Transcript: GCSE Consultation

Length of Talk: 62 minutes

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Slide 1: 0.00-0.20

Hello everyone, my name is Rachel Hawkes and I am a languages teacher and leader, currently seconded from my trust to work as co-director of NCELP and subject lead for OAK Academy. In this session I'm going to share some thoughts on the new draft GCSE Subject Content for languages.

Slide 2: 0.20-1.21

This is a session to support teachers in understanding the draft DfE Languages GCSE Subject Content. This is what it covers.

We start by looking at the role of the GCSE Subject Content and how it connects the work of all stakeholders.

We then review key information about the current languages subject content, published in 2015, that underpins the current GCSE examination.

There will then be time for teachers to pause this presentation, in order to spend some time comparing the two documents, using the handout that accompanies these resources.

When you rejoin the presentation we will analyse the main similarities and differences overall, compare the grammar appendices, and draw out the headline implications for teaching and assessment. The final part of the presentation will explore the areas of alignment between NCELP SOW and resources and the draft GCSE Subject Content.

It seems like quite a lot! Let's make a start.

Slide 3: 1.21-5.07

Let's look briefly at what the GCSE subject content document is all about and how it fits into the process of GCSE review from DfE to the classroom and the typical timeline of this process.

The DfE is responsible for the subject content document which sets out the knowledge, the understanding and the skills that will be common to all variants of the GCSE specification in a given subject.

Ofqual is the body that accredits British examination boards and regulates their work. One example of that regulation is that it checks the sampling that awarding bodies are supposed to do of the subject content. So for example, Ofqual would be responsible for checking that all of the grammar listed in the grammar appendices over a period of time is covered in the assessments that are produced by the awarding body.

Formerly called examination boards, awarding bodies set the examinations and they award the qualifications. They produce a document called a specification (which used to be called a syllabus) and in that they explain their exams. A lot of the content from the subject content document finds its way into the specification.

Publishers use the specification to create teaching materials for the classroom - so textbooks for example and other such like resources.

Teachers at classroom level make sense of it all and do the teaching.

Teachers can engage with the process and the different groups at any point from the consultation onwards. A consultation on a GCSE is launched jointly between the DfE and Ofqual and at that point it is in the public domain where teachers can engage with it. There is then typically a 'quiet period' when the awarding bodies develop their specifications, but once they've been approved teachers can scrutinise these and begin to develop SOW.

The sort of timeline that we can extrapolate from the current GCSE is that the final subject content was published in 2015, the specification was published for first teaching in 2016, and the first exam was in 2018.

So this time, the subject content consultation is now in 2021, we can assume that the subject content document will be published in late 2021/early 2022. We can therefore expect that there will be specifications for first teaching in

2023, for the first exam in 2025. So the important thing for teachers is who will be the first to sit the new exam ? Current Y7 will be the first to do the new GCSE exam in 2025.

Slide 4: 5.07-11.30

We said we'd have a look at the current subject content, so this is a light-hearted, low stakes quiz! The information is taken directly from the 2015 Subject Content.
Remember that as teachers we don't regularly engage with this documentation, especially not once a consultation period has passed, as we usually refer to other more immediate and practical layers of documentation once they are published (i.e., specifications and text books).
However, there is a good reason for doing this, as we'll see later, when we look at both Subject Content documents.
So, in true GCSE style (!), the answers are: Yes/True, No, not true OR NIT (Not in text)

1. The grammar content in the appendices is tested
    a. This is a tricky question. The answer is NIT but we assume that it will be but I think there are probably instances currently where we can point at things that are very rarely tested and other things are tested very routinely. So there is a question mark over this one.
2. The awarding bodies must provide a vocabulary list
    a. This is not in the subject content. It is not a requirement of the awarding bodies but it is something that they choose to do.
3. 30% reading questions must be in the target language
    a. I think if you're currently teaching KS4 that's a relatively easy question for you to answer and this is true and is part of the subject content document.
4. There is a guide to indicate the speed of listening extracts
    a. This is also true, the guide says the listening extracts should be at near normal speed according to the current guide.
5. The length of writing tasks is prescribed
    a. This is not true, it's not prescribed in the subject content but by the awarding bodies
6. Students deduce meaning in both listening and reading tasks
    a. This is certainly in the current subject content it says it several times that students will deduce or infer meaning in listening and reading

