The National Strategies
Secondary

Functional Skills Support Programme

Developing functional skills in modern foreign languages

department for children, schools and families
BIS Department for Business Innovation & Skills
LSIS Learning and Skills Improvement Service

Functional Skills Support Programme

Developing functional skills in modern foreign languages

First published in 2010
Ref: 00073-2010BKT-EN

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WHITE HORSE PRESS 02-2010

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Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/UsingICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal learning and thinking skills followed by reference to one of the six groups of skills

Developing functional skills in modern foreign languages

What are functional skills?

'Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment… 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.'

The importance of modern foreign languages, National Curriculum 2007[1]

Functional skills underpin and complement many of the key processes in modern foreign languages. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas:

Functional English	Functional mathematics	Functional ICT
• Speaking, listening and communication • Reading • Writing	• Representing – selecting the mathematics and information required to model a situation • Analysing – processing and using mathematics • Interpreting and communicating the results of the analysis	• Using ICT • Finding and selecting information • Developing, presenting and communicating information

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx

'The functional skills that my pupils bring to my classroom, particularly in ICT, now make it possible for them to work on more relevant topics in languages lessons and to have much greater opportunities for independent learning.'

Subject leader

1 The importance of modern foreign languages, National Curriculum 2007. © Qualifications and Curriculum Authority. Used with kind permission.

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The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in modern foreign languages and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as a modern foreign languages teacher?

The diagram on page 9 captures the learning process that you will need to support in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer- and self-assessment and teacher feedback, pupils then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

What functional skills can be developed and applied to modern foreign languages?

Language learning contexts and activities provide a rich opportunity for pupils to draw from and apply a range of functional skills. The increased emphasis on creativity and intercultural understanding means that languages teachers will be providing more open-ended, problem-solving tasks that require pupils to take greater ownership of their learning to:

- select and deploy evidence to reach and justify their conclusions
- use familiar language for new purposes and in new contexts
- recognise that there are different ways of seeing the world, and developing an international outlook.

How do I do this in the target language?

Almost all pupils will need support before they can discuss in the target language either complex issues in topics studied or their use of functional skills. However, with support, many pupils can make rapid progress. Examples of effective strategies that languages teachers use to support this language and functional skills development include the following:

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- **Use of cognates** (e.g. *calculate* is *calculer* in French)
- **Tick lists:** The teacher prepares lists of functional skills in the target language for pupils to use for self -or peer-assessment e.g. *I have sent an electronic message** (ICT level 1), *I have interpreted information from a graph* (mathematics level 1).
- **Card sorts:** The teacher prepares cards showing key functional skills in English and in the target language. These can be used for games. Later the cards in the target language can be used to help pupils identify the skills they have used in a particular task.
- **Writing frames:** The teacher can prepare a frame to support pupils in writing or talking about their use or application of functional key skills.

**The use of italics denotes that the phrase is in the target language the pupil is studying.*

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and then apply the skills needed to tackle particular tasks. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The tables below contain a few examples of ways in which functional skills can be deployed in modern foreign languages.

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Functional English

The development of skills in the target language will support the development of parallel functional English skills, by reinforcing pupils' knowledge of how grammar works, and how words are connected within and across languages. Pupils use the target language they need to deploy parallel skills to English functional skills, for example:

Functional English	Example of how applied in modern foreign languages
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking, listening and communication)*	When discussing and exploring ideas about a common topic such healthy living in the target language
Detect point of view, implicit meaning or bias *(Reading)*	When looking at target language sources and data, for example in advertising texts or magazine articles
Use language, formats and structure suitable for purpose and audience *(Writing)*	When communicating the results of their investigations of particular issues or topics in writing

Functional mathematics

Mathematical skills of **representing, analysing and interpreting** can be used and developed in a wide range of ways through modern foreign languages. For example:

Functional mathematics	Example of how applied in modern foreign languages
Identify and obtain necessary statistical information *(Analysing)*	When comparing the lifestyle and geography of different countries
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations *(Interpreting and communicating)*	When costing publicity materials for a tourist guide in the target language for young people
Use probability to assess the likelihood of an outcome *(Representing)*	When working on typical themes or issues such as healthy living and their implications (e.g. why smoking is unhealthy)

