**DfE Early Career Framework and alignment with NCELP CPD, Scheme of Work, and Resources**

This document provides subject-specific interpretation of the ECF for MFL education. This subject-specific alignment is based on the work of The National Centre for Excellence for Language Pedagogy (NCELP). NCELP helps teachers deliver the recommendations of The MFL Pedagogy Review (2016) by drawing on international peer-reviewed research. One cause of low pupil motivation can be curriculum design and pedagogy which do not effectively promote a sense of achievement and progression among pupils. This document highlights how NCELP’s work on curriculum design, resources, pedagogy, and assessment supports the development of Early Career Teachers by illustrating how principled and effective MFL education corresponds with the ECF’s expectations.

**High Expectations (Standard 1: Set high expectations)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  3.Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  4.Setting clear expectations can help communicate shared values that improve classroom and school culture.  6.High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | To improve pedagogy to strengthen language development and learners’ sense of progression, and thereby improve self-efficacy, the [NCELP Schemes Of Work (SOW)](https://resources.ncelp.org/schemes-of-work) aim to [increase intrinsic motivation to study languages at GCSE](https://resources.ncelp.org/concern/parent/3t945q82x/file_sets/6108vb31r).  [NCELP’s SOW](https://resources.ncelp.org/schemes-of-work) and resources develop pedagogy that is research-informed and practice-informed. Practice in phonics, vocabulary and grammar is frequent, spaced, meaning and form-focused, and involves a desired degree of difficulty and challenge. However, the SOW avoid introducing too much new material too fast and ensure that initial practice followed by regular and spaced revisiting of material is built into the SOW to allow for ‘overlearning’ and ‘automaticity’ to occur. This reduces the perception of difficulty and aids students’ motivation.  The phonics, vocabulary and grammar focus of every lesson, detailed on the title slide of the lesson PowerPoint, allows the teacher to establish clear and attainable goals for the students. The structure of each lesson, involving systematic and sequenced activities allows for constant practice and progress, reducing opportunities for misbehaviour.  NCELP resources include rich literary and authentic texts from Y7. [Research indicates that intrinsic interest in learning about the language and its associated culture](https://resources.ncelp.org/concern/resources/0z708w48k?locale=en) is an important reason for continuing with language study. The study of such texts can enhance the personal relevance of language learning, and may also provoke personal, emotional and imaginative responses, which have been shown to be linked to enjoyment. [Such texts and inclusion of cultural aspects in lesson resources](https://resources.ncelp.org/collections/qf85nc16k?locale=en) can therefore motivate students.  NCELP resources promote:   * character development (resilience, confidence and independence) * global citizenship * understanding & appreciation of diversity * openness towards and acceptance of others and otherness   The aim is to facilitate high quality teaching by connecting classroom practice to research and developing pedagogy, with resources to deliver it. [NCELP provides CPD PowerPoints and screencasts for teachers](https://resources.ncelp.org/collections/0c483j43w?locale=en) that can be used in department INSET, as well as training for specialist teachers who in turn deliver training to hub schools. |

