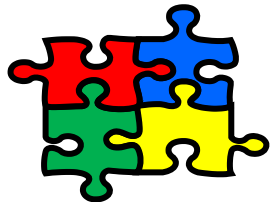




Renewed Framework



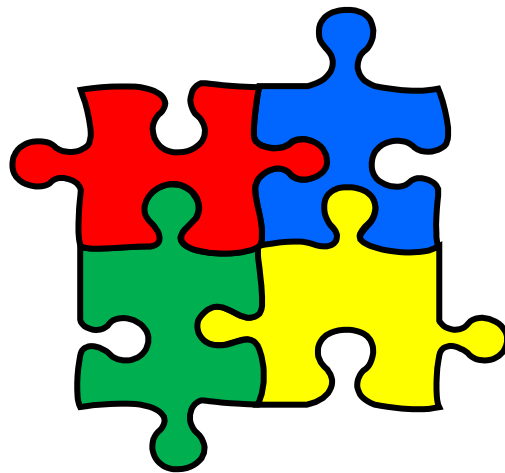
Joined Up! Bringing it all together

Rachel Hawkes

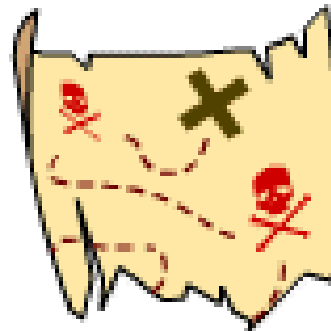
rhawkes@comberton.cambs.sch.uk

www.rachelhawkes.typepad.com/linguacom





Joined up!
Bringing it all together



“The new secondary curriculum is the map and the renewed framework is the route planner”

Rachel Hawkes 😊

Aims of this session

- To give a brief overview of the *renewed* online Key Stage 3 Framework for languages
- To explain the accompanying materials (exemplification, guidance and training modules) and how to access them
- To explore the value of the *renewed* framework in improving language teaching & learning

Renewed KS3 Framework

- Now approved and online (since September 2009)
<http://nationalstrategies.standards.dcsf.gov.uk/mfl>
- Aligned with KS2 framework and designed to link to PoS in new secondary curriculum
- Guidance, exemplification and training modules all online
- Briefings for LAs held in June 2009

KS2 Framework

Renewed KS3 Framework

Oracy

Listening and speaking

Literacy

Reading and writing

Intercultural understanding

Intercultural understanding

Knowledge about language

Knowledge about languages

Language learning strategies

Language learning strategies

Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
5.6 – KAL – Y7, 8, 9


Recognise how sounds are represented in written form
L3.1 – KAL - Y3

Continuity and transition

Apply prior knowledge of sound/spelling system to recognise the written word.
L6.3 LLS – Y6

Use phonic knowledge to support accurate pronunciation
L4.3 – KAL - Y4

Apply phonic and whole word knowledge in the new language in order to locate words in a reference source.
L5.3 – KAL - Y5

<i>Renewed</i> KS3 Framework	KS3 Programme of Study
Listening and speaking	 Linguistic competence + Creativity
Reading and Writing	
Intercultural understanding	Intercultural understanding
Knowledge about language	Knowledge about language
Language learning strategies	Developing language learning strategies Developing language skills

Modern foreign languages key stage 3

Statutory content



Programme of study for key stage 3

- > [The importance of modern foreign languages](#)
- > [1. Key concepts](#)
- > [2. Key processes](#)
- > [3. Range and content](#)
- > [4. Curriculum opportunities](#)

[View the full programme of study](#)



[Download the programme of study \[PDF 2463k\]](#)



[Attainment targets](#)



Languages through culture:

Languages work in year 9 has enabled pupils to use French or...



