

Planning/evaluating your modern language course

Questions for teachers

Planning the course

- How is your course structured?
- Is the course design based on a text-book's structure or around the best way for pupils to build competence in the language?
- Does the scheme of work provide a cohesive plan from the beginning of KS3 to end of KS4?

Vocabulary

- Do you know what words you will teach and when?
- How and when will you teach pupils to revise vocabulary?
- How will you test vocabulary knowledge?

Grammar

- How do you plan and sequence teaching of grammar?
- How does assessment of grammar teaching inform corrective or remedial teaching and intervention?
- What core grammatical features will pupils have mastered by the end of each year?

Phonics/pronunciation

- Do you teach foreign language phonics to pupils from the early stages?
- How will you know this approach is successful?

Use of the new language

- What opportunities do you provide for pupils at each stage in their learning to speak the new language in the classroom?
- How do you ensure that the language is used in a planned and systematic way to reinforce previous teaching?
- What is the balance in the classroom between pupil and teacher use of the new language?

Textbooks

- Do you use textbooks?
- How are they used and how extensively?
- How well do they support a planned approach to teaching vocabulary and grammar?

Use of enriching and stimulating materials

- What authentic materials do you use to support your teaching?
- Are they appropriate for the stage of the course pupils have reached and do they build on vocabulary and grammar taught?
- Do they provide interest or knowledge of another country?

Transition from primary school

- What knowledge do new Year 7s bring with them – of English grammar and of other languages - from primary school or from home?
- Do you have links with your schools' main feeder primary schools to find out what pupils have covered in the KS2 curriculum?
- How can you use this knowledge?

Attitudes to languages in your school

- Pupils - what proportion continue to study a language beyond key stage 3? If lower than it could be; why?
- What are pupils' views of how they have been taught languages?
- What does the department do to promote language study?
- What is the profile/status of languages in school compared to other subjects?