**How Pupils Learn (Standard 2 – Promote good progress)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.Learning involves a lasting change in pupils’ capabilities or understanding.  2.Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  3.An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.  4.Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.  5.Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.  6.Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.  7.Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  8.Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.  9.Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | NCELP CPD and resources are all closely informed by high quality, peer-reviewed, international research about how pupils learn a foreign language. For more information, please [see our rationales, research and guidance collection](https://resources.ncelp.org/collections/2227mp79s?locale=en).  Knowledge in our SOW (phonics, vocabulary and grammar) is thoroughly practised in carefully planned schedules, building on prior knowledge, to ensure it is committed to memory in different forms and types: in both comprehension and production, and oral and written modalities. The [resources aim to provide frequent, spaced, meaning and form-focused, structured practice with an element of struggle,](https://resources.ncelp.org/concern/resources/ng451h506?locale=en) making every moment of practice count, providing a range of types of practice that revisit the same language in different contexts (different themes, different linguistic contexts).  Learning is carefully planned to support progression for the vast majority of learners at KS3 within a low exposure foreign language setting. The focus of practice is mainly to establish the knowledge of phonics, vocabulary and grammar that is required to understand or express meaning and embed these in long-term memory.  Content is determined by selecting the highest priority functions of grammar, and the most highly frequent and useful vocabulary and phonics, though avoiding the introduction of too much language too fast. For the majority of learners aged 11-13, introducing no more than one new main grammatical function every two weeks is considered to set a sufficient amount of ‘desirable difficulty’. This avoids the risk of the working memory being overloaded, as well as ensuring that the grammatical features are practised rigorously to allow them to be more easily accessed by long-term memory. NCELP resources provide multiple encounters of a smaller amount of vocabulary and grammar than has traditionally been the case, so they can be embedded in long-term memory (e.g. NCELP does not introduce full verb paradigms all in one lesson).  Guiding principles in the SOW are that revisiting must be: frequent enough to prevent forgetting; spaced enough so that recall is challenging; and systematically planned into the SOW so that it happens. Grammar features are recycled in new semantic fields (e.g. themes, clusters of related vocabulary) and different contexts, which strengthens the knowledge base. This recycling and revisiting of grammar (as well as phonics and vocabulary which is re-encountered about every month, term and year) improves and consolidates the quality of prior knowledge, reduces the likelihood of misconceptions and strengthens recall.  Our SOW systematically introduce [part paradigms and then practises grammar features in pairs of different meanings with a focus on function and meaning in activities that make the grammar ‘task essential’](https://resources.ncelp.org/concern/resources/08612n54w?locale=en), in all modes and modalities. Resources provide clear and concise models and examples of these new grammar features. The subsequent activities then provide more models and worked-examples for teachers to use to consolidate these initial examples and to ensure students’ understanding. There is, therefore, a more gradual progression, facilitating a systematic, step-by step approach to learning, practising, and mastering the new grammar.  [Phonics knowledge](https://resources.ncelp.org/concern/resources/kd17cs85f?locale=en), starting within single symbol-sound correspondences (SSC) and other aspects of the sound system is built slowly and carefully lesson-by-lesson through introduction, consolidation, and development activities. Listening to native speakers saying the targeted SSC in various words and eventually short sentences are part of the modelling process. Practising these SSC is built into every lesson and revisiting them is integrated into the SOW for each year. For examples, [see NCELP’s Phonics Collection](https://resources.ncelp.org/collections/tt44pn854?locale=en). |

**Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  2.Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  4.Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.  5.Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  6.In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  7.In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  8.Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.  9.To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  10.Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | In languages, the content which pupils will learn is essentially covered by the vocabulary, grammar and sound and spelling systems of the language which will, with appropriate practice, enable them to use the language for communication. The phonics, vocabulary and grammar-based SoW which we provide set out the curriculum in detail in a way which teachers can use to describe the content pupils will be covering.  Our SOW, resources, and CPD align with a wide range of policy and infrastructure documents that lay out the basis for a coherent wider vision for successful learning. As well as being based on the recommendations of the MFL Pedagogy Review and informed by practice and peer-reviewed academic research [they are also aligned to the Ofsted framework of ‘Intent, Implementation, Impact…’](https://resources.ncelp.org/concern/resources/td96k262r?locale=en). NCELP’s focus on phonics, vocabulary, and grammar is also compatible with the draft new [GCSE MFL Subject Content](https://resources.ncelp.org/collections/9p290b10f?locale=en). In addition, the National Curriculum (2014) emphasises the use of (adapted) authentic texts, including literary sources in GCSE and A levels. [The study of such texts is included in NCELP resources from Y7.](https://resources.ncelp.org/collections/qf85nc16k?locale=en)  NCELP’s SOW clearly define the body of knowledge to be learnt, delineating the content by explicitly listing the phonics, vocabulary, and grammar to be covered. Resources support teachers in delivering high quality lessons and developing and enhancing their teaching methods. Lesson content and teacher notes support teachers’ subject knowledge, as do [the CPD PowerPoints and screencasts on the Resource Portal.](https://resources.ncelp.org/collections/0c483j43w?locale=en) The pedagogy is research and practice-informed and engagement with it therefore strengthens teachers’ subject knowledge.  NCELP’s SOW in Key Stage 3 are driven by the need to explicitly teach, practice and eventually master the most frequent (and therefore most useful) components phonics, vocabulary and grammar.   * [Phonics](https://resources.ncelp.org/concern/resources/kd17cs85f?locale=en) – core understanding and producing of the key Sound Symbol Correspondences (SSCs), including via synthetic approaches, is completed by the end of KS3. This core knowledge is introduced systematically from the beginning of the course and is needed to drive basic literacy in the language: being able to read aloud and to write down what they hear. Evidence suggests that this core literacy knowledge also serves the learning of vocabulary and grammar, which in turn enable a pupil to generate and understand meaning, to then leverage in the longer-term access to rich content (e.g., cultural, historical, social). * [Vocabulary](https://resources.ncelp.org/concern/resources/t722h880z?locale=en) – approximately 360 words are taught per year at KS3 and KS4 with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. High frequency irregular features of grammar are taught as though they are vocabulary items, introduced in learning homework and practised in classroom activities as part of the lexicon, and so are included in our vocabulary lists. Words are chosen each week from different parts of language (nouns, verbs, adjectives, adverbs etc) thus empowering pupils to use the language creatively (to express their own meaning) with each set of vocabulary taught (rather than via fixed phrases that cannot easily be manipulated or transferred to other contexts). * [Grammar](https://resources.ncelp.org/concern/resources/08612n54w?locale=en)– core grammar functions are taught and revisited several times over KS3 and KS4, including features for persons, number, gender, subjects, tense, and aspect and a range of key syntax (word order and relations between words). Features are carefully mapped and revisited with different vocabulary, so that they are consolidated in different contexts (not just for particular topics or in set phrases).   This foundation of the most essential aspects of the language is regularly consolidated alongside new features. New grammar features are paired with existing knowledge of grammar in explanation slides with models and worked examples, and then in activities that rigorously practise understanding. As NCELP’s SOW are designed to ensure systematic and well-spaced progression of learning, practising and consolidating these grammar features over time, there is a greater likelihood of students developing these ‘increasingly complex mental models’.  All NCELP lessons in KS3 include the systematic teaching and practising of phonics and/or the sound system more broadly as an essential component of language proficiency. We recognise that phonics is essential for decoding; research suggests that decoding is positively associated with motivation and improves confidence in speaking and written production. There is also evidence that teaching phonics supports vocabulary learning as it identifies and helps establish phonemes (the smallest unit of sound that carries meaning) and their associated graphemes (spelling that carries meaning). The explicit teaching of the sound system reduces errors during learning of new vocabulary, as students are able to better sound out and spell new words by applying learned and practised principles from an early stage.  A typical NCELP lesson resource includes receptive (listening and reading) and productive (speaking and writing) tasks and is structured to enable students to understand meaning by actively recalling and manipulating grammar and vocabulary taught. The focus on task-essential (meaning-bearing) grammar and high-frequency vocabulary develops comprehension and production skills. Lessons are structured to provide models and scaffolds for successful writing and speaking, following the comprehension activities.  NCELP resources serve the teaching of comprehension skills and decoding due to their focus on phonics, vocabulary and grammar. Content is presented and practised in ways that make them essential to the task and for understanding/communicating meaning. Practice activities require learners to pay attention to both form and function (as opposed to mechanical practice without attending to the meaning, or to the reliance on rote-learned phrases without attending to the grammar).  The study of rich texts about culture, society, history, geography, also involve the teaching of language awareness-based comprehension strategies such as using word patterns to find or check meaning. |

