**A joined-up, principled curriculum**

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| **NC AIMS**Across Key Stages: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.

**KS2:** The teaching should provide an appropriate balance of spoken and written language and **should lay the foundations for further foreign language teaching at key stage 3**. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. **The focus of study in modern languages will be on practical communication.****KS3:** Teaching (…) should **build on the foundations of language learning laid at key stage 2**, whether pupils continue with the same language or take up a new one. Teaching should **focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing,** based on a sound foundation of core grammar and vocabulary.**Principle 8:** The principal focus of pedagogy should be on developing language skills and therefore the teaching of linguistic knowledge (knowledge of grammar and vocabulary) should act in the service of skill development not as an end in itself.**Principle 6:** Learners need to develop their self- confidence and see the link between the strategies they use and how successful they are on a task.  |

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| **Key Stage 2** | **Key Stage 3** | **Principles to underpin the teaching at both Key Stages** |
| **Speaking skills/Spontaneous speaking skills**  |
| **communicate ideas, facts and feelings** in speech (…) focused on **familiar and routine matters.**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**present ideas and information orally to a range of audiences | communicate personal and factual information that **goes beyond their immediate needs and interests**, developing and justifying points of view in speech and writing, with **increased spontaneity, independence** …initiate and develop conversations, **coping with unfamiliar language and unexpected responses..****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 | **Principle 1**Target language input is essential for learning but it can be made more effective if learners are encouraged to **check the understanding of it by asking questions of what the teacher is saying or asking the teacher to repeat.****Principle 2**Learners need to be encouraged to speak spontaneously and to **say things that they are not sure are correct****Principle 3**Less spontaneous oral interaction should nevertheless be of high quality. By high quality we mean including substantial student turns; adequate wait time; cognitive challenge [e.g. by requiring a verb phrase or subordinate clause]; appropriate teacher feedback; nominating students rather than waiting for volunteers**Principle 4** Students should be **explicitly taught strategies to use when faced with communication difficulties…..** |

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| **Key Stage 2** | **Key Stage 3** | **Principles to underpin the teaching at both Key Stages** |
| **Pronunciation and intonation skills/ Listening** |
| The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to **understand** and communicate **ideas** […] , **using their knowledge of phonology, grammatical structures and vocabulary**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** | **understand and respond to spoken** and written language from a **variety of authentic sources****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  | **Principle 5** Learners need to be **taught how to access a greater range of more challenging spoken** and written t**exts**, through **explicit instruction in comprehension strategies** and in the **relationship between the written and spoken forms.** |

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| **Key Stage 2** | **Key Stage 3** | **Principles to underpin the teaching at both Key Stages** |
| **Literacy skills (to include writing, reading and phonics at KS2); Reading literary and challenging texts** |
| **communicate ideas, facts and feelings** in (…) writing, focused on **familiar and routine** matters**broaden their vocabulary** and develop their ability to **understand new words** that are introduced into **familiar written material**, i**ncluding** through using a dictionary (i.e. not just through a dictionary!!)**read carefully and show understanding of words**, **phrases** and simple writing **appreciate** stories, songs, poems and rhymes in the language  | **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** **read and show comprehension of original and adapted materials** from a range of different sources, understanding the purpose, important ideas and details | **Principle 5** Learners need to be **taught how to access a greater range of more challenging spoken** and written t**exts**, through **explicit instruction in comprehension strategies** and in the **relationship between the written and spoken forms.****Principle 7** Writing should be developed as a skill in its own right not just as a consolidation of other language skills. For this to happen students should frequently write using the language and strategies they already know rather than resources provided by the teacher (e.g. textbooks, writing frames, dictionaries, etc.)  |

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| **Key Stage 2** | **Key Stage 3** | **Principles to underpin the teaching at both Key Stages** |
| **Use of basic grammar/Use and manipulation of grammar** |
| **understand basic grammar** appropriate to the language being studied, including (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. | **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 (also implied in speaking skills descriptors) | **Principle 8** The principal focus of pedagogy should be on developing language skills and therefore the teaching of linguistic knowledge (knowledge of grammar and vocabulary) should act in the service of skill development not as an end in itself.**Principle 3** Less spontaneous oral interaction should nevertheless be of high quality. By high quality we mean including substantial student turns; adequate wait time; **cognitive challenge [e.g. by requiring a verb phrase or subordinate clause];** appropriate teacher feedback; nominating students rather than waiting for volunteers**Principle 7** Writing should be developed as a skill in its own right not just as a consolidation of other language skills. For this to happen students should frequently write using the language and strategies they already know rather than resources provided by the teacher (e.g. textbooks, writing frames, dictionaries, etc.) |