Functional ICT

ICT provides a rich vein of opportunity for pupils to access information in the target language in many forms from almost anywhere in the world. They can use, apply and secure ICT skills in new contexts, and deploy ICT skills to communicate their ideas and become more independent using words, pictures, audio and video. For example:

Functional ICT	Example of how applied in modern foreign languages
Select appropriate hardware, software and other digital assets to create or process the information needed to investigate a topic or issue *(Using ICT)*	When conducting an online survey of issues related to the target language country or in the target language, or when creating videos to show-case target language learning through a topic
Make use of multiple sources of information *(Finding and selecting information)*	When comparing countries through national statistics, digitised artefacts and recorded interviews with native speakers
Present information in ways that are fit for purpose and audience *(Developing, presenting and communicating information)*	When creating tourist materials in the target language for young visitors

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How can I secure the development of functional skills within my lessons?

As a modern foreign languages teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)
- talking to your colleagues, for example those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught; in the case of English, you can seek opportunities to support parallel skills in the pupils' target language
- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied
- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, in order to encourage pupils to assess their progress and to inform where they need to focus next
- designing problem-based activities, both within modern foreign languages and where possible in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful
- encouraging pupils to reflect on their learning, using probing questions that ask them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond modern foreign languages and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and support the development of functional skills within modern foreign languages as follows:

1. **Key Stage 3 teaching sequence:** A young person's guide to our locality
2. **Key Stage 3 teaching sequence:** At home and away
3. **Key Stage 4 teaching sequence:** Healthy living

Each teaching sequence exemplifies three key principles:

- Problem solving needs to be at the core of planning for functional skills.
- Real, purposeful and relevant contexts are essential for engagement and applied learning.
- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example speaking and listening as well as reading and writing. In mathematics pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will also be used together.

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However, within each sequence particular functional English, mathematics and ICT skills have been highlighted within the learning focus to show how they can be explicitly developed and applied. Modern foreign languages teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels, and some at higher. The teaching sequences can be tailored to the needs of your learners as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors which are critical to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded
- the **technical demand** of the content that might be applied in these contexts
- a learner's level of **familiarity** with the type of task or problem and context
- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 9 and visit the Functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore, references to opportunities to develop specific personal, learning and thinking skills have also been provided.

For more information relating to personal learning and thinking skills visit:
http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/

How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 20)
- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more
- begin a discussion with other colleagues within your department about how to enhance functional skills development within modern foreign language lessons
- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.

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Developing and securing functional skills

The learner

Builds specific aspects of their functional skills within English, mathematics and ICT and in other subjects.

Practises and applies functional skills with increasing complexity to a range of purposeful contexts across the curriculum.

Demonstrates that they can independently select and apply the appropriate functional skills to tackle problems in a variety of contexts including those that are unfamiliar.

Progression is determined by pupils applying skills with increasing **independence** to more **complex** and **less familiar** situations which consequently need higher levels of **technical demand**.

Formative assessment and feedback on skills progression are provided to pupils at each stage.

The modern foreign languages teacher

Becomes familiar with the functional skills standards.

Where appropriate, liaises with the English, mathematics and ICT departments to understand how and when functional skills are being taught.

Provides purposeful and engaging contexts for pupils to apply their functional skills to problem-based activities.

Makes explicit the skills applied through the learning sequence.

Offers opportunities for learners to work independently, selecting and applying the appropriate functional skills to solve a range of problems.

For more information relating to the teaching and learning of functional skills visit: www.standards.dcsf.gov.uk/nationalstrategies and choose Secondary and then select functional skills.

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Context 1: Key Stage 3 – A young person's guide to our locality

Aims and overview

This module will enable learners to apply selected functional skills alongside key modern foreign languages concepts and processes. They will use functional skills to obtain information, process it and present it effectively for an audience. This module, which is appropriate for Years 8 and 9, will enable pupils to build on reading, writing, speaking and listening skills in the target language which they have already developed, in a context that offers them choice and autonomy.

The big question

How can we persuade a young person who speaks the target language to visit our area?