**Classroom Practice (Standard 4 – Plan and teach well structured lessons)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  2.Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  3.Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  4.Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.  5.Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.  6.Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.  7.High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.  8.Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  9.Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  11.Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. | [Practice is frequent, spaced, meaning and form-focused,](https://resources.ncelp.org/concern/resources/ng451h506?locale=en) and involves an element of struggle. Learning is carefully planned to support progression for the vast majority of learners at KS3 within a low exposure foreign language setting.  New grammar features are introduced and practised alongside previously taught features, thereby consolidating this older material and linking it with new ideas. These new features are modelled in explanation slides that use simple and concise L1 language to detail the function and meaning of the feature. This use of English is principled and planned to ensure unequivocal understanding of new features, classroom activities and some task scenarios as well as for translation activities.  [The target language](https://resources.ncelp.org/collections/tq57nr10t?locale=en) (L2) is used to explain tasks where possible and appropriate. Common language to facilitate this is deliberately taught early in the KS3 SOW, having been identified as having opportunities for referential use in the classroom. A small number of language ‘chunks’ may also be taught where they lead to more interaction and increase comprehensibility of the input language. [Using target language in the classroom](https://resources.ncelp.org/collections/tq57nr10t?locale=en) provides an essential dimension of practice and reinforcement, and when elicited from students is a highly effective way of embedding language in the long-term memory, practising recall and encouraging use for real and creative communication. It also allows opportunities for spontaneous production, which requires a strong element of ‘struggle’ as pupils strive to recall knowledge from long-term memory. In summary, target language use is: carefully planned, clear, cumulative, consistent, and checks understanding, and can lead to creative and communicative language use.  The activities that follow explanation slides provide many more worked examples and scaffolds, as well as repeated opportunities to practise the targeted language, to assist with the understanding of the students before they need to produce the features in spoken or written form. For example, lessons feature paired speaking activities, whether focused on the specific SSC or grammar feature of the lesson that are the culmination of the systematic practice of the lesson’s grammar feature and vocabulary. This guided lesson structure means that the activities are more likely to be completed successfully and with greater confidence. These types of production tasks sit on a continuum of structured to freer practice, with more opportunities for student manipulation as the course progresses.  The amount of activities in each lesson allows teachers to ask many questions of students, either individually or in groups, enabling them to assess students’ learning and understanding at each stage of the lesson. Questioning will occur item-by-item initially in input practice tasks (structure listening and reading).  In [resources that are centred on more challenging listening and reading texts](https://resources.ncelp.org/concern/resources/0z708w48k?locale=en), NCELP seeks to develop comprehension skills in addition to drawing on phonics, vocabulary and grammar knowledge. Other skills include evaluation, academic inferencing and monitoring, though always based on a sound knowledge of content. There is a strong element of meta-cognitive teaching, as pupils are made aware of the knowledge they know and how to marshal it to understand and produce meaning. Resources help teach self-regulatory, text engagement techniques based around need (encouraging self-involvement), search (e.g. looking for clues based on prior knowledge) and evaluation (e.g. expressing their feelings about a text) for comprehension which can benefit self-efficacy and persistence to cope with challenging texts. In sum, the study of these texts involves knowledge-based, functional, and creative activities.  NCELP creates audio recordings, worksheets and [Quizlet sets](https://quizlet.com/NCELP) as homework for students to learn and practise new vocabulary. This vocabulary set is always used in the following lesson’s activities, alongside revisited sets of vocabulary from the last month and term. [CALL resources are used only when technology is useful and benefits language learning](https://resources.ncelp.org/collections/rv042t23n?locale=en): Quizlet, for example, provides automatic, immediate, and individualised feedback to learners about their knowledge and also encourages independent learning. |

