theories (UA1)***A look at the history of language learning and language learning theories. How do these articulate with the learning theories you have already come across?**Link to CARD A: D1, D3, D6** |
|  | Reading/ resources | [Presentation, Practice, Production](https://www.youtube.com/watch?v=icRXotTeqRM)[Teaching vocab to beginners using PPT](https://www.youtube.com/watch?v=k60Ks4qDkak&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=11)[Steve Smith: a lexicogrammatical approach](https://www.youtube.com/watch?v=zk7ootbp-A0&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=7) (19 mins)Meiring, L. and Norman, N. (2001): Grammar in MFL teaching revisited. *Language Learning Journal,* 23(1), 58-66  [NCELP Principles for teaching grammar in a foreign language](https://resources.ncelp.org/concern/resources/08612n54w?locale=en) | Black, P & Jones, J. (2006). Formative assessment and the learning and teaching of MFL: Sharing the language learning road map with the learners. Language Learning Journal. 34. 4-9. Jones, J & Wiliam, D. (2007). Modern foreign languages inside the black box: assessment for learning in the modern foreign languages classroom.  | [Language teaching methods: a timeline.](https://www.youtube.com/watch?v=EdGFFoBtj0Y) (6 mins)Lightbown, P. and Spada, N. (2013) How languages are learned. Oxford, Oxford University Press |

### **Week 3**

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| Day |  | Morning | Afternoon |
| Tuesday 17 September | Session title and aims | ***Curriculum Making and lesson planning (1 )***Starting with a wide perspective, we consider how to plan curriculum contentWhat is Intent, Implementation and Impact?***Link to CARD A: E1,E2, E3,E4,E5,E6*** | ***Teaching Listening*** We consider how to teach listening skills***Link to CARD A: E2,E3,E4,E5,E6*** | **Teaching Writing** Strategies to teach one of the four skills***Link to CARD A: E1, E2, E3, E4, E5, E6*** |
| Reading/ resources | [David Lambert – Curriculum Making](https://www.youtube.com/watch?v=anrkR4Qty7I) (7 mins)[LDP (Language-Driven Pedagogy) *formerly NCELP*](https://resources.ldpedagogy.org/)[NCELP Scheme of Work](https://www.youtube.com/watch?v=HHULU90l2FM) (15 mins)[Rachel Hawkes: revisiting the three Ps](https://www.youtube.com/watch?v=YDT1fgY3XKE) (54 mins) | [Conti- Listening as Modelling (LAM)](https://www.youtube.com/watch?v=1RBq2dQWtuI)Field, J. (2008). *Listening in the Language Classroom*  Cambridge: Cambridge University Press | Teaching Writing[Steve Smith video (22 mins)](https://www.youtube.com/watch?v=BjSbstIvkPE&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=20)[Florencia Henshaw video (12 mins)](https://www.youtube.com/watch?v=zHgUtfSfA6w) |
| Thursday 19 September | Session title and aims | **Visit to Rushey Mead Academy**9.45 to 12pm Focus on target language useHosted by Tahara Sadiq, Curriculum Leader of MFL**Arrival at school at 9.30am****Observe, deconstruct, discuss, analyse*****Link to CARD A: D9,D11,E1,E2,E3*** | ***Target Language*** What do you understand by optimal TL use in the classroom?<https://www.open.edu/openlearn/education-development/teaching-secondary-modern-foreign-languages/content-section-2>part of an Open University module on teaching MFL [Steve Smith – Teaching in the TL](https://www.youtube.com/watch?v=k-5yyDou1SA)  (22 minutes)***Phonics*** How does the teaching of phonics help learners’ pronunciation and language skills? 2 narrated Powerpoints by LDP/ NCELP (in our shared folder on OneDrive)[BBCTeach video – integrating phonics into MFL lessons (4 mins)](https://www.bbc.co.uk/teach/teacher-support/mfl-teaching-aids-phonics/z6b8jhv)You might like to look at the student resources too which are linked on the above page. |
| Reading/ resources |  |  |

