

# Curriculum Design:

Intent, Implementation and Impact

**AKA Curriculum, Teaching, Outcomes**

The new Ofsted framework for 2019

# Curriculum, Curriculum, Curriculum!

We found that many schools were teaching to the test and teaching a narrowed curriculum in pursuit of league table outcomes, rather than thinking about the careful sequencing of a broad range of knowledge and skills. This was disappointing but unsurprising. We have accepted that inspection itself is in part to blame. It has played too great a role in intensifying performance data rather than complementing it.

There are clearly some schools in our sample where despite having strong progress scores, we found their curriculum to be lacking.

It is a truism that what gets measured gets done. English and mathematics are what are measured in primary schools. It is hardly surprising, then, that they get the most lesson time and most curricular attention from leaders.

**“a primary school that fulfils the spirit as well as the letter of the national curriculum, across the full range of subjects, is already in the right place with its curriculum.”**

**Figure 3: Indicator 6a by subject departments assessed during the 29 secondary schools visits**

Subject area	Band 1	Band 2	Band 3	Band 4	Band 5	Total
Core						
English	1	-	3	6	6	16
Maths	-	-	3	6	5	14
Science	-	-	2	4	2	8
Foundation						
Humanities	4	2	6	6	8	26
Arts	-	1	2	4	6	13
PE	-	1	1	1	3	6
Technology	-	2	2	2	2	8
Modern foreign languages	1	-	3	4	-	8
Other	2	-	5	4	4	15
<b>Total</b>	<b>8</b>	<b>6</b>	<b>27</b>	<b>37</b>	<b>36</b>	<b>114</b>

In modern foreign languages, many of the features of successful curriculum design and implementation were absent or limited due to the lack of subject specialists.

• a score of 5 means ‘this aspect of curriculum underpins/is central to the school’s work/embedded practice/may include examples of exceptional curriculum’

• a score of 1 means ‘this aspect is absent in curriculum design’



**Figure 2: Indicator 6a by subject departments assessed during the 33 primary schools visits**

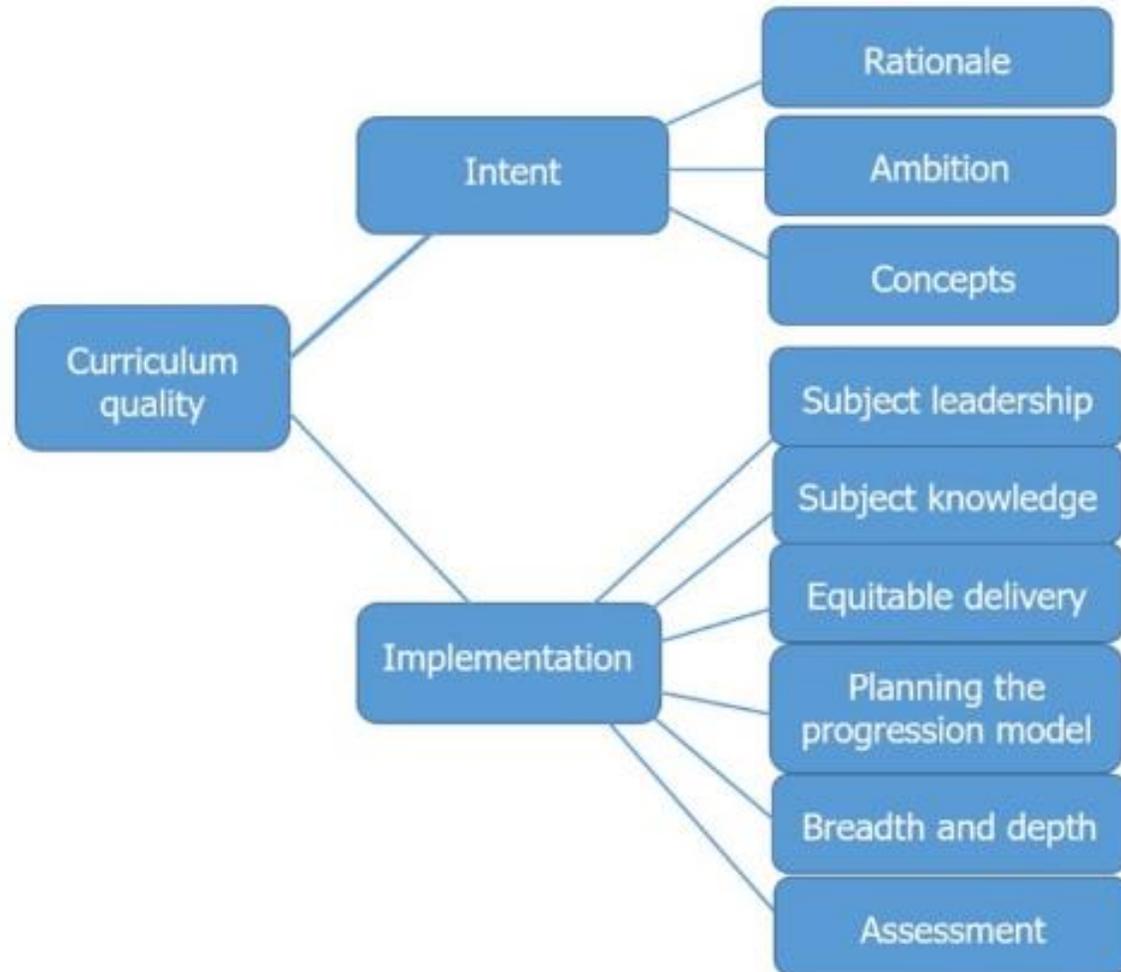
Subject area	Band 1	Band 2	Band 3	Band 4	Band 5	Total
<b>Core</b>						
English	-	1	6	9	1	17
Maths	1	1	8	6	1	17
Science	2	4	6	1	1	14
<b>Foundation</b>						
Humanities	7	7	11	5	-	30
Arts	4	9	6	2	1	22
PE	1	-	2	6	1	10
Technology	6	4	4	2	2	18
Modern foreign languages	-	-	2	1	3	6
<b>Total</b>	<b>21</b>	<b>26</b>	<b>45</b>	<b>32</b>	<b>10</b>	<b>134</b>