**Adaptive Teaching (Standard 5- Adapt teaching)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  2.Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  3.Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.  4.Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.  6.There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. | [NCELP provides lesson templates](https://resources.ncelp.org/collections/08612p365?locale=en) that can be adapted by teachers if necessary to suit the learners in their specific classroom. Different versions of undertaking individual activities are often provided within NCELP lessons for teachers to decide which would be most appropriate. Teacher notes on slides may also suggest ways of adapting, differentiating or extending the activity. For students who need more time to learn the content set out, teachers can slow down the coverage to give pupils the time they need to embed new language in their long term memory. NCELP lessons can be tweaked, therefore, to create different levels of challenge for different classes. There is room for students to manipulate and create with the language in writing tasks to produce their own responses. However, there are no distinct tasks for different groups of pupils in NCELP activities.  NCELP endeavours to provide targeted support throughout the lesson by ensuring each activity ‘traps’ the specific function of the grammar feature, thereby reducing reliance on guess work, context, or vocabulary.  Pre-lesson vocabulary learning with Quizlet and audio exercises for homework gives learners control over the initial learning (i.e. they can learn at their own pace and without any time pressure).  NCELP never assumes that pupils have specific ‘learning styles’ and does not suggest that particular resources appeal to any specific styles. Knowledge is presented and practised in multiple forms (oral and written) and practised for comprehension and production because the nature of language itself determines this: language must be stored in written (visual) and oral (audio) forms, and this knowledge accessed for comprehension and production.  (Note: Some elements of the NCELP SOW and resources can, potentially, be included and adapted alongside an existing SOW, though this is very challenging as the coverage of vocabulary, grammar and phonics is likely to be different, and the revisiting schedule of NCELP would need to be imposed on the other SOW. For example, some schools have found it beneficial to integrate the phonics components of NCELP lessons into their existing SOW, as the specific and systematic teaching of SSC was often not included previously. However, this does not lead to sufficient attention on high frequency vocabulary and necessary introduction and consolidation of core grammar.) |

**Assessment (Standard 6 – Make accurate and productive use of assessment)**

|  |  |
| --- | --- |
| **Early Career Framework principles** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **Learn that…**  1.Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  2.Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.  3.Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.  4.To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.  5.High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  6.Overtime, feedback should support pupils to monitor and regulate their own learning.  7.Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload | Assessment of learner progress is regular, via a careful programme of revisiting content. Every lesson students are prompted to apply previous phonics, vocabulary and grammar knowledge, to understand and produce language without relying on guesswork or piecing sentences together by pick and mix ‘frames’. Teachers have multiple opportunities to assess student progress and understanding in each lesson, as well as to monitor student commitment towards learning homework on Quizlet.  NCELP assessment tasks, with just two rounds of tests each year, are carefully considered in terms of their aims, structure and focus, and are informed by teaching practice and research. In the creation of the tests, the resource developers at NCELP focus on questions such as ‘What are we trying to test?’ and ‘how can we test it, reliably, validly and practically?’ In good MFL teaching, assessment must be of content actually taught, which is what our programme offers. Assessment does not permit rapid feedback, nor enable the teacher to build in more practice or further teaching, if it is too general and not specific to taught language. Moreover, assessment demands that pupils recall, and the act of effortful recall itself is beneficial for learning and memorisation. [NCELP produces PowerPoints and screencasts to explain the research and rationale behind the composition of the assessment tests](https://resources.ncelp.org/collections/zc77sq31q?locale=en).  ***‘Achievement’*** tests are built into the NCELP SOW to take place twice each year. These tests, comprising a principled sample of phonics, vocabulary and grammar covered to date, evaluate the extent to which students have learnt content from the current year and previous year(s) of study. Half of each test assesses ‘old’ content; half of each test assesses content covered since the last test. Thus, there is a constant reusing and checking of previous knowledge. Teachers can use the results to understand the learning of knowledge to date and areas that may need further attention.  [Achievement vocabulary tests](https://resources.ncelp.org/concern/resources/wd375w55t?locale=en) evaluate the breadth (the number of words learned) and depth (how well the words are known e.g., related meanings, words they can occur next to) of vocabulary covered. They assess recognition (picking out answers from options) and recall (drawing out the knowledge independently). Receptive and productive tasks, in oral and written modalities, are included. The tests evaluate word knowledge in line with the elements that have been taught.  [Achievement phonics tests](https://resources.ncelp.org/concern/resources/1j92g768v?locale=en) assess knowledge through hearing unknown words to apply learned SSC principles to spelling, and through reading unknown words aloud.  [Achievement grammar tests](https://resources.ncelp.org/concern/resources/jq085k242?locale=en) assess knowledge through listening, reading and writing tests, testing knowledge of the form (sound, spelling) and meaning of specific grammar features that have been taught.  NCELP achievement tests for *receptive* knowledge (listening and reading of phonics, vocabulary, and writing) can be administered and marked online, thereby increasing efficiency and reducing the workload on teachers in terms of marking commitments.  ‘***Applying your knowledge’*** tests take place once near the end of each year. These tests bring together Phonics, Vocabulary and Grammar in more holistic assessments. They include more traditional-style listening, reading, writing, and speaking tasks. They assess students’ ability to apply knowledge in context through listening and reading comprehension, oral picture description, and short written translation and composition tasks.  As computers are not well adapted to providing sensitive marking of production (speaking and writing), these tests continue to need a teacher to mark them.  The [mark schemes](https://resources.ncelp.org/collections/zc77sq31q?locale=en) build in appropriate levels of tolerance. For example, words can sometimes be spelt with different spellings that nevertheless follow the principles of phonics; accents rarely affect the meaning of a word; productive grammar knowledge can sometimes be partially correct.  **General note on errors in language learning and teaching.** Understanding, predicting, and tolerating errors is important for language teaching, as developmental errors are often a sign of progress. Errors are also more likely during spoken production, where learners have less time to access their knowledge and are under more pressure to communicate. [NCELP CPD provides guidance to teachers about error tolerance and the most effective strategies for correcting](https://resources.ncelp.org/collections/z029p521n?locale=en). |