7. Simultaneous expectations of accuracy and fluency for speaking, and also accuracy and complexity in writing
    a. That is true there are those simultaneous expectations in the current subject content
8. Sets out the expectation that tasks will include some unfamiliar language
    a. This is the partner statement of Q6 really because students must deduce from unfamiliar language. There is the expectation that there will be unfamiliar language in the current examinations
9. Production tasks must be at sentence level
    a. This was a tricky one for me, I couldn't find it anywhere. Yet somehow that expectation has carried into the current assessments. Anyone that remembers the old GCSE assessment, there used to be word level assessments. When we went back to terminal writing for this iteration there is no room for word level assessment in writing and everything is at sentence level. I believed that this had come from the subject content, I couldn't find it anywhere but it has certainly fed through to the awarding bodies because that is how the exams currently are.
10. Complexity is defined
    a. It's mentioned a lot in the subject content but it isn't defined anywhere. What it means is a little bit slippery
11. Questions must be set in the language in which students have to respond
    a. That is a stipulation of the current subject content
12. Translation is a requirement
    a. That is within the subject content

So that's just a lighthearted quiz as I said getting us familiarised again with the current subject content that we are working with.

Slide 5: 11.30-13.17

We're now going to take a bit of time to compare the current and proposed Subject Content documents. I recommend that for this first task, we read the two documents in full and make notes in the handout called: GCSE Subject Content comparison - table.
At another time, to facilitate further work either yourselves or with other people in your department, you might be interested to make use of a second option, a targeted keyword search, using the document called: GCSE Subject Content comparison – keywords

Or you may have a completely different preferred method of doing comparative analysis.

I have completed both methods of comparison in preparation for this session, and can make both documents available after the TRG.
For this task now, as part of the TRG time, I'm suggesting you spend 45 – 60 minutes reading and filling in notes on these two documents and then come back to this presentation.
Clearly, the time spent is a matter for you, though! After you complete the comparison re-join this screencast. Pause the screencast now.

Slide 6: 13.17-16.00

Welcome back. I hope you found it interesting to compare the documents. I'm sure you have lots to say! There'll be the opportunity for you to discuss further in your 'live' TRG session that follows. Here I'm going to give a brief summary of both the areas of continuity and the main differences between the current and proposed Subject Content that I found when doing the same task that you have all just done.

So, let's start with the areas of continuity….

In broad terms the subject aims are the same and in fact a lot of the detail and the wording is very similar. We see that students are to develop their ability and ambition to communicate in speech and writing, that the course should expand students' horizons, that it should encourage them to step beyond their familiar cultural boundaries (that's one of my favourite lines), it should help them develop new ways of seeing the world and provide a strong foundation for further study. All of those aims are common to both subject documents.

Equally there is a similar statement about the emphasis on listening, speaking, reading and writing - that it should be broadly equal. I also felt that although the wording was a little bit different, that similar things were being said about teaching being rooted in contexts where the language is spoken. Here the wording was the same that learning will build on knowledge outlined in KS2 and KS3 PoS. Grammar and vocabulary are both significant areas of knowledge, they are described and defined very differently and we will pick up on this when we look at the main differences. Finally something about the speaking including an aspect of role play and Q&A about a visual stimulus - this is common between the two subject content documents.

Slide 7: 16.00-19.20

And now to consider the main differences in the 2021 subject content. You may have noticed other differences, too, and do keep those ready to share at the TRG discussion session.

This is a list of the headline changes, as I see them…

The first one is that sound-spelling correspondences are included. Students need to demonstrate their ability to transcribe and decode them (working between print and sound).

Vocabulary is specified - the number of words overall at foundation and higher, and 90% of the words included in assessments will be from the most frequent 2000 words in the language. There are no assumptions being made about KS2 or 3 vocabulary. So all the words on the vocabulary list will be the words that will be used in the assessments.

Tasks to understand and produce language only contain words from the defineed vocab and grammar list. This is a big change from the current subject content.

Unknown language in higher level reading texts - up to 2% of a text at higher level can be unknown - but that language will be glossed. There is therefore no need to deduce or infer from unfamiliar language. As we saw before from looking at the 2015 subject content, that is a key change.