“There has been very limited inspection of primary languages since the introduction of the statutory requirement to teach a language from the age of seven. If the subject is to be taken seriously, primary languages must feature more prominently in the Ofsted inspection process from September 2019.”

Holmes, B. and Myles, F. (2019). White Paper: Primary Languages Policy in England – The Way Forward. RiPL: [www.ripl.uk/policy/](http://www.ripl.uk/policy/)

Indicator 6a: The curriculum has sufficient depth and coverage of knowledge in subjects.  
Includes 2 subject reviews conducted in the primary phase of an all through school.  
Technology includes computer studies.

Figure 7: Scores for the intent and implementation indicators at the individual school-level, grouped by phase



We will better recognise those schools in challenging circumstances that focus on delivering **a rich and ambitious curriculum**. At the same time, when we see schools excessively narrowing and gaming performance data, we will reflect that in their judgements.

## Intent [Curriculum]

- leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is **coherently planned** and **sequenced** towards cumulatively **sufficient knowledge and skills** for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching **a full range of subjects for as long as possible, 'specialising' only when necessary**

## Implementation [Teaching]

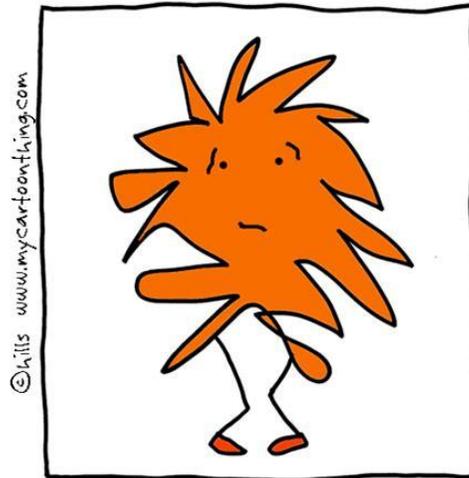
- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- Teachers use **well-judged and often imaginative teaching strategies**, including setting appropriate homework that, **together with clearly directed and timely intervention and support, match individual needs accurately**. Consequently, pupils learn exceptionally well across the curriculum.
- over the course of study, **teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts**
- **teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching**. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. **The resources and materials that teachers select – in a way that does not create unnecessary workload for staff –** reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. **At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge**

## Impact [Outcomes]

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. **Where relevant**, this is reflected in results from national tests and examinations which meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. **Where relevant**, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

# What are the implications?

“We've recently been advised that our SoW should no longer be topic based but grammar based. I'm in a kerfuffle over this. Can anyone advise? Thanks”



A Kerfuffle.

# What drives your curriculum planning?

- topics
- the 'four skills'
- the text book
- the new GCSE /assessment
- grammatical progression and sequencing
- the concept of mastery
- language-learning theories
- engaging content
- vocabulary
- examination results
- practice seen in another school / online

# Skills and knowledge

- **Skills**

Skill is a performance built on what a person knows...  
the 'know-how' in applying the 'known'.