**Links to embedded resources**

Assessments collection: <https://resources.ncelp.org/collections/zc77sq31q?locale=en>

CALL (Computer Assisted Language Learning) collection: <https://resources.ncelp.org/collections/rv042t23n?locale=en>

Cultural collection: <https://resources.ncelp.org/collections/qf85nc16k?locale=en>

Error correction: <https://resources.ncelp.org/collections/z029p521n?locale=en>

Exemplar activities collection: <https://resources.ncelp.org/collections/08612p365?locale=en>

GCSE subject content and the NCELP SOW: <https://resources.ncelp.org/collections/9p290b10f?locale=en>

Grammar teaching: rationale: <https://resources.ncelp.org/concern/resources/08612n54w?locale=en>

Meaningful practice: definitions, rationale and principles: <https://resources.ncelp.org/concern/resources/ng451h506?locale=en>

Meaningful practice: using literary and authentic texts collection: <https://resources.ncelp.org/concern/resources/0z708w48k?locale=en>

Motivation matters: <https://resources.ncelp.org/concern/parent/3t945q82x/file_sets/6108vb31r>

NCELP phonics assessments: rationale, design, creation: <https://resources.ncelp.org/concern/resources/1j92g768v?locale=en>

NCELP professional development collection: <https://resources.ncelp.org/collections/0c483j43w?locale=en>

NCELP Quizlet resources: <https://quizlet.com/NCELP>

NCELP Schemes of Work: <https://resources.ncelp.org/schemes-of-work>

New Ofsted framework and NCELP: <https://resources.ncelp.org/concern/resources/td96k262r?locale=en>

Phonics collection: <https://resources.ncelp.org/collections/tt44pn854?locale=en>

Phonics rationale: <https://resources.ncelp.org/concern/resources/kd17cs85f?locale=en>

Rationales, research and guidance collection: <https://resources.ncelp.org/collections/2227mp79s?locale=en>

SoW-based grammar testing for NCELP Y7: <https://resources.ncelp.org/concern/resources/jq085k242?locale=en>

SoW-based vocabulary testing for NCELP Y7: <https://resources.ncelp.org/concern/resources/wd375w55t?locale=en>

Target language: <https://resources.ncelp.org/collections/tq57nr10t?locale=en>

Vocabulary lists: rationales and uses: <https://resources.ncelp.org/concern/resources/t722h880z?locale=en>