***Week 4 is the Intensive Training and Practice week***

**Referencing guide**

<https://leicester.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=60d8728a-0f90-4229-b574-b16400a4be8b>

### **Week 5**

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| Day |  | Morning | Afternoon |
| Tues 1 Oct | Session title and aims | ***Lesson planning (2): formats, individual lesson planning*** Building on the previous session, we think about individual lesson plans***Link to CARD A: D1,D2,D3,D5,D6,D9,D11,D12,E1,E2,E3,E4,E5*** | ***Planning a lesson***Discussion and preparation for peer teaching session ***Feedback from UA1 diagnostic***  |
| Reading/ resources | [NCELP Schemes of Work](https://ncelp.org/ncelp-schemes-of-work/french/)[Oak National Academy](https://teachers.thenational.academy/subjects/french/key-stages/key-stage-3) (KS3) [Oak National Academy Year 7 lesson](https://teachers.thenational.academy/units/year-7-unit-1-a482)[MultiLingProfiler](https://ncelp.org/resources/multilingprofiler/) [Rosenshine’s Principles of Instruction](https://files.eric.ed.gov/fulltext/EJ971753.pdf) (9 page article)[Working Memory](https://www.youtube.com/watch?v=CLyaL09t6Qk) video part 1 (6 mins)[Working Memory video part 2 (6 mins)](https://www.youtube.com/watch?v=YzeEno-tRfg) [Managing cognitive load through effective presentations](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/-managing-cognitive-load-through-effective-presentations-) (PPT and PdF)<https://www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter/diversity-and-inclusion/permission-to-speak.html> | [Presentation, Practice, Production](https://www.youtube.com/watch?v=icRXotTeqRM)[Teaching vocab to beginners using PPT](https://www.youtube.com/watch?v=k60Ks4qDkak&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=11) |
| Thurs 3 Oct | Session title and aims | **GCSE input from Edexcel****10am ONLINE**An input on: New GCSE (from 2024)Listening and comprehension skills  Writing and Translation***Link to CARD A: E1,E2*** | **Preparation time for peer teaching with mathematics group**Putting into practice all you have learned so far. **Observe, deconstruct, discuss, analyse*****Link to CARD A: D1,D2,D3,D5,D6,D9,D11,D12,E1,E2,E3,E4,E5*** |
| Reading/ resources | Exam Boards:[AQA](https://blackboard.le.ac.uk/webapps/blackboard/landingPage.jsp?navItem=cp_course_customization&course_id=_41108_1)[Edexcel](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html)[Eduqas](https://www.eduqas.co.uk/home/modern-foreign-language-gcses-for-2024/%22%20%5Cl%20%22%3A~%3Atext%3DOur%20new%20modern%20foreign%20language%20GCSEs%20will%20develop%20your%20learners%2Ccommunities%20where%20languages%20are%20spoken.)subject difficulty/ grading<https://ffteducationdatalab.org.uk/2023/06/revisiting-subject-difficulty-at-key-stage-4/> | [Presentation, Practice, Production](https://www.youtube.com/watch?v=icRXotTeqRM)[Teaching vocab to beginners using PPT](https://www.youtube.com/watch?v=k60Ks4qDkak&list=PL_FfkTb7PcMG7V_KE-N9r9NMmB1-GrF0c&index=11)  |

### **Week 6**

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| Day |  | Morning | Afternoon |
| **Friday 11 October**  | Session title and aims | **Peer Teaching 2 *(cross curricular)*****Observe, deconstruct, discuss, analyse*****Link to CARD A: D1,D2,D3,D5,D6,D9,D11,D12,E1,E2,E3,E4,E5*** | **Preparation for Phase A teaching practicum*****Link to CARD A: B1,B2,B7*** |
| Reading/ resources |  |  |

subject difficulty/ grading

<https://ffteducationdatalab.org.uk/2023/06/revisiting-subject-difficulty-at-key-stage-4/>

**Referencing guide**

<https://leicester.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=60d8728a-0f90-4229-b574-b16400a4be8b>