Listening extracts will be at no faster than moderate pace. Again the change being from near normal speed to no faster than moderate pace.

Comprehension and production tasks can be at word level and sentence level as appropriate. Again currently we don't have word level assessment in GCSE.

Speaking - role play rubrics will be in English and question prompts could also be in English. There is no requirement for target language questions. They can be in a mixture as appropriate and where they will be most understood.

Comprehension questions in listening and reading will be in English.

There is no requirement to include specifically literary or authentic texts but there is probably an expectation to use a variety of texts and genres but there is no specific requirement.

Slide 8: 19.20-19.46

Ok, so a quick recap on our session content and progress through it so far. Now to look at in a bit more detail at the grammar appendices. I'm sure many of you have already looked through these as part of the previous reading task.
Let's start with a quick quiz to see what we may or may not recall about the current grammar content!

Slide 9: 19.46-28.38

Just as before this is also a low stakes quiz to get us thinking about some of the detail in the current grammar list.

So, let's start with the superlative - is that foundation or higher tier? Correct, that is on the foundation tier grammar list, for both comprehension and production. However, it is also listed again on the Higher Tier list, with the addition of just one word. So, the foundation tier list has, under Adjectives, comparative and superlative: regular and "meilleur" and then the Higher Tier list has: comparative and superlative, including "meilleur" and "pire".
This does seem a little odd – we might question why it's so much more higher than foundation just with the addition of "pire"?
And very strange when you consider the use that awarding bodies, textbook writers and teachers might be expected to make of this list to plan how and what to publish, planning exams and teaching in the classroom.

Now, pluperfect. Yes, I'm sure you've correctly 'told your screen' that it's Higher. Note also though that understanding the pluperfect is also on the foundation list – meaning that it can be tested in listening and reading tasks (presumably with any verb, either on the awarding body vocabulary list or outside of it, given the requirement to test unfamiliar language as well). So that's worth bearing in mind when we think about our teaching, we would still need to be teaching the pluperfect tense for half of the exam that requires understanding of it.

Next we have "ne…personne" – you'll be excused completely for not being sure on this one. It isn't explicitly listed at all, though we have to assume that it's foundation because the general descriptor 'negation forms' is in the foundation list.

"Depuis" – "depuis" is foundation tier, both for comprehension and production. That is for the present tense. "Depuis" + imperfect is on the higher tier list.

Modals (present tense) – yes, well modal verbs apparently don't exist in French as they are not listed at all. So we'll have to just put them here in the middle for now. I'm sure we all teach them ("pouvoir", "vouloir"), and I'm perfectly sure that they also appear in exams. Perhaps we are meant to understand them as part of the general category 'verbs followed by an infinitive, with or without a preposition'? It is perhaps an indication that the level of precision and detail in the current grammar appendices is perhaps not optimal.

Here's one last one for you… conjunctions (e.g., "car" etc..) – yes, this one is on the foundation list. Is it grammar though? Isn't it actually just vocabulary? I'm sure you have noticed this before, if you're someone who's looked at these grammar lists for anything more than five minutes. They are exactly the same lists that are reproduced in the awarding body specifications so we probably have seen them quite a lot as teachers. Not everything on the current grammar list is actually grammar. And that would be a case in point for this.

So what can we summarise from this?

1. There may be some important things missing from (or at least not stated clearly on) the current grammar lists, including things that we know are routinely tested.
2. There may be some errors – or questionable decisions – about the description and placement of certain features – e.g. the superlative.
3. There may be some features on the list that seem to present a little too much challenge for foundation tier – even though they may be given the (R) rating – how do we actually just teach for receptive use? realistically, you don't, you still spend some time practising these features, but less than you would, if you know students had to produce it, which will naturally leave foundation students with the feeling that they half know many things. If there is a substantial amount of the content that is only for receptive teaching at Foundation tier (which there is, currently), then we are throwing a lot at students that we don't expect them to fully get hold of and be able to use independently. Given that we know that motivation for anything stems largely from a sense of success and self-efficacy, this seems like a situation that requires some improvement.
4. Finally, there may be some things on the current list that are vocabulary rather than grammar and probably could usefully be repositioned elsewhere.

