



Modern foreign languages

Programme of study: key stage 3

Curriculum aims

Learning and undertaking activities in languages contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of 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 and leisure in this country and throughout the world.

Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language.



1 Key concepts

There are a number of key concepts that underpin the study of languages. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

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.
- b Recognising that languages differ but may share common grammatical, syntactical or lexical features.

1.3 Creativity

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

1.4 Intercultural understanding

- a Appreciating the richness and diversity of other cultures.
- b Recognising that there are different ways of seeing the world, and developing an international outlook.

EXPLANATORY NOTES

The study of languages: This may include major European or world languages, such as Arabic, French, German, Italian, Japanese, Mandarin, Russian, Spanish and Urdu. Schools may choose which languages they teach.

Linguistic competence: Pupils who are competent in using language are able to adapt their knowledge and skills, take the initiative and cope with unexpected responses and unpredictable situations.

Knowledge about language: Pupils should explore and learn about standard structures and patterns.

Manipulate: Pupils should understand how to adapt and reuse language in modified forms for different purposes and contexts. This is essential for being creative with language.

Creativity: The ability to express ideas and feelings using a limited range of language is an important skill for pupils to develop and practise, as it prevents them from feeling frustrated because they are restricted in what they can say and write.

For new purposes and in new contexts: This gives pupils the opportunity to use language imaginatively and creatively and to take risks.

Intercultural understanding: Learning a new language provides unique opportunities for pupils to explore national identities and become aware of both similarities and contrasts between the cultures of different countries, including their own.

Diversity: Many languages are spoken in more than one country and there may be significant cultural differences between these countries.

Other cultures: This could include different aspects of other cultures, such as everyday life, social customs, school life, festivals and events of national importance.

Different ways of seeing the world: These include religious beliefs, social customs, traditions, values, attitudes towards other countries and reactions to world events.

2 Key processes

These are the essential skills and processes in languages that pupils need to learn to make progress.

2.1 Developing language-learning strategies

Pupils should be able to:

- a identify patterns in the target language
- b develop techniques for memorising words, phrases and spellings
- c use their knowledge of English or another language when learning the target language
- d use previous knowledge, context and other clues to work out the meaning of what they hear or read
- e use reference materials such as dictionaries appropriately and effectively.

2.2 Developing language skills

Pupils should be able to:

- a listen for gist or detail
- b skim and scan written texts for the main points or details
- c respond appropriately to spoken and written language
- d use correct pronunciation and intonation
- e ask and answer questions
- f initiate and sustain conversations
- g write clearly and coherently, including an appropriate level of detail
- h redraft their writing to improve accuracy and quality
- i reuse language that they have heard or read in their own speaking and writing
- j adapt language they already know in new contexts for different purposes
- k deal with unfamiliar language, unexpected responses and unpredictable situations.

EXPLANATORY NOTES

Patterns in the target language: These include patterns in pronunciation, spelling, word order and sentence structure.

Techniques for memorising: These include: identifying similarities between new and known words; associating words and phrases with a physical response, actions, images, the written form or sounds (including rhymes and repetition); practising with a friend or family member; and using the technique 'look, cover, write/say, check'.

Knowledge of English or another language: This includes comparing new words, phrases, expressions and grammatical structures with English and/or another language that the pupil knows well. This can help pupils to remember new language and to understand how the target language works.

Other clues: These include tone of voice, intonation, non-verbal communication (such as facial expression or body language), key words, similarities between the target language and English or another language, and grammatical function.

Skim and scan: 'Skim' refers to reading for general understanding; 'scan' refers to looking for specific information in a text.

Reuse language: This includes pupils using language that they have encountered as building blocks for their own spoken or written use of the target language. This kind of 'borrowing' of language makes it easier to express ideas or information.

Deal with unfamiliar language, unexpected responses and unpredictable situations: This includes developing strategies for coping, such as asking for repetition or clarification, listening or looking for key words, and using previous knowledge, context and other clues to try to make sense of what they hear or read.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of languages should include:

- a the spoken and written forms of the target language
- b the interrelationship between sounds and writing in the target language
- c the grammar of the target language and how to apply it
- d a range of vocabulary and structures
- e learning about different countries and cultures
- f comparing pupils' own experiences and perspectives with those of people in countries and communities where the target language is spoken.

