

Handout 1

Languages

KS2 Foreign languages

KS3 Modern foreign languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

2014 Aims

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

What you need to know

The new curriculum for languages lays out a 7-year continuum for language learning from Year 3 to Year 9. In addition, the knowledge and skills specified in the KS2 and KS3 Programmes of Study provide the foundation for study at KS4 and beyond.

The new curriculum PoS are much briefer than previous curriculum documentation. Viewed positively, this provides a lot of room for teacher professionalism and subject expertise.

It is helpful to see the Programmes of Study side by side, with each statement aligned:

<p>KS2</p> <p>Listening</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* <p>Reading</p> <ul style="list-style-type: none"> ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand 	<p>KS3</p> <p>Listening</p> <ul style="list-style-type: none"> ▪ listen to a variety of forms of spoken language to obtain information and respond appropriately ▪ transcribe words and short sentences that they hear with increasing accuracy <p>Speaking</p> <ul style="list-style-type: none"> ▪ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ▪ express and develop ideas clearly and with increasing accuracy, both orally and in writing ▪ speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> ▪ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English
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<p>new words that are introduced into familiar written material, including through using a dictionary</p> <p>Writing</p> <ul style="list-style-type: none"> ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing <p>Grammar</p> <ul style="list-style-type: none"> ▪ understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>translation of short, suitable material</p> <ul style="list-style-type: none"> ▪ read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture <p>Writing</p> <ul style="list-style-type: none"> ▪ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. <p>Grammar</p> <ul style="list-style-type: none"> ▪ identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ▪ use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate ▪ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues ▪ use accurate grammar, spelling and punctuation.
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Many key elements of the new KS3 Programmes of Study are consistent with requirements in the existing Programmes of Study and may, at most, require a renewed focus. These are:

- **Phonics** – a firm grasp of the sound-writing relationship to facilitate accurate pronunciation and independent language use
- **Target language talk** (teacher and students) – the dominant use of the foreign language as the main means of communication in the classroom between teacher and students
- **Questions** – students’ ability to form questions independently to enable them to engage in unscripted conversations
- **Spontaneous target language talk** – students’ ability and willingness to use the language to communicate in the classroom, taking risks to make new meanings
- **Memory** (use of VAK strategies) – the ability to acquire, store and retrieve language over the longer term
- **Vocabulary acquisition** – a wide range of vocabulary, including high frequency and topic-specific language, retained for independent use in long-term memory
- **Key structures and sentence-building** (grammar) – a knowledge of grammar to enable independent language use in speaking and writing
- **Assessment (for Learning)** – detailed teacher and peer feedback to increase the quality of language in speaking and writing, including specific and achievable targets that lead demonstrably to progress.

There are some elements at both KS2 and KS3 that are new points of emphasis, and require some thought, in order to integrate them optimally into current language teaching methodology:

KS2	KS3
<ul style="list-style-type: none"> • seek clarification and help • use a dictionary • write (phrases) from memory • use grammatical knowledge to create new sentences 	<ul style="list-style-type: none"> • transcribe (words and short sentences) • use formal modes of address • read literary texts • translate (short, suitable material) into English • translate (short, written text accurately) into the foreign language • use voices and moods, as appropriate