Transcript: Y8 Scheme of Work Development

Length of Talk: 19 minutes.

Presenter: Rachel Hawkes

# Slide 1 (00:0 – 00:56):

Hello. My name is Rachel Hawkes. I'm co-director at NCELP, and in this presentation I'm going to talk about the design of NCELP's Y8 Scheme of Work. Whilst focusing on Y8, I will inevitably make references to and draw comparisons with NCELP’s Y7 Scheme of Work. Before we get underway, I want to thank all the NCELP team for the hard work and dedication that have gone into the NCELP project to date. With reference to the scheme of work, I want to mention Nick Avery and Natalie Finlayson, NCELP resources developers and scheme or work holders for Spanish and French respectively, and Professor Emma Marsden, director of NCELP. And very importantly, I also want to thank all our lead and hub school teachers who are currently teaching the NCELP schemes of work in their schools, providing us with essential QA and feedback.

# Slide 2 (00:56 – 1:57):

So, as I said, I’m going to focus on the Y8 scheme of work today. If you are not already familiar with the Y7 scheme of work, there is a separate screencast about it, from Nick Avery, on the NCELP Resource Portal. Just search for scheme of work, or alternatively download the PowerPoint that comes with this presentation and follow the link you can see on the screen, here.

The full scheme of work for Y7, plus its accompanying PowerPoint resources, are already available on the resource portal. The process of creating Google slide versions of all the PowerPoints is also well underway. In addition, versions of all the Y7 lessons have been filmed and are available on the Oak Academy Website.

# Slide 3 (1:57 – 3:40):

For Y8, PowerPoint lessons for Terms 1 and 2 are complete (or nearly complete) for French, German and Spanish. Term 1 lessons have been filmed and are available on the Oak website. The Y8 draft full schemes of work and overview documents for the whole year are on the portal, with an updated version following teaching this term to be published to the portal, shortly. Y9 planning is also in train, with first resources to be worked on from January onwards.

It might seem like this is a long-old process! It is the longest amount of time I’ve ever spent writing a scheme of work. When reflecting on why this is, I think it comes down to the fact that all the previous schemes of work I’ve written have borrowed at least something from previous schemes of work. Whereas, here, the process of translating the recommendations from the MFL pedagogy review into a fully resourced three-year SOW for KS3 involved starting from scratch, as the existing SOW that we were aware of were all topic driven. So, it has been quite a painstaking process, with many revisions along the way. There have been and will be more revisions, as NCELP schools and an increasing number of other schools, try it out and provide us with important feedback. And It’s important to bear in mind that this work is just one example of a scheme of work based on the pedagogy review principles.

# Slide 4 (3:40 – 4:48):

So, this session will run as follows: we start with the principles and key features of the Y8 Scheme of work that apply to all three languages.   
  
After that, teachers will be invited to select one or more languages for a language specific walkthrough the scheme of work document itself.  
Each language session will also present one or two examples of tasks from Y8 that particularly highlight development from Y7.  
  
Following that, the idea would be for teachers to browse the Y8 collection of resources for their chosen language. If accessing this screencast as part of a TRG session, then there will probably also be the opportunity to share thoughts in plenary.

# Slide 5 (4:48 – 5:51):

So, following what I said on the opening slide, here are some general things that NCELP schemes of work set out to do. First, to set out clear sequencing and integration of the three strands of core language knowledge at KS3: grammar, vocabulary and phonics. They are grammar driven, rather than topic based. They need to be sufficiently detailed to support systematic teaching, and they need to be sufficiently well resourced to enable teachers to teach an appropriate Key Stage 3 curriculum, in line with the MFL pedagogy review, without an excessive additional workload falling to teachers in the creation of new resources.

# Slide 6 (5:51 – 7:42):

As for the design features, the broad format of the scheme of work document, is the same across the different languages, and very similar to the Y7 sow design.

Though the schemes are grammar-driven, there is a context column, which seeks to give a broad idea of the purpose of the language in any given week, for example ‘Comparing people and places now and then’.

The scheme of work is based on a two lesson per week model, based on 36 teaching weeks, with two weeks for assessment in terms 2 and 3.

The notes column contains explanations of the language selected and ideas for teaching it.

The accompanying Y8 PPT resources are two lessons, planned as 50-60-minute lessons, where any activity that goes beyond 50 minutes is described as optional. This is a continuation of the approach followed in Y7.

There is one scheme of work for all students. However, within lessons many tasks have suggestions and scope for differentiation, either in terms of task, levels of support, or outcome.

Let’s look at the individual strands in a bit more detail, starting with grammar.

# Slide 7 (7:42 – 8:49):

**Grammar**  
  
As for Y7, we’re aiming for broad parity across the 3 languages in terms of the features that we cover, with differences in sequencing owing to the internal grammar of each language.

The guiding principles are also the same as for Y7; in most weeks when a new grammar feature is introduces, there will be a brief explanation, input practice in both listening and reading first, followed by scaffolded opportunities to practise the new feature in speaking and writing. A new grammar feature doesn’t mean a whole paradigm, e.g., the perfect tense, it refers to a part of a paradigm. Typically, a pair of forms is contrasted. This might be two persons of the verb, or different spelling patterns following a pair of prepositions (e.g. the accusative and dative case after the German preposition ‘auf’ or à + le combining to au, contrasted with à + la . Over time parts of paradigms build up, are revisited, both separately and eventually together, leading eventually to less-structured production activities.  
  