EXPLANATORY NOTES

Interrelationship between sounds and writing: This includes underpinning principles such as common letter strings.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- 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
- d make links with English at word, sentence and text level
- e use a range of resources, including ICT, for accessing and communicating information in the target language
- f listen to, read or view a range of materials, including authentic materials in the target language, both to support learning and for personal interest and enjoyment
- g use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum.



EXPLANATORY NOTES

Beyond: This could include using websites, taking part in special days and events, school visits abroad, and exchanges and links with schools abroad.

Including native speakers: This could be face to face, in school (eg with a foreign language assistant), on visits abroad, by email, or through videoconferencing. Communication with young people in a country where the target language is spoken is particularly relevant and can be very motivating.

Variety of purposes: These include real purposes, such as sending and receiving emails, simulated or actual real-life situations, and creative and imaginative work.

Links with English: Learning another language helps pupils develop literacy skills, including understanding the origin of words, formation of structures, grammar and syntax, different text types and drama.

Range of resources: This includes live or recorded audio and video resources, texts (including on-screen and multimodal texts) and the internet.

Authentic materials: These could include textual materials of different kinds, video, television, images or video and audio recordings from the internet.

Attainment targets

Attainment target 1: Listening and responding

Level 1

Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good-quality recording. They may need a lot of help, such as repetition or gesture.

Level 2

Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.

Level 3

Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.

Level 4

Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.

Level 7

Pupils show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.

Level 8

Pupils show that they understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material, they draw inferences, and need little repetition.

Exceptional performance

Pupils show that they understand the gist of a range of authentic passages in familiar contexts. These passages cover a range of factual and imaginative speech, some of which expresses different points of view, issues and concerns. They summarise, report, and explain extracts, orally or in writing.

Level 5

Pupils show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition.

Level 6

Pupils show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.



Modifications for pupils studying Chinese (Cantonese or Mandarin) or Japanese are available from www.qca.org.uk/curriculum

Attainment target 2: Speaking

Level 1

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

Level 2

Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.

Level 3

Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Level 4

Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

Level 7

Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.

Level 8

Pupils narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their language is largely accurate, with few mistakes of any significance.

Exceptional performance

Pupils take part in discussions covering a range of factual and imaginative topics. They give, justify and seek personal opinions and ideas in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They give clear messages and make few errors.

Level 5

Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

Level 6

Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.

**Learning languages
contributes to mutual
understanding, a sense
of global citizenship
and personal fulfilment**

**Modifications for pupils studying Chinese (Cantonese or Mandarin) or Japanese
are available from www.qca.org.uk/curriculum**

Attainment target 3: Reading and responding

Level 1

Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

Level 2

Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.

Level 3

Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4

Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.

Level 7

Pupils show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.

Level 8

Pupils show that they understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, pupils consult a range of reference sources where appropriate.

Exceptional performance

Pupils show that they understand a wide range of authentic texts in familiar contexts. These texts include factual and imaginative material, some of which express different points of view, issues and concerns, and which include official and formal texts. Pupils summarise, report, and explain extracts, orally or in writing. They develop their independent reading by choosing and responding to stories, articles, books and plays, according to their interests.

Level 5

Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials.

Level 6

Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.



Modifications for pupils studying Chinese (Cantonese or Mandarin) or Japanese are available from www.qca.org.uk/curriculum

Attainment target 4: Writing

Level 1

Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

Level 2

Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.

Level 3

Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.

Level 4

Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.

Level 7

Pupils write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression. Although there may be occasional mistakes, the meaning is clear.

Level 8

Pupils produce formal and informal texts in an appropriate style on familiar topics. They express and justify ideas, opinions or personal points of view and seek the views of others. They develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate. They use reference materials to extend their range of language and improve their accuracy.

Exceptional performance

Pupils communicate ideas accurately and in an appropriate style over a range of familiar topics, both factual and imaginative. They write coherently and accurately. They use resources to help them vary the style and scope of their writing.

Level 5

Pupils write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.

Level 6

Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world

Modifications for pupils studying Chinese (Cantonese or Mandarin) or Japanese are available from www.qca.org.uk/curriculum