[Read in full](#)



[Play video](#)



[Read more case studies related to modern foreign languages](#)

How modern foreign languages links to

- > [Aims](#)
- > [Personal development](#)
- > [PLTS](#)

View this aspect of the curriculum

In a particular subject:

The importance of modern foreign languages

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment

- > English
- > Geography
- > History
- > ICT
- > Mathematics
- > **Modern foreign languages**
- > Music
- > Physical education
- > Science
- > Personal, social, health and economic education
- > Religious education
- > Personal Development
- > Skills
- > Cross curriculum dimensions
- > Organising your curriculum
- > Developing your curriculum
- > Evaluating your curriculum
- > Curriculum in action
- > Assessment

Renewed Framework guidance

- Helps teachers to understand the rationale for the Framework
- Enables users to understand how the Framework is designed and to be able to make the best use of the online facility for flexible planning
- Facilitates joined-up thinking with key aspects of the teaching and learning agenda
- Includes for example chapters on progression, use of target language, developing the new secondary curriculum.

Renewed Framework exemplification

- Objective and year specific but non language specific
- Mixture of routines, strategies and activities
- Not meant as a comprehensive checklist
- Applicable to a variety of contexts/themes
- Links with other curriculum areas
- Many examples appropriate to mixed-experience classes
- Some examples re. mixed-skill sequences of activities
- Some examples re. out-of-school learning
- Examples feature many aspects of the current teaching and learning agenda

Online modules available

- Using the Framework (updated September 09)
- Planning (updated September 09)
- Questioning
- Modelling
- Starters
- Plenaries
- Assessment for Learning
- Creativity (updated March 09)
- Target language
- Practice
- Thinking skills
- Literacy and Learning
- ICT
- Transfer and Transition
- Coaching
- Motivation and Participation

<http://nationalstrategies.standards.dcsf.gov.uk/node/171044>

MFL learning unit: Transfer and transition

Select a screen title below to proceed



Objectives and intended outcomes

Screen 1 of 5

Effective systems of transfer and transition within languages are vital for learners as they move from Key Stage 2 to Key Stage 3.

Here we set out what this short e-learning unit will help you to achieve.



The changing landscape of languages

“Across all phases speaking is the least well developed of all the skills. Students’ inability to be able to say what they want to say in a new language has a negative impact on their confidence and enthusiasm.”

“...it was much rarer for reading or listening to be used to stimulate discussion and communicative activities.”

“A further hindrance to speaking fluently was that sound-spelling links had not been taught well.”

‘When required to speak at greater length or in new situations, [students’] accuracy and fluency deteriorate, partly because their grasp of structure is usually less secure than their retention of vocabulary.’

“Overall, there was insufficient emphasis on helping students to use the language spontaneously for real situations. Consequently, too few students could speak creatively, or beyond the topic they were studying, by making up their own sentences in an unrehearsed situation. Several students said that being able to say what they wanted to say would improve their enjoyment.”

NEW secondary curriculum (speaking related PoS)

1.1 Linguistic competence

- a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- b. Applying linguistic knowledge and skills to understand and communicate effectively.

1.2 Knowledge about language

- a Understanding how a language works and how to manipulate it.

1.3 Creativity

- a Using familiar language for new purposes and in new contexts.
- b Using imagination to express thoughts, ideas, experiences and feelings.

2.2 Developing language skills

- c respond appropriately to spoken and written language
- d use correct pronunciation and intonation
- e ask and answer questions
- f initiate and sustain conversations
- k deal with unfamiliar language, unexpected responses and unpredictable situations.

3. Range and content

- a the spoken and written forms of the target language

4. Curriculum Opportunities

- a. hear, speak, read and write in the target language regularly and frequently within the classroom and beyond
- b. communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes
- c. use an increasing range of more complex language
- g. use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum

Year 7 Framework - speaking

Year 8 Framework - speaking

Year 9 Framework – speaking

1.4 Talking together

Y7 Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work

Y7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions

1.5 Presenting and narrating

Y7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation

Y7 Engage listeners' attention through expression and non-verbal techniques

4.4 Sentence structure

Y7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

4.6 Questions and negatives

Y7 Understand and use confidently some common question types in different contexts

Y7 Understand and use confidently some common negative forms in different contexts

