

Translating the Subject: KS3 Languages

What will you see in a languages lesson?

The key to learning a language is acquiring key concepts such as: grammar; tenses; word order; gender. These key concepts, particularly grammar is firstly taught in meaningful chunks and structures for communication with grammar explanations coming later to promote mastery and independence. The topics covered act as contexts to master the key concepts described above.

Learners will practise all four skills of reading, writing, listening and speaking. Pupils will engage in activities, some with a competitive edge, to promote the four skills such as verbal chorusing, listening activities -songs as well as dialogues- translations and written responses.

Modelling; Explanation; Practice

Our approach is to secure the key structures of the language by exposing the pupils to high levels of recognisable language and retrieval tasks. After securing the structures, the grammar underpinning the structure is then explained and explored for the pupils to then practise to achieve accuracy and fluency.

What will you see in pupils' languages books?

The pupils' books are their main source of reference. Their books have an A3 sheet at the front providing pupils with the course overview for the year and also the 'Key Concepts' and 'Linguistic Competencies' of the subject. At the end of each half term, pupils fill in the Key Concepts document to capture succinctly their understanding of particular key concepts met that half term. Over the year, the document evidences the build up of knowledge.

Their books also capture activities completed in class to practise the language. 'Sentence Builders' are a common feature across the three languages which act as knowledge organisers and support learning as are listening and writing activities as well as translations.

Assessments and assessment feedback are also highly visible in pupils' books. Pupils respond to feedback by completing 'next steps' as well referring back to targets in order to address them on a lesson for lesson basis.

What formative assessment will you see in Language Lessons

Pupils are questioned and quizzed throughout the language lesson to check for pupil understanding. This can be through whiteboard work in response to retrieval activities on the board; partner work with the teacher listening in or direct questioning and elaboration led by the teacher.

Each pupil has a Quizlet account to self-quiz as part of a weekly homework where scores and participation are tracked.

Formative assessment is also provided in the form of personalised written feedback towards the end of each half term.

What is the department currently accessing and discussing, and why?

- Lyricstraining.com
- Lupin (French Netflix series)
- Nico's Weg
- ARD.de (German TV)
- Siempre Bruja

Why?

Pupils need to access real-life, authentic language sources. Lyrics training offers listening activities by listening to music and completing gap fills. Authentic language sources can be found on Netflix such as the French detective series 'Lupin' or the Spanish series 'Siempre Bruja'. 'Nico's Weg' tells the story of a young Italian new to Germany through several short clips and ARD is the German equivalent of BBCiPlayer.