



Foreign

Languages

National Curriculum 2014

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 learned.**
- 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 more achievable outcomes for the class teacher.

Listening

- **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**

Speaking

- **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

Reading

- **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 new words that are introduced into familiar written material, including through using a dictionary

Writing

- **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

Grammar

- **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.

Listening

- 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

Speaking

- **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**

Reading

- **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 translation of short, suitable material**
- **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

Writing

- **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.**

Grammar

- **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.

The Challenges

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

- seek clarification and help
- *use a dictionary*
- write (phrases) from memory
- use grammatical knowledge to create new sentences

National Curriculum progression and coverage at Friars 2014.

Communication and Language – Foreign language (KS2 only).

		Autumn term	Spring term	Summer term
Lower KS2	Y3	<p>fl1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>fl2 explore the patterns and sounds of language through songs and rhymes</p> <p>fl2.1 link the spelling, sound and meaning of words</p>	<p>fl3 engage in conversations; ask and answer questions</p> <p>fl3.1 engage in conversations and express opinions and respond to those of others</p> <p>fl3.2 engage in conversations and seek clarification and help</p>	<p>fl4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>fl6 present ideas and information orally to a range of audiences</p>
	Y4	<p>fl7 read carefully and show understanding of words, phrases and simple writing</p> <p>fl8 appreciate stories, songs, poems and rhymes in the language</p> <p>fl9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>fl10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>fl11 describe people, places, things and actions orally and in writing</p> <p>fl12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</p>	<p>fl12.1 understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.</p> <p>fl12.2 understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
Upper KS2	Y5	<p>fl1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>fl2 explore the patterns and sounds of language through songs and rhymes</p> <p>fl2.1 link the spelling, sound and meaning of words</p>	<p>fl3 engage in conversations; ask and answer questions</p> <p>fl3.1 engage in conversations and express opinions and respond to those of others</p> <p>fl3.2 engage in conversations and seek clarification and help</p>	<p>fl4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>fl6 present ideas and information orally to a range of audiences</p>
	Y6	<p>fl7 read carefully and show understanding of words, phrases and simple writing</p> <p>fl8 appreciate stories, songs, poems and rhymes in the language</p> <p>fl9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>fl10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>fl11 describe people, places, things and actions orally and in writing</p> <p>fl12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</p>	<p>fl12.1 understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.</p> <p>fl12.2 understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>



The Primary French Project

The Primary French Project is a collaboration between

- The Association for Language Learning (ALL)
- Network for Languages
- Institut français du Royaume-Uni (IFRU)

The purpose of the Primary French Project is to support any primary school in the UK that wishes to teach French throughout Key Stage 2 as part of the statutory curriculum.

Materials and guidance are freely available from Culturethèque at www.culturetheque.org.uk.

French teaching materials for use in the KS2 classroom have the following aims:

- to exemplify the Programme of Study for Languages in Key Stage 2
- to train teachers with little or no knowledge of French (language and methodology)

The materials support all teachers of French in KS2 by:

- providing class teaching materials that develop the teacher's subject knowledge (French language and culture);
- saving planning time - all materials include half-termly planning and weekly lesson plans;
- saving preparation time - all materials include easy-to-use PowerPoint presentations to enable teachers to deliver each lesson through the interactive whiteboard, together with printable picture cards and word cards, and links to French story books on line;
- providing exemplification of the Programme of Study for Languages in KS2, with strong links to literacy;
- providing a scaffolding for linguistic progression throughout KS2;