So, whatever it is that we want the 2021 grammar appendices to do, top on our list might be:
1. A bold, thorough, thinking outside the box review of the content of these lists, rather than a tweak around the edges.
2. Greater detail so that we can really know exactly what is meant within each feature.
3. A creative approach to the problematic issue of the (R) only category to ensure that foundation candidates in particular, but also those in higher tier, don't spend too much learning time on grammar features that they cannot meaningfully get to grips with, in the 450 hours (or fewer) of secondary school language learning time. Perhaps more time spent on gaining a deeper knowledge of and proficiency in fewer features might be the outcome of such a revision.
4. The removal of vocabulary items from the grammar list, for clarity.

Now, obviously it's not going to be possible in the time that we have here in this session to do a thorough comparison of the differences in the grammar lists, though this is probably something teachers will want to do at some point individually. However, it does feel really important to pick out a few of the main differences whilst we're all together. I'm going to stick with the French for my examples, but the same approach has been taken in all three languages.

Slide 10: 28.38-30.36

Let's look at some of the greater detail we have in the 2021 Subject Content. At first glance, we might be forgiven for thinking that the proposed Subject Content just got bigger! That's misleading, though.

Hidden behind the 2015 descriptor here are all of the forms listed in the 2021 document. The difference is that the new document sets out exactly what is contained with the single word 'gender' with relation to nouns. It does make you wonder how many point-bearing questions have been set over the years with forms that may not have been taught, as there wasn't this level of clarity over the number and variety of high frequency patterns that exist, nor the clarity about irregular forms. What we have here is clear guidance as to patterns to teach and practise so that students might reasonably be expected to use the correct feminine forms of any of the nouns on the vocabulary list, and additionally the stipulation that any feminine nouns that

are formed differently from these stated patterns will be either listed separately on the vocabulary list, or not included in any assessment.

Slide 11: 30.36-31.08

Another example for interrogatives this time. I can immediately see awarding bodies and publishers wondering how they ever managed without this level of detail. As someone who used the 2015 list to co-write a current GCSE textbook, I can tell you straightaway how much easier my life would have been with the 2021 list!

Slide 12: 31.08-32.03

Let's have a look at some of the grammar features that have moved from Foundation to Higher tier.

Superlatives, "depuis" + present tense, future which was receptive use only (the inflectional future with endings on ER verbs and only 4 irregular listed verbs), and the present passive which was for (R) only in foundation tier has been moved to higher tier.

Slide 13: 32.03-33.23

Let's look at the features that have gone from Foundation (R) or Higher tier to being omitted from the proposed 2021 content.

Pluperfect, passives (future, imperfect and perfect), subjunctive, position+order of object pronouns (where there are two in one sentence), "depuis"+imperfect tense, and "dont" which was on the higher tier list for (R) use only.

Slide 14: 33.23-34.49

So as I said the receptive only category is not in the new proposed subject content, but there are some different ways that have been proposed to simplify content.

Certain features have been removed entirely from foundation and or higher tier.

Some features have been divided into sub-components which are partially taught at foundation and part at higher level. Some of those include the partitive, reflexive use of verbs, present tense irregular verbs and the imperative.

Some features are given tolerance in production at foundation tier in order to facilitate their teaching without penalising their assessment, the features will not be credit bearing at foundation but they might be credit bearing at higher level.

Those are some creative ways in which the (R) only category has been removed from the Subject Content.

Slide 15: 34.49-35.56

I mentioned before that in the 2015 grammar appendices there were a number of things there that were actually vocabulary. Certain elements of vocabulary have aspects of grammar associated with them. Where this is the case, that aspect (morphology or syntax) has been included in the grammar list. So, for example, appropriate usage of prepositions "en" / "à" with proper nouns for places (countries, regions/states, cities), or the position of adverbs of time, manner and place, or the position of pronouns in relation to the verb.

However, where the listing was clearly vocabulary rather than grammar, it has been removed from the list entirely and moved into vocabulary. So all of these things here that were on the previous grammar list are now sitting in vocabulary.

Slide 16: 35.56-36.18

Another quick update on our progress through the session. We just had a look there at the grammar appendices. Now we will have a look at some of the implications for teaching and assessment due to some of the differences we have highlighted in the 2021 Subject Criteria.