- **Knowledge**

Knowledge is what you 'know and know how to do'

# What is language knowledge?

- Phonics
- Vocabulary
- Grammar

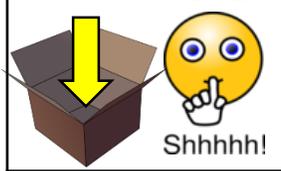
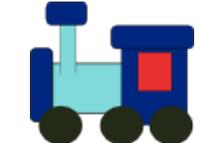
# Why teach phonics?

- Teaching phonics develops phonological decoding
- Without explicit phonics teaching, decoding may be limited
- The ability to decode is associated positively with motivation
- Decoding enables learners to access new language autonomously and accurately
- Phonics teaching supports vocabulary learning, which is key to making progress in language learning
- The time spent on teaching phonics does not seem to delay progress in other areas, i.e. reading comprehension

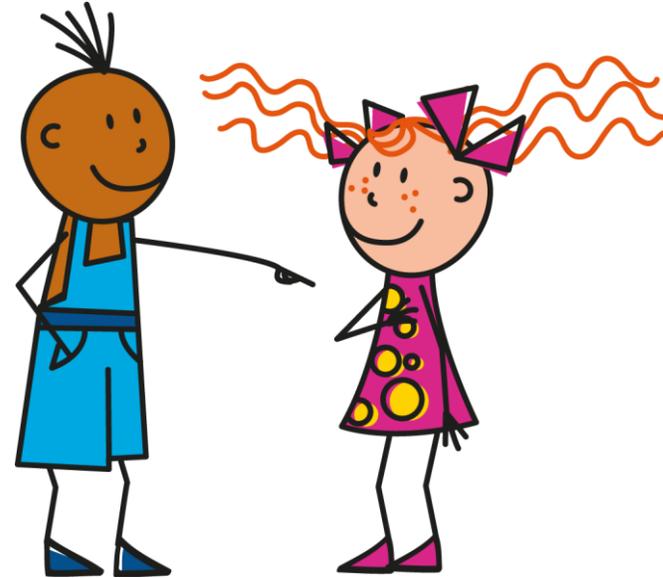


# Teaching phonics

- Awareness-raising tasks
- Focus on specific sound-symbol correspondences (SSCs)
- Practice in connecting sounds to symbols (in isolation and combination)
- Recognition in speech and writing
- Application of knowledge in read-aloud, segmentation and transcription tasks (previously learnt and new words)
- Independent use when asking for meanings of new words, sounding out in vocabulary learning
- Formal and informal assessment

<p>SFC dan<del>X</del></p>  <p>Shhhhh!</p>	<p>a animal</p> 	<p>i midi</p> 	<p>eu deux</p> 	<p>e je</p> 	<p>au gauche</p> 
<p>u tu</p> 	<p>ou nous</p> 	<p>SFE timid<del>X</del></p>  <p>Shhhhh!</p>	<p>a écrire</p> 	<p>en/an enfant</p> 	<p>on Non!</p> 
<p>ain/in train</p> 	<p>ê/è tête</p> 	<p>ai vrai</p> 	<p>oi voir</p> 	<p>ch chercher</p> 	<p>c ici</p> 
<p>qu question</p> 	<p>j jour</p> 	<p>tion Attention!</p> 	<p>ien bien</p> 	<p>un un</p> 	<p>Francophoniques</p>

u



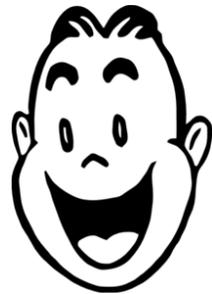
tu

ou



nous

salut!



amusant

sur

on



tu

vue



utiliser

to use

trouver



toujours

always; still

jouer



nous



12

Bonjour!

douze

## Sample French phonics activities - Listening

1. Listen carefully to the following words and tick 'u' or 'ou' depending on the sound you hear.

	u	ou
1		
2		
3		
4		
5		

**il gèle**

**il fait mauvais**

**il fait beau**

**il fait chaud**

**il fait froid**

**et il pleut**

**à Liège**

**à St Malo**

**à Périgueux**

**à Blois**

**à Selles**

**à Beauvais**

**à Pau**

**à Gent**

**à St Gervais**

**à Montrichard**

**à Paris plage**

**dans le nord**

# Vocabulary

Vocabulary to be taught should be informed by frequency of occurrence in the language, and special attention should be paid to common verbs in the early stages... A consequence of not attending to frequency of occurrence in vocabulary choice is pupils realising that they cannot say or understand basic things in the language.

*Anon. 2016. Modern Foreign Languages Pedagogy Review. A review of modern foreign languages teaching practice in key stage 3 and key stage 4. (Chair: Ian Bauckham). Teaching Schools Council.*

# What does research tell us?

- Why is vocabulary important?
- How many words do learners need to know?
- What does it mean to know a word?
- Which words do learners need to know?
- How can they best learn the words?
- What do we do about different rates of learning?