1.4 Talking together

Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges

Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative

Y8 Add authenticity through use of simple idioms

4.4 Sentence structure

Y8 Develop and improve sentences by adding, rearranging or replacing elements

4.6 Questions and negatives

Y8 Understand and use a range of question types

Y8 Understand and use a range of negative forms

1.4 Talking together

Y9 Make extended and/or frequent contributions to classroom talk

Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions

1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative

Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

4.4 Sentence structure

Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses

Y9 Make confident use of negative forms with simple and compound tenses

1



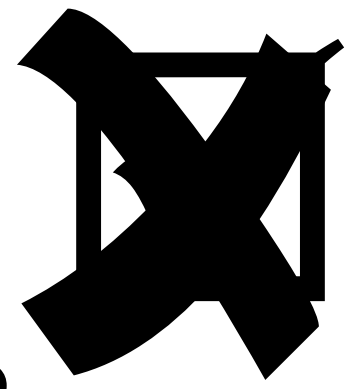
No es fatal

2



No...

3



No...

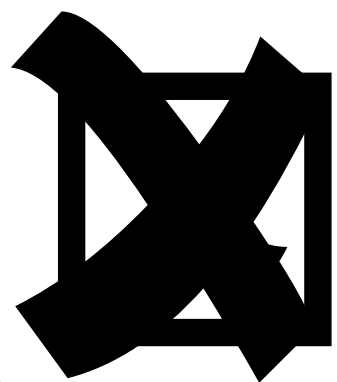
4



?



5



No...

6



?

No...

7



No...

8



?

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9



No...



¿C _ _ _ s _ l _ _ _ _ ?

¿D _ d _ _ _ _ e _ ?

¿C _ _ _ e _ s _ n _ _ _ _ _
_ _ _ _ _ ?

¿Q _ _ i _ _ _ _ _ h _ _ _
_ ?

¿D _ _ _ _ v _ _ _ _ ?



¿Qué idiomas hablas?

¿Cómo te llamas?

¿Cuándo es tu cumpleaños?

¿De dónde eres?



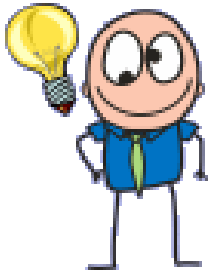
¿Cuántos años tienes?

¿Cuál es tu nacionalidad?

¿Dónde vives?

Nombre: Marco	Nombre: Carolina	Nombre: Felipe	Nombre: Jorge
Lugar de nacimiento: Italia	Lugar de nacimiento: Suecia	Lugar de nacimiento: España	Lugar de nacimiento: Los Estados Unidos Nacionalidad: inglés
Nacionalidad: italiano	Nacionalidad: sueca	Nacionalidad: español	Domicilio: Nueva York, EEUU
Domicilio: España	Domicilio: Gales	Domicilio: España	Edad: 13 Cumpleaños: 10/1
Edad: 12 Cumpleaños: 23/10	Edad: 12 Cumpleaños: 13/4	Edad: 13 Cumpleaños: 27/2	Idiomas: inglés y aprende el español
Idiomas: italiano y español	Idiomas: sueco, inglés y un poquito de galés	Idiomas: español e aprende el inglés	
Nombre: Emilio	Nombre: Natalie	Nombre: Carmen	Nombre: Juan
Lugar de nacimiento: Colombia	Lugar de nacimiento: Francia	Lugar de nacimiento: Perú	Lugar de nacimiento: México
Nacionalidad: colombiano	Nacionalidad: francesa	Nacionalidad: peruviana	Nacionalidad: mexicano
Domicilio: España	Domicilio: Escocia	Domicilio: Perú	Domicilio: Inglaterra
Edad: 11 Cumpleaños: 13/6	Edad: 12 Cumpleaños: 25/3	Edad: 12 Cumpleaños: 12/9	Edad: 13 Cumpleaños: 31/11
Idiomas: español y un poquito de inglés	Idiomas: francés e inglés	Idiomas: español e aprende el inglés	Idiomas: español e aprende el inglés