Slide 17: 36.18-46.51

The Subject Content documentation clearly has a direct influence on assessment.

In 2015 for the current GCSE we had the inclusion of translation from and into the target language, the use of literary texts in the reading exam, the requirement to use unfamiliar language in the listening and reading assessments (i.e., ensure that listening and reading exams contained words (and grammar?) that were not on the awarding body vocabulary lists, the stipulation for the listening material to be at near normal speed, the

expectation that the RP questions/prompts would be in the target language, the expectation of spontaneity and fluency in the speaking, and so on.

So what are the implications for assessment of the proposed Subject Content?

First, we can see that there will still be listening, speaking, reading and writing assessments (statement suggests with an approximately equal emphasis).

But let's look at the most salient differences in a bit more details and how they will impact assessment and teaching and learning:

First, the nature and amount of vocabulary (and the specificity of it) and how much can be tested has the following implications:
First, it removes the guesswork about which words will be in the assessment tasks and therefore which words to teach. For assessment setters and textbook writers this means that a much more rigorous and consistent approach to creating assessments and materials will be taken, year on year, but also between languages there is likely to be greater parity.
And secondly, no unlisted language will be tested. Research suggests that vocabulary knowledge is the biggest single factor in achievement in exams. But for the current GCSE a factor in that success is students' ability to guess meanings of words that they haven't been taught. And which students are most likely to succeed in that? Number 1 – native speakers, number 2 – very literate students with a broad, sophisticated vocabulary in English, together with a wide general knowledge of the world, both of which as we know are facilitated by more affluent homes with books, newspapers, discussion at mealtimes etc… The privileging of these two cohorts of students has been an (almost certainly) unintentional consequence of the requirement to include unknown language in the current GCSE examinations. But an intentional consequence of the proposed content is a levelling of the social playing field with regard to content. Knowing a specific bunch of words extremely well seems to me something that all teachers, students and awarding bodies will be able to get on board with.
And turning to the teaching and learning implications, the absence of mystery is a powerful leveller for teachers. Currently departments with skilled teachers with the most years of experience in the given exam are more likely to achieve the grades with their students because they have learnt to interpret the hidden messages. They have built their practice on years of

assimilating the 'surprises' from successive years of exams and adapting their practice accordingly. As I say, the proposed content is a leveller.
It also joins up KS2, 3 and 4 because the list is comprehensive and makes no assumptions about prior knowledge. The implications for planning learning from KS2 onwards are significant, the prospects for achieving a more coherent sequence of learning from Y3 – Y11 are startling, I think.
And let's not overlook the motivational factor of knowing that your learning efforts will be rewarded. I include teachers as well as students in this. Greater clarity and precision over the content obviously makes planning easier – it's easy to overlook the real implications of this for us as teachers. It means you will know when you have finished teaching the course! When has this ever been possible before? To this point, we have only been able to say that we have taught all the topics from the specification, but we have never ever been able to say to students that we have taught them the whole course, as we have never known which unknown language was going to surprise them and us in the exams. Imagine opening an exam paper in 2025 and seeing that every word in the transcript, every word in the reading texts had been taught and learnt by students, thanks to a combination of the Vocabulary List and the specified grammar.
The level of unknown language in the current exams has seen me say to Higher tier students in revision sessions – Look, you might only understand around 40% of the vocabulary in this text. Honestly, that is what is expected. It doesn't mean I've prepared you badly or you haven't learnt well. It just means that they're not testing for known material, here.
Current examinations at higher tier test students' ability to piece together meaning almost from the ether, using their (dare I say it) middle class cultural capital-imbibed ability to infer, as in the example from the Spanish Higher Tier reading where in a point bearing Grade 9 question, they had to understand "vejez" (old age), and the nearest relative on the vocabulary list was "viejo", and the context of the question was a young woman in her 20s considering marriage! – So, this clarity over the content is an incentive to learn, as it offers the sureness that hard work will be rewarded – it's difficult to overstate the (monumental!) step change that this represents for our subject, but I hope I'm giving a flavour at least!