# Vocabulary in numbers...

## If this is the answer, ...?

### ANSWERS

1. 5-10
2. 98%
3. 1772
4. 8
5. 2000
6. 3
7. 4222

### What is...

- a) ...the lexical frequency ranking of the verb SER in Spanish?
- b) ...the expected size of vocabulary needed to function adequately at CEFR Threshold B1 level?
- c) ...the number of new words learners might be expected to learn **on average** each lesson?
- d) ...the lexical coverage needed for comfortable comprehension of a text?
- e) ...the lexical frequency ranking of the verb SEIN in German?
- f) ...the number of words on the AQA Spanish Higher Minimal Core Vocabulary list?
- g) ...the lexical frequency ranking of the noun POULET in French?

# Which words? Vocabulary lists

Spanish Higher GCSE  
specification –  
1772 words

Top 2000 words –  
frequency list

**algo [110]**

**vivir [142]**

**gustar [163]**

**tipo [168]**

**ejemplo [187]**

**pequeño [202]**

**escuchar [281]**

**muerte [294]**

Pattern	Examples
The Spanish word adds an -o (and sometimes an accent) or changes a final '-e' in English to an -o	<i>aspecto, automático, económico, activo, decisivo</i>
The Spanish word adds an -a (and sometimes an accent)	<i>lista, idiota</i>
Words ending in '-ist' in English often end in -ista in Spanish	<i>pianista, comunista,</i>
Spanish changes a final '-e' to an -a	<i>medicina</i>
The Spanish word adds an -e	<i>aire, arte</i>
Words which end in -ía or -ia in Spanish and '-y' in English	<i>biología, economía, tragedia</i>
Words which end in -or in Spanish and '-our' in English	<i>honor, vigor, labor</i>
Verbs which add -ar, -er or -ir in the infinitive in Spanish or change a final '-e' in English to one of these endings	<i>admirar, confirmar, reservar, servir</i>
Verbs which end with -ar in the infinitive in Spanish and with '-ate' in English	<i>decorar, cultivar, activar</i>
Words which, in addition to the points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling	<i>filosofía, psicología, gráfico, fotografía, cuestión</i>
Words in which t in Spanish corresponds to 'th' in English	<i>teatro, catedral, auténtico, autor</i>
Spanish adverbs ending in -mente which end with '-ly' in English	<i>completamente, especialmente, generalmente</i>
Words which end in -oso/-osa in Spanish and '-ous' in English	<i>fabuloso, religioso, furioso</i>
Words where '-tion' in English is replaced by -ción in Spanish	<i>acción, inspección, integración</i>
Words ending in -ante or -iente in Spanish corresponding to English '-ant' and '-ent'	<i>protestante, correspondiente, deficiente</i>
Words where '-nce' in English becomes -ncia in Spanish	<i>evidencia, vigilancia, inteligencia, ocurrencia</i>
Adjectives where '-ical' in English becomes ico/ica in Spanish	<i>físico, óptico, fanático</i>
Words where 'oun' in English is replaced by -un in Spanish	<i>anunciar, pronunciar</i>

Pattern	Examples
Words where <i>des-</i> in Spanish is replaced by 'dis-' in English	<i>desconectar, desconcertar, desembarcar</i>
Words which end in -dad or -tad in Spanish and '-ty' in English	<i>capacidad, sociedad, solemnidad, hospitalidad, libertad</i>
Adjectives ending in -ense which compare with English equivalents ending in '-an' or indicating a place of origin	<i>canadiense, londinense</i>
Words where an intervocalic -d- in Spanish is replaced by '-t-' in English	<i>senador, ecuador, operador, maduro</i>
The English word adds an extra letter or letters	<i>cine, clima, militar, avance</i>
The Spanish word adds an epenthetic e- before words beginning with 's' + consonant	<i>esnob, especial, estéreo</i>
Words where a single vowel in English is replaced by a diphthong in Spanish	<i>sentimiento, compartimiento, puerto</i>

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Spanish.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two language. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

# Word families

*La Regenta*, a novel by Leopoldo Alas “Clarín”

Read this extract and answer the questions in **English**.

— Me muero de aburrimiento, dijo Ana.

Tenía veintisiete años. Sentía que la juventud se le escapaba; veintisiete años de mujer eran la puerta de la vejez que ya estaba llamando...

El amor es lo único que vale la pena de vivir, había ella leído muchas veces.

Pero, ¿dónde estaba ese amor? Ella no lo conocía.

How did Ana say she was feeling?

Why was Ana depressed about being 27 years old? Give two reasons.

What had Ana read about love?