Nombre:	Nombre:	Nombre:	Nombre:
Lugar de nacimiento:	Lugar de nacimiento:	Lugar de nacimiento:	Lugar de nacimiento:
Nacionalidad:	Nacionalidad:	Nacionalidad:	Nacionalidad:
Domicilio:	Domicilio:	Domicilio:	Domicilio:
Edad:	Edad:	Edad:	Edad:
Cumpleaños:	Cumpleaños:	Cumpleaños:	Cumpleaños:
Idiomas:	Idiomas:	Idiomas:	Idiomas:
Nombre:	Nombre:	Nombre:	Nombre:
Lugar de nacimiento:	Lugar de nacimiento:	Lugar de nacimiento:	Lugar de nacimiento:
Nacionalidad:	Nacionalidad:	Nacionalidad:	Nacionalidad:
Domicilio:	Domicilio:	Domicilio:	Domicilio:
Edad:	Edad:	Edad:	Edad:
Cumpleaños:	Cumpleaños:	Cumpleaños:	Cumpleaños:
Idiomas:	Idiomas:	Idiomas:	Idiomas:



Pienso que...

tu presentación /
rendimiento/
actuación

el ritmo

el 'beat'

la letra

la música

la secuencia

la pronunciación

fue

muy

bastante

relativamente

poco

creativo/a

efectivo/a

relajado/a

seguro/a

inseguro/a

divertido/a

rápido/a

lento/a

imaginativo/a

organizado/a

interesante

¡Es fenomenal!
¡Es fatal!

¡(No) me gusta!

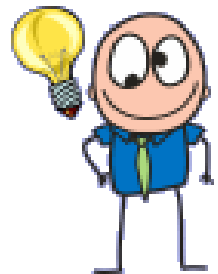
¿Qué piensas?

✓ ¡Sí, es verdad!
¡No, no es verdad!

¡Yo también!
¡Yo tampoco!

¡Estás loco/a!

Pienso que...



Es ist toll!

¡Es ist schrecklich!

Ich mag das (nicht)!

Wie findest du das?

✓ Ja, das stimmt!

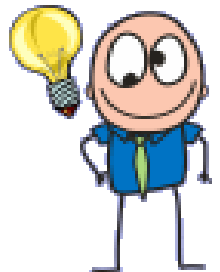
¡Nein, das stimmt nicht!

Ich auch!

Ich nicht! ✗

✗ ✗
Du bist verrückt!

Ich denke...



C'est super!
C'est nul!

J'aime!
Je n'aime pas!

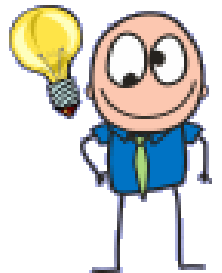
Qu'est-ce que tu
penses?