Second: it ensures that the most useful words (i.e., the words that are most in use in countries and contexts where the language is spoken) are to the fore. On the assessment side this prescribes nothing, yet rules nothing out in terms

of either theme or genre. What are the implications of i) not specifying topics whilst ii) specifying the vocabulary? This has got to be about a freeing as you can get, surely. It doesn't say there will be literary texts, it doesn't say there won't be, because there could be, and there is nothing to fear about this, because the words in them will either be taught and known or at higher tier up to 2% of them might be glossed. It doesn't mean there won't be a text about a period in history or the geography of a region where the language is spoken because there may be, and this will be great too, because the words in the text will have been taught and will by known by students or will be glossed. I was not surprised when a recent NALA survey of teachers about the current GCSE said that '73.1% said that they did not think that GCSE topics were necessary for effective language learning' (Nala, 2020) Nala survey: The Languages Curriculum and disadvantaged students.
On the teaching side, it also gives this freedom, but more than that, it gives us the certainty that we are teaching words that are those that are most often used by speakers of the language. Transparency about this is fairly powerful for motivation, too.

The third implication is that it gives individual words back their value. In assessment, this means that awarding bodies are once again allowed (and indeed, required) to reward secure, individual word knowledge. All those who advocate for the importance of vocabulary should be leaping in the air for joy! For teachers, we can be glad, too, as this allows us to focus on teaching independent manipulation of words to build sentences, and it disprefers too-heavy a reliance on teaching unanalysed chunks.

Slide 18: 46.51-50.34

Continuing with the implications for assessment and teaching and learning following the specificity about the nature and amount of vocabulary.

The fourth point, it means that there will be more individually generated and therefore more varied output in terms of writing and speaking – for assessors this should also be good news as it has proved awkward over the years to know how to reward highly sophisticated strings of speech or paragraphs of text, where a missing verb early on renders the whole utterance or phrase meaningless. Teachers will recall this from the days when we marked controlled assessments. But any teachers who have also marked the current

writing exams will know that students memorising chunks that are beyond the individual's generative capability are prone to slips in the exam that can cost students whole grades in a writing or speaking paper. Building knowledge on sand like this makes it very hard for teachers to predict student outcomes, as they stand and fall on how accurately under pressure students can regurgitate the chunks they have memorised. For teachers it means that we are now no longer under pressure to teach students ahead of their competence level. Having such detail and clarity in the vocabulary content also leaves ample room for individualisation in word choice for production. Students will have more time to build in their own personalised vocabulary choices to their repertoire because teachers are no longer having to second guess and overload students with the vocabulary that might or might not be in the exam.

Finally, F/H tiers are more clearly differentiated in terms of the level of challenge and the 'size' of the body of knowledge that will be tested at each level, with 1200 words at F and 1700 words at H. This makes assessment creation more straightforward but also more intelligible to teachers and students. This also clearly reflects something that is self-evident to teachers. Some students need many many more encounters with a word to retain it securely and to be able to retrieve it confidently. This time will now be able to be built in, such that students have more of a chance to feel the confidence from knowing something well, rather than being aware of a lot that they don't really know or remember. So teachers will really be able to systematically plan the learning time over the whole of KS3 and KS4 (and some will be able to engage their primaries and also build curricula at KS2) that enable students to learn vocabulary for the long-term, and learn words that will stay with them forever.

Slide 19: 50.34-53.51

So let's turn our attention to the assessment and teaching and learning implications of the inclusion of sound-spelling correspondence (phonics).

For assessment, the implication is that the knowledge of the sound-writing relationships will be part of the assessment. So students have the ability to decode (sound out/read aloud) and to transcribe words.

For teaching and learning there are a lot of positives. Obviously we will teach the sound-writing relationship. The positive news around that is that it's not just

about the sound-writing relationship itself, it's about what goes with it. So decoding (being able to go from print to sound accurately) is positively associated with motivation. I've taken these from the rationale for teaching phonics and I've put the link to that here on the slide for you to click on if you download the powerpoint presentation. Knowledge of the sound-writing relationship improves confidence in speaking and writing, it supports vocabulary learning generally. It promotes autonomous learning. I can't go into detail on all of these but if you read the rationale there is more detail there. It teaches the meaning of small differences in sound so heightens students' awareness and sensitivity to very small changes which we know can mean various things across languages for example one vowel sound changing the tense. It facilitates variety in vocabulary teaching because you don't have to teach the words and sound them out as students should be able to access them themselves. It also unlocks learning and joins up knowledge from different modalities, so students can recognise the written version of a word they already know orally or they can transcribe an unknown word and look at it and recognise it as an orthographic cognate. Research has also shown that it does not delay progress in other areas so as teachers we can be confident that time spent teaching sound-writing correspondences will be time well spent.