# En la ciudad [in town]

	Word	Frequency ranking	Part of speech
1	la plaza	806	noun
2	la iglesia	437	noun
3	el teatro	605	noun
4	ser	7	verb
5	grande	66	adjective
6	pequeño/a	202	adjective
7	estar	21	verb
8	cerca (de)	1042	adverb
9	lejos (de)	833	adverb
10	el museo	1114	noun

# Grammar in FL

## *Key recommendations*

- Provide an explicit but succinct description of the grammatical feature to be taught
- **Provide practice of the grammar point in ‘input language’ (reading / listening)**
- Provide practice in productive use of the features being taught
- Practice productive use in free writing and speech in a range of contexts
- Utilise standard grammatical terminology
- Build on knowledge developed at key stage 2



## Practice of the grammar point in ‘input language’

### **Example: French 1<sup>st</sup> person present versus past tense with avoir (je vs. j’ai)**

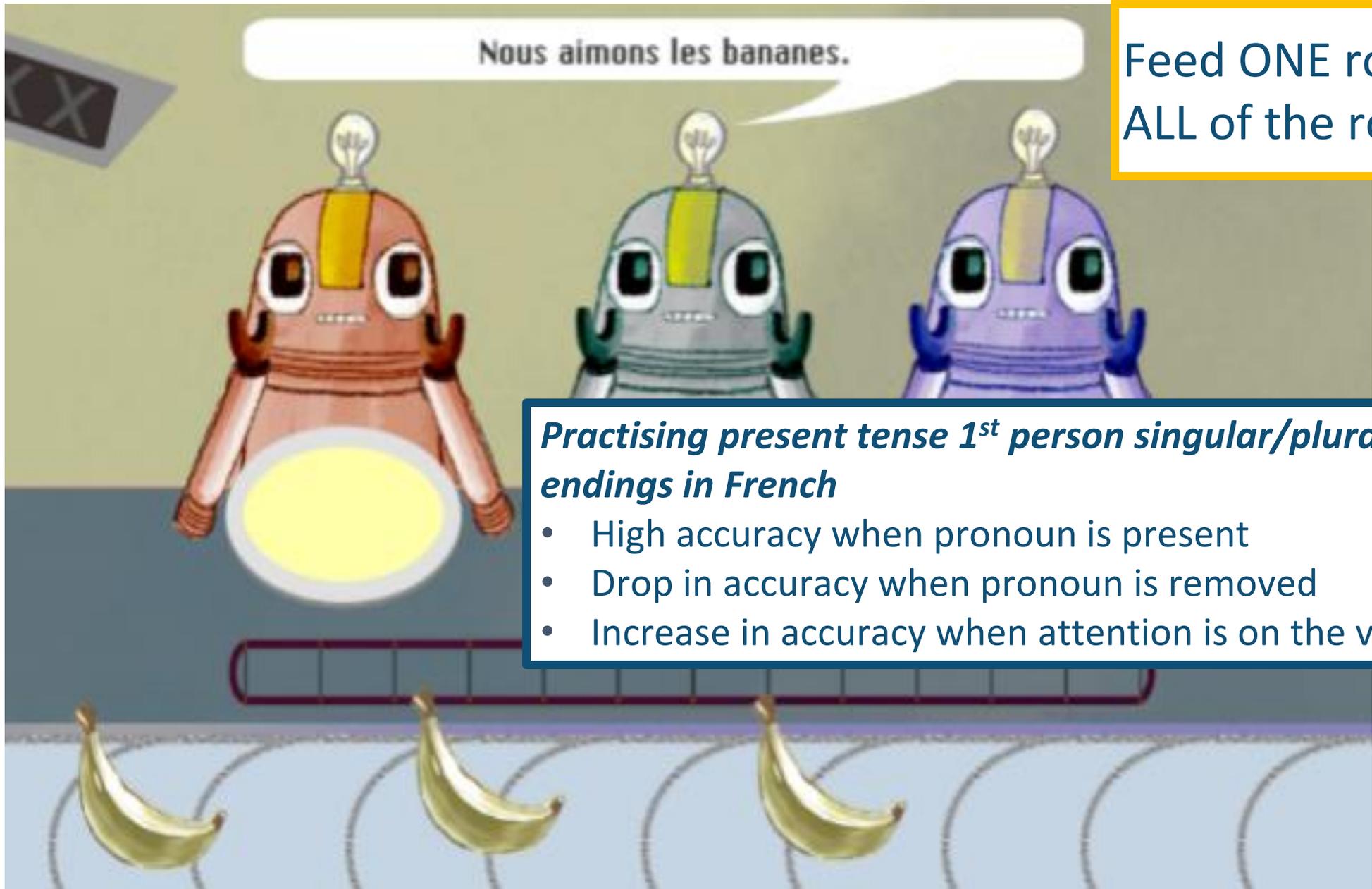
Listen to these people talking about what they normally do at the weekend and what they did last weekend. You will hear each sentence twice.

