

Scheme of work development

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NCELP National Centre for Excellence in Language Pedagogy

Today's talk

- Principles and key features of SoW
- Walk through of SoW document
- Presentation of a resource based on SoW
- 'Search and find' activity

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General considerations

- Integration of the different strands of NCELP pedagogy: grammar, vocabulary and phonics
- Resourcing to enable delivery of an appropriate KS3 curriculum, in line with this pedagogy
- Grammar-driven schemes (rather than topic-based)
- Useable for real-world planning purposes

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Design features

- Common format across languages
- 'Context' column giving a broad idea of the purpose of the language each week, e.g., "Describing a thing or person"
- 'Notes' column containing explanations of the language selected and/or ideas for teaching it
- 'Resources' columns will contain links to teaching sequences and other items on NCELP Resource Portal



Points to note

- Objectives for each week in terms of grammar, vocabulary and phonics knowledge to be mastered
- Schemes are not tiered, but offer scope for differentiation by the teacher
- Weeks set aside for work on rich texts
- Revision/assessment weeks in terms 2 and 3
- Resourcing of the schemes has begun (available on NCELP resource portal)



Grammar strand (1)

- Broad parity across languages in terms of key features
- BUT ... driven by language-specific characteristics
- Schemes err on the side of slower progression, allowing for more practice of features introduced
- Highly frequent irregular verbs form the basis at the start
- Moving to highly regular and frequent verbs



Grammar strand (2)

- Greatly reduces 'chunking' of rote-learned language
- Promotes true manipulation of language
- Pairs of verb forms (e.g. *je* versus *tu*) presented and their meanings contrasted
- Often introduces and practises features over a two-week period e.g., *je*, *tu* and *il* forms of the verb
- But pairs of forms contrasted at a time



Grammar strand (3)

- Re-visiting of grammar in 'Grammar' column
- Where possible, information gaps in practice activities
- Activities allow for differing levels of support to be provided



Vocabulary strand (1)

- 10 new words per week **on average**
- Word selection informed by
 - Word frequency – largely words in 2000 most frequent
 - Building a **verb** lexicon from early stages
 - Mixed word classes, allows sentence creation from start
 - But words selected to support the grammar
 - Relevance to grammar and phonics



Vocabulary strand (2)

- Systematic revisiting at 3 week and 9 week intervals, mainly outside of lessons using CALL
- Resources recycle previously learnt vocabulary
- Notes column in SoW identifies opportunities to revisit words that tie in with grammar / context of language use.



Phonics strand (1)

- Explicit teaching of the key SSCs in each language
- Short practice slots each lesson (e.g. 10 minutes)
- French teaches two new SSCs per week
- Spanish and German present new SSCs individually or in pairs / groups of closely related SSCs, where relevant (e.g. CA, CO, CU)
- Further suggestions for phonics practice in teacher notes



Phonics strand (2)

- Source and cluster words used for phonics practice
- These words are high-frequency and often (near-)cognates
- Their meanings can be learnt incidentally
- Some may also be used in a planned vocabulary set



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- 'Search and find' activity