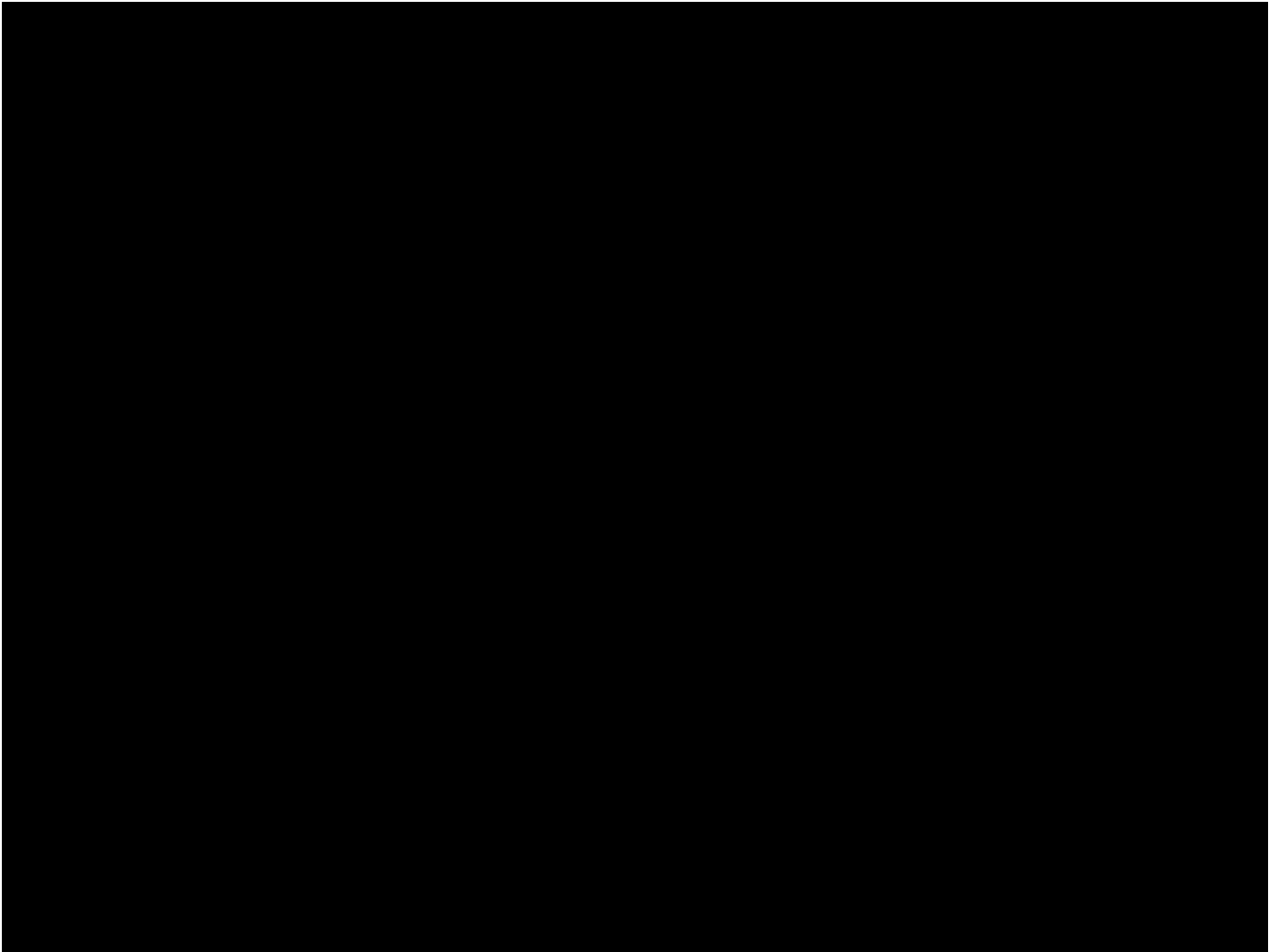
✓ Oui, c'est vrai!
Non, c'est faux!

Moi aussi!
Moi non plus! ✗

✗ ✗
Tu es dingue!

Je pense que...





Nous allons regarder un film!



Nom:

Classe:

Date:

Nom du film/clip.....

1. Quel type de film est-ce?

- dessin animé
- film d'action
- film d'aventure
- film de science-fiction
- comédie
- film d'horreur
- film d'amour

2. C'est pour qui?

- adultes
- enfants
- tous

3. Qui est la vedette?

- Brad Pitt
- Robert Pattinson
- Angelina Jolie
- Autre
.....

4. Comment est le film?

- amusant
- comique
- triste
- informatif
- sérieux
- intéressant
- violent
- barbant

5. Ajoute ton opinion!

- j'aime le film!
- je n'aime pas le film!

6. Tu as appris de nouveaux mots? Ecris-les ici.

¡(No) me gusta!

¿Qué piensas?

✓ ¡Yo también!
¡Yo tampoco! ✗

¿Por qué?

¿Por qué?

Porque...

✓ ¡Sí, es verdad!
¡No, no es verdad! ✗

Porque...