You will hear the whole sentence but the only clue is whether you hear “*je*” (something happens regularly) or “*j’ai*” (past).

- |                |                    |
|----------------|--------------------|
| 1. Normalement | Le weekend dernier |
| 2. Normalement | Le weekend dernier |
| 3. Normalement | Le weekend dernier |
| 4. Normalement | Le weekend dernier |
| 5. Normalement | Le weekend dernier |

Removed temporal adverb  
**and**  
kept main verb constant  
(no phonemic difference  
between present tense and  
past participle, e.g. *fais* vs. *fait*)

→ Use **presence/absence of auxiliary** and **connect to meaning** to identify the tense

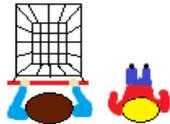
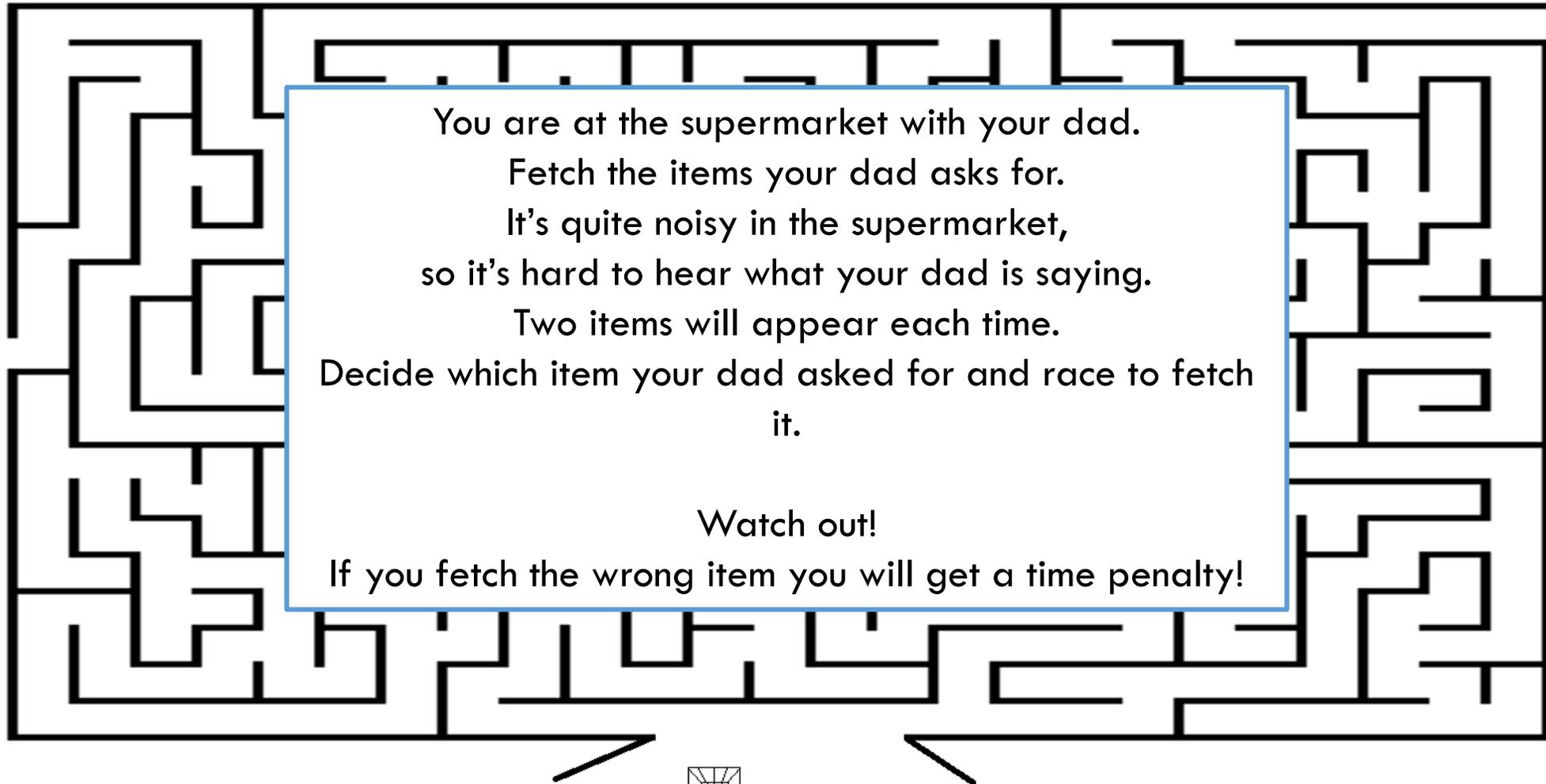


Feed ONE robot or  
ALL of the robots?