One of the tabs of the SOW document is called Y8 Grammar tracking. This tab sets out the grammar spine. New features are presented in bold type, normal script for first revisiting and italics for 2nd and subsequent revisits. There is also a new tab, the KS3 Grammar tab, which lists all the paradigms and contributing features, showing which lessons they are taught, then revisited in. This tab is a reference for teachers, but a planning tool for the resource developers who can see at a glance how many times a feature has been practised. Y7 and Y8 grammar features are revisited in six ‘fallow’ weeks, alongside Y7 vocabulary. This allows Y7 and 8 grammar features to be extended to different lexis, which is important for strengthening the knowledge.

# Slide 8 (8:49 – 9:46):

**Vocabulary**

In contrast to Y7, new words are introduced in 30 of 38 weeks only to allow for six weeks of systematic recycling of all Y7 vocabulary, the ‘fallow’ weeks I just mentioned.

Across the 30 weeks with new vocabulary, there is an average of 10-12 new words in each vocabulary set, leading to between 300-360 new words over these 30 weeks.

# Slide 9 (9:46 – 10:58):

The essential principles guiding vocabulary choice are the same as for Y7. First and foremost is word frequency. We continue to select words that are largely within the 2000 most frequent in the language. The building of a verb lexicon also continues to be a priority.

As in Y7, our word sets contain words of different word classes. This offers greater potential for sentence creation from the start than, say, a list of 10 nouns that will just fill a slot after a verb.

At the same time, our words are selected to support the grammar, and so, in a week where we focus on adjective agreement, for example, we would choose a greater number of adjectives than we normally would.

# Slide 10 (10:58 – 12:59):

In terms of revisiting, we try to maximise encounters with vocabulary taught, as this is crucial for long-term learning.

All vocabulary sets are systematically revisited, after three weeks and again after nine weeks of teaching. This is a rolling cycle of revisiting that started in Y7 and will continue into Y11.

Words are still set as pre-learning for the week ahead, using Quizlet as one of the learning tools, as in Y7. However, Y8 vocabulary learning homework now include some additional tasks that integrate the three revisited vocabulary sets. Task types include synonym, antonym, association and word substitution activities. Resources are, as in Y7, carefully designed to weave in words from previous weeks.

Finally, I want to mention NCELP’s approach to words with multiple meanings (e.g., der Preis (prize, price). As a rule, words are introduced with one meaning. When a 2nd meaning is needed, the word is added to the new vocabulary set, and listed with its two meanings, which are then practised in the lesson. The progress of these polysemous words is recorded on the multiple senses tab on the sow document.

# Slide 11 (12:59 – 14:26):

**Phonics**  
And now to phonics. In Y8 this strand is called Sounds of the language. This reflects a greater diversity of elements than in Y7 and includes sound-symbol correspondences, stress, syllables, liaison, rhythm, and pronunciation patterns, as most appropriate to each language.

There continues to be a focus on the sound-writing relationship in every lesson, with short practice activities. All three languages revisit previously taught SSC. The French Y8 SOW additionally introduces new SSC, whilst Spanish focuses on word stress patterns, and German combines trickier pairs and sets of SSC for further practice.

# Slide 12 (14:26 – 15:47):

**Textploitation and cultural contexts**

As in Y7 there are weeks set aside for work on rich, more challenging texts. Developing on from Y7, short and longer texts and spoken passages are integrated into lesson sequences more frequently, supported by students’ growing vocabulary base. It is this secure, and growing, vocabulary of high frequency words, together with grammar and phonics knowledge, that support the comprehension of longer texts, including authentic, semi-adapted factual and literary texts. Their readability is checked (using the Word Profiler) to ensure that texts are either 100% comprehensible or 90%+ with key language glossed and/or meanings carefully elicited through the activities in the lesson.

# Slide 13 (15:47 – 18:27):

**Assessment**

The first Y8 assessment week is at the end of January, and the second in mid-June.

As in Y7, NCELP is designing two types of test which, between them, assess the full range of knowledge and skills students should have developed by the end of the first half of the summer term in Year 7 and 8.

The first is the **‘achievement’** test, which is designed to assess students' knowledge of a principled sample of phonics, vocabulary, and grammar (PVG) features. This ‘syllabus-based’ test is trying to find out to what extent students have learnt what we are trying to teach them up to the point of testing. The January test follows this model.

The second assessment type is the **'applying your knowledge'** test, which brings together the PVG strands in a more holistic assessment of listening, reading, writing and speaking. This aims to assess students' ability to apply their knowledge in a fuller context through listening comprehension, oral picture description, and short translation tasks. There is one of these in the summer term of Y7 and Y8, in addition to another achievement test.

If you would like more detail on the principles of assessment design, please access the following CPD screencast sessions. These contain voiceovers from NCELP specialists: i) [Phonics](https://resources.ncelp.org/concern/resources/1j92g777t?locale=en), ii) [Vocabulary](https://resources.ncelp.org/concern/resources/vt150j69j?locale=en), iii) [Grammar](https://resources.ncelp.org/concern/resources/73666474j?locale=en)

# Slide 14 (18:27 – 19:04):

That concludes the first part of the session. For those listening to this voiceover, as I mentioned earlier, the next step would be to access the language-specific scheme of work presentation for your chosen language.