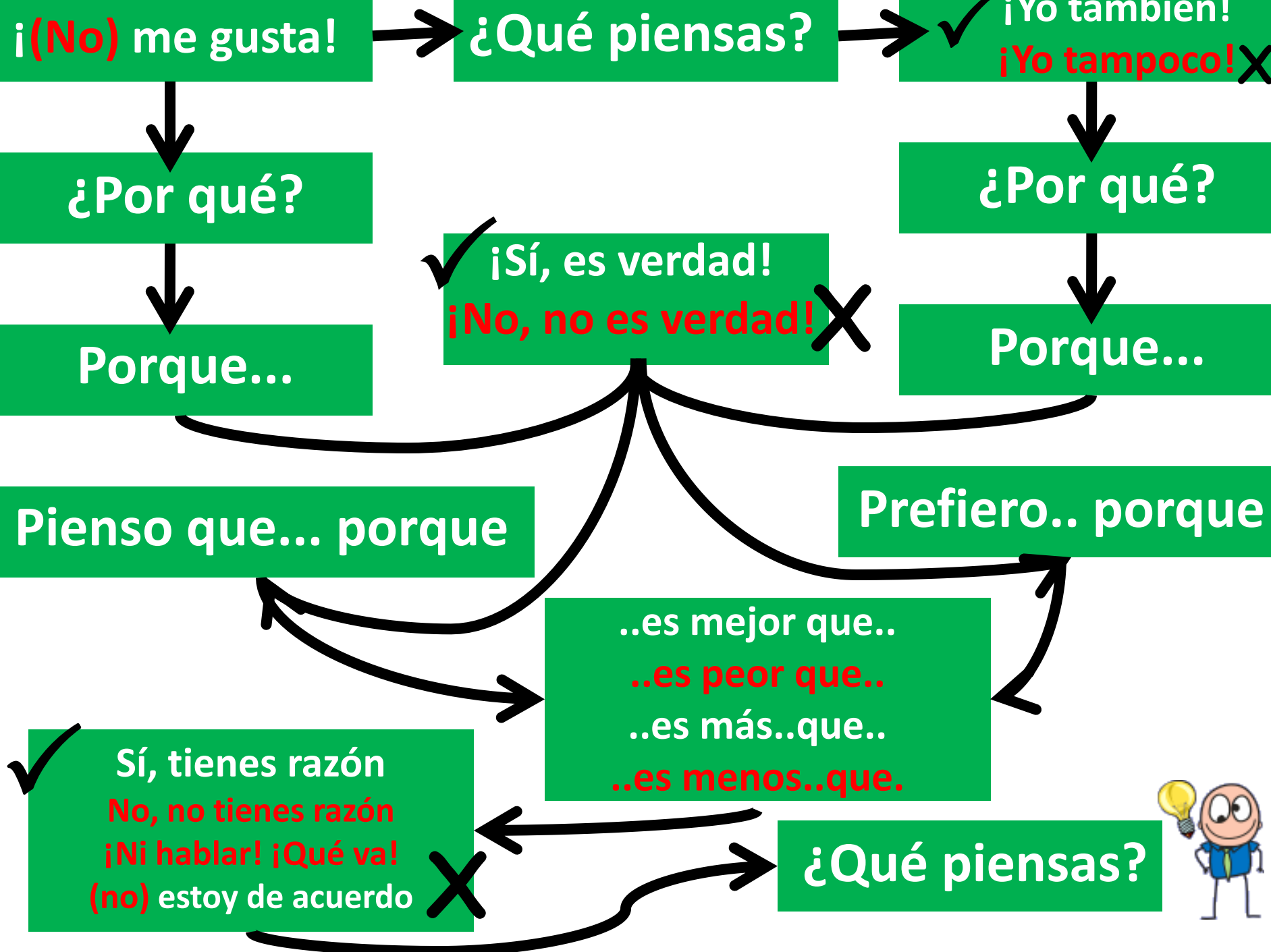
Pienso que... porque

Prefiero.. porque

..es mejor que..
..es peor que..
..es más..que..
..es menos..que.

✓ Sí, tienes razón
No, no tienes razón
¡Ni hablar! ¡Qué va!
(no) estoy de acuerdo ✗

¿Qué piensas?