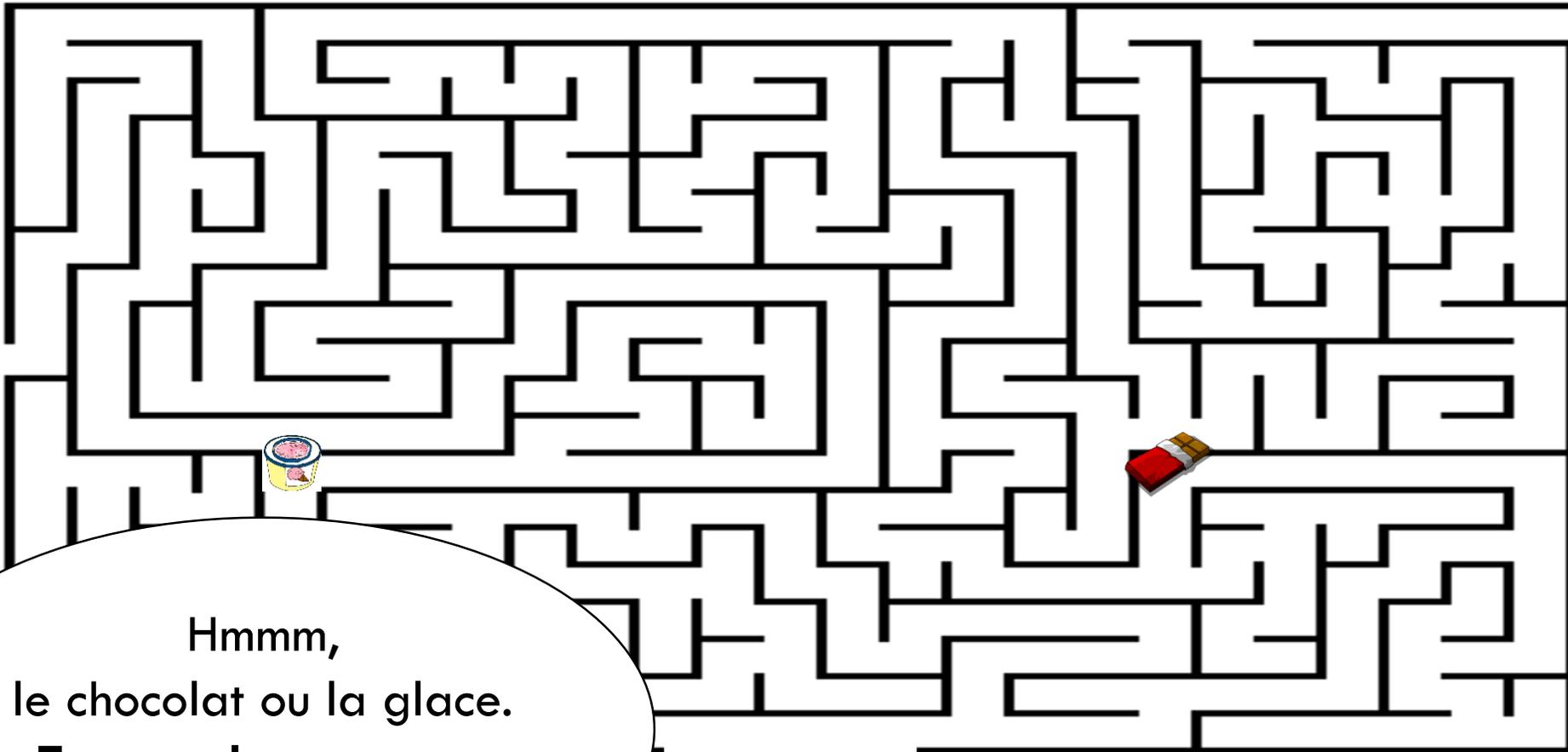
***Practising present tense 1<sup>st</sup> person singular/plural verb endings in French***

- High accuracy when pronoun is present
- Drop in accuracy when pronoun is removed
- Increase in accuracy when attention is on the verb ending

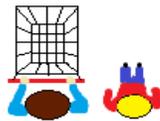
# Using anticipation to make gender 'task essential'!