Slide 20: 53.51-55.43

You'll notice here that I've retained the same opening implications with the grammar that was on the slide relating to vocabulary. I think that it applies here, equally. Just as with vocabulary, the clarity and precision in the content means that it will be much clearer to teachers what the tests will contain and it will have the same levelling effect.

Awarding bodies are expected to sample the content fully over the life of a qualification, and Ofqual is responsible for overseeing that they do. This may not have previously been entirely straightforward, leading to both some redundancy on the list – i.e. features there that may have never been or only rarely been tested or alternatively the inclusion of features that were not listed.

Now we have the surety for teachers and assessment writers that all content will be taught and tested and there won't be any surprises.

Then final point, there's the statement that there's an expectation that receptive as well as productive knowledge of grammar content will be tested. Again there's more directive and precision in the development of the assessment. And for teachers there is more precision in what to teach and items from the list can be taught in more depth again.

Slide 21: 55.43-56.06

Returning to our session overview, we can see that we are coming up to the final part of the session - a look at the NCELP schemes of work (SOWs) and resources and the alignment between those and the draft GCSE Subject Content.

Slide 22: 56.06-61.11

Just looking at the alignment between NCELP and the proposed GCSE Content.

We can see Sound-symbol correspondences (SSCs), so phonics is systematically taught and revisited from Year 7 onwards with frequent opportunities for reading aloud and transcribing words to practice that new knowledge.

In terms of vocabulary, the SOW are informed by frequency and at least 90% of the words come from a list of the most frequently used 2000 words. This vocab is systematically taught and revisited over the course of the SOW.

Grammar is explicitly taught, then practiced in listening and reading before being practiced in speaking and writing. Grammar is also regularly revisited across the year and KS.

Texts and listening extracts are carefully designed for 100% readability with unknown words being glossed.

The themes for teaching are broad and contexts are rich while maintaining the high frequency vocab list.

There is an additional handout with this with more information about NCLEP's alignment with the new Subject Criteria and it includes links to research which underpins each aspect. It's a very detailed document that comes with this TRG's materials and I would recommend it to you. It's also worth mentioning at this point that there are some particular resource collections available as well as the SOWs for Y7, almost all of Y8 and Y9 will be complete by the end

of November. There will also be SOWs and full resources for foundation and higher GCSE for French, German and Spanish by December 2022. And for departments that don't currently teach phonics, but who want to enrich their capability to do so, there is a new phonics collection on the portal which comes with an excel list of each of the SSCs listed in the draft GCSE grammar appendices and a list of all the resources that exist so far for teaching that SSC. That full collection can be downloaded with one click or just the excel document itself which contains the URLs to each resource on the portal. Teachers who want to find and use or adapt any of the resources for phonics, vocabulary or grammar activities they have seen in NCELP lessons can download the exemplar activities collection which holds French, German and Spanish worked examples of many of the activity types that we use. And teachers are of course welcome to download and adapt those for their own use. And finally, to get a sense of the cultural scope of the resources, teachers might want to download the cultural collection which comes with an excel overview for Y7 and 8 resources for all the different cultural aspects contained in the resources with links to where they can be found and a description of the aspect of culture that they address - eg sociolinguistic, sociocultural such as historic, geographical, popular culture etc. And for ease of reference those cultural slides have been extracted from lessons and compiled into termly sets of cultural slides. The cultural collection can also be downloaded in one click. If you download the ppt presentation that comes with this screencast there is a live link to all resource collections on this slide and that would be the easiest way to find any of the collections I've just been talking about.

Slide 23: 61.11-61.51

To sum up our session overview slide complete.

Well, I've tried to keep this as brief as possible, but as you have seen and heard, there is a lot to say about the draft GCSE Subject Content!

I hope that you have found this session useful and that it's given you food for thought for your further discussion within your hubs. Your STs will also let you know about a further opportunity to attend a Q & A session with Professor Emma Marsden and me, at the end of March. In the meantime, enjoy your hub discussions. I wish you all well.