(No) me gusta
porque ...

Sí, tienes razón
No, no tienes razón

Pienso que...

✓ **Sí, yo también**
No, yo tampoco

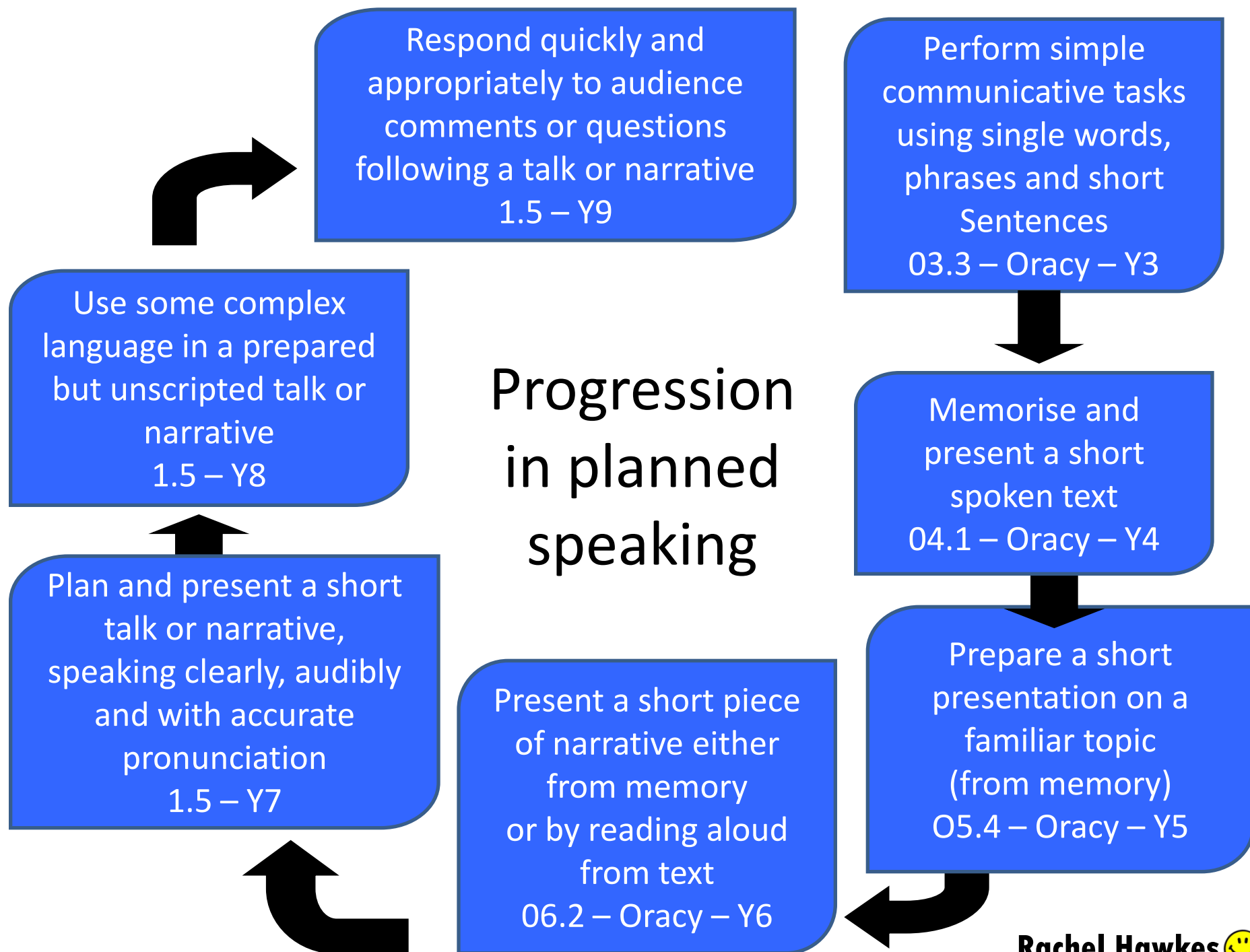
Por una parte..pero
por otra parte..