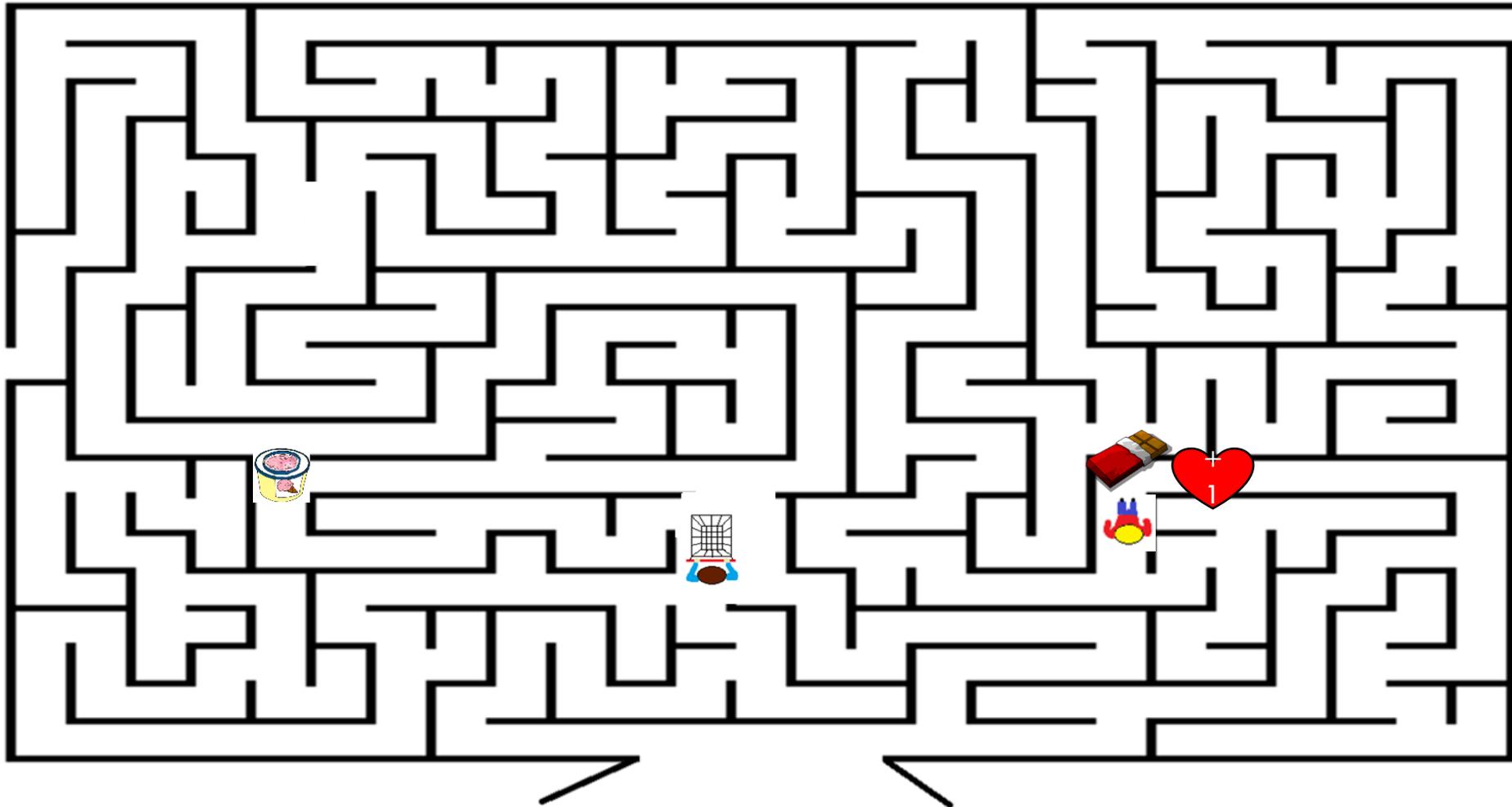


## Using anticipation to make gender task essential!



Hmmm,  
le chocolat ou la glace.  
**Trouves le .....**  
s'il te plaît.





Correct 1

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Our mission is to improve language curriculum design and pedagogy,  
leading to a higher uptake and greater success at GCSE.

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We drive, support, and monitor the work of a national collaborative network of Modern Foreign Language teachers and their schools to raise the standards of language teaching through the sharing of resources and good practice.

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# What does an excellent languages curriculum look like?

- a planned approach to teaching and embedding the sound-writing relationship
- a carefully selected core vocabulary (including verbs), based on frequency of use
- a clear, progressive, sequenced teaching of grammar, including the chance to process input for meaning
- frequent, planned opportunities for recall, repetition, reuse in a variety of contexts leading over time to mastery
- opportunities to encounter and practise language in engaging contexts, with a particular focus on cultural knowledge
- a maximal approach to integrating both receptive and productive modes of language use (i.e. the four 'skills')