Has dicho que....
pero yo pienso que.

¡Ni hablar! ¡Qué va!
(no) estoy de acuerdo

¿Qué piensas?

Talk
Talk
Talk



Target
Talk

Odd
One
Out

Spot the
Difference

Reading
Images

Extensions

Then
&
Now

5 Ws?

Say
something
else

Tell a
Story

Developing
planned →
unplanned talk in
languages

1.4 Talking together

Y9 Make extended and/or frequent contributions to classroom talk
Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions

1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative
Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

4.4 Sentence structure

Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses
Y9 Make confident use of negative forms with simple and compound tenses

NEW GCSE Assessment criteria (speaking component - Edexcel)

<p>Communicates comprehensive and detailed information related to chosen stimulus</p> <p>Interacts very well</p> <p>Speaks very confidently and with spontaneity</p> <p>Frequently takes initiative and develops elaborate responses</p> <p>No difficulty in expressing and explaining a range of ideas and points of view</p> <p>Very little or no hesitation</p> <p>Able to deal with unpredictable elements without difficulty</p>	16-18	<p>Uses wide range of appropriate vocabulary and structures, including complex lexical items</p> <p>Consistently competent use of different tenses.</p>	6	<p>Very accurate, with only isolated and usually insignificant errors.</p> <p>Consistently good pronunciation and intonation.</p>	6
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus.</p> <p>Interacts well.</p> <p>Speaks confidently.</p> <p>Takes initiative and develops more elaborate responses.</p> <p>Has little difficulty expressing and explaining ideas and points of view.</p> <p>Little hesitation and little or no prompting necessary.</p> <p>Able to deal with unpredictable elements with some success.</p>	12-15	<p>Good variety of appropriate vocabulary and structures.</p> <p>Unambiguous use of different verb tenses.</p> <p>Generally at ease with subordination.</p>	2	<p>Some errors, especially in more complex structures, but generally accurate.</p> <p>Pronunciation and intonation generally good.</p>	2
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions.</p> <p>Some interaction</p> <p>Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.</p> <p>Conveys opinions, but rarely expands.</p> <p>Some hesitation</p> <p>Able to deal with some unpredictable elements.</p>	8-11	<p>Adequate but predictable range of vocabulary and structures.</p> <p>May include different tenses or time frames, perhaps with some ambiguity</p> <p>Some examples of subordination</p>	3 - 4	<p>A fair number of errors made, including some basic, but communication overall unaffected.</p> <p>Pronunciation and intonation generally accurate.</p>	3 - 4
<p>Limited communication related to chosen visual/topic/stimulus.</p> <p>Some coherence in unambiguous presentation of simple information and opinions, but responses very limited.</p> <p>Very hesitant and reliant on teacher-examiner prompting.</p> <p>Able to deal with isolated unpredictable elements.</p>	4-7	<p>Limited and/or repetitive range of vocabulary or structures.</p> <p>Predominantly uses short sentences</p>	2	<p>Many basic errors, but main points communicated.</p> <p>Simple 'pre-learnt' stereotypes correct.</p> <p>Pronunciation generally understandable.</p>	2
<p>Minimal description of chosen stimulus.</p> <p>Conveys little relevant information in minimal responses (mainly one word)</p> <p>Largely disjointed and unconnected ideas.</p> <p>Very limited comprehension of basic questions.</p> <p>Wholly-reliant on teacher-examiner prompting..</p>	1-3	<p>Very limited range of basic structures</p> <p>Frequently resorts to non-target language</p> <p>Rarely offers complete sentences.</p>	1	<p>Consistently inaccurate language and pronunciation frequently impede communication</p> <p>Only isolated examples of accurate language.</p>	1

Action planning

- Read through Handout 5 – Year 9 Objectives and choose between 3 and 5 learning objectives
- Rank these in order of priority
- Read the exemplification for that learning objective and note down any ideas that develop as a result.
- Adapt an existing task, lesson or sequence of lessons to focus on the skills in the strand