Learning focus – modern foreign languages

Pupils should be able to:

- develop the skills of listening, speaking, reading and writing in a range of situations and contexts
- apply linguistic knowledge and skills to understand and communicate effectively
- use familiar language for new purposes and in new contexts
- use previous knowledge, context and other clues to work out the meaning of what they hear or read
- use reference materials such as dictionaries appropriately and effectively
- ask and answer questions
- write clearly and coherently, including an appropriate level of detail
- redraft their writing to improve accuracy and quality
- reuse language that they have heard or read in their own speaking and writing
- adapt language they already know for use in new contexts for different purposes
- deal with unfamiliar language, unexpected responses and unpredictable situations
- use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum
- use a range of resources, including ICT, for accessing and communicating information in the target language.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English*	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Take full part in formal and informal discussions and exchanges that include unfamiliar contexts.	*Analysing*: Apply mathematics in an organised way to find solutions to straightforward practical problems.	*Using ICT:* Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.
**Development of parallel skills in target language*		

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Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – How can we persuade a young person who speaks the target language to visit our area? Pupils share what they like about their locality and what facilities they use. Identify what they think young people from the target-language country would be interested in. They could choose to use concept-mapping software to record and share their views. Pupils discuss what they think would be effective media to persuade the target-language-speaking young person to visit. Identify existing skills in making such media (e.g. booklets, posters, videos, podcasts, web pages). Ask pupils to reflect on what language and functional skills they can bring to the task and how they would like to organise the research needed to answer the 'big question'.	Pupils discuss their locality and decide what would appeal to a young person from a target-language country. Pupils assess their own ICT skills in producing booklets, video, web pages, etc. Pupils propose practical ways forward.
Stage 2 – Research and exploration Negotiate groups of pupils and research topics (e.g. places to eat, sporting facilities, places to visit, the history of the area, shopping, cinemas and other places of entertainment, transport, keeping safe, a one-day visit), taking into account the interests and prior skills of the members of the groups. Give each group a notional budget which they can use to pay for materials, buy space in the class questionnaire or even buy the teacher's or other groups' help. Each group looks at a range of existing tourist materials to decide which format (e.g. booklets, posters, videos, podcasts, web pages) would be most engaging for pupils of their age. Encourage them to give reasons for their views. Some scaffolding or key language will usually be needed, e.g. *I prefer this leaflet because…*, In my opinion a young person would like…* Groups identify the information they will need to collect and how they will finally present it. Suggest that they identify questions about their research topic to be included in a class survey to be given to other pupils. Put the questions online using the school's content-management system or external survey software, giving the responsibility to pupils with the requisite functional skills. Each pupil completes the survey, either in class or for homework. Invite each group to analyse and present the results of their questions, using ICT as appropriate. The groups collect information and phrases/vocabulary for use in their tourist materials. Each student keeps a log of what they have done, possibly recording progress mainly through a teacher-provided tick-list (in the target language) which identifies key language and functional skills (e.g. *I have asked a question in the target language, I have recorded an interview on the computer*). **The use of italics denotes that the phrase is in the target language the pupil is studying.*	Pupils express opinions about the tourist materials in the target language and justify their choices. Pupils use search techniques to locate and select relevant information for their research topic. Pupils identify and write appropriate questions for their online survey. Pupils present and discuss the results of the survey and initial research in the target language.

PLTS
Effective participators

FS.Eng.L1/SLC
Present information/ points of view clearly and in appropriate language.

FS.ICT. L1/Using ICT
Select and use interface features effectively to meet needs.

FS.ICT.L1/ Using ICT
Use software applications to meet needs and solve straightforward problems.

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PLTS
Reflective learners
Teamworkers

FS.Ma.L1/ Analysing
Solve problems requiring calculation with common measures including money.

FS.ICT.L1/ Using ICT
Select and use software applications to meet needs and solve straightforward problems.

FS.Ma.L1/ Analysing
Solve problems requiring calculation with common measures including money.

Stage and focus	Learning outcomes
Stage 3 – Deploying ideas and information Pupils discuss and agree success criteria for the content, the presentation and the budget. Each group then selects and structures their information using scaffolding, help sheets and glossaries/dictionaries, buying help from the teacher or other groups as needed. They plan how to use their resources, including their budget. Each group creates a draft of their tourist material, using appropriate software to meet the requirements of the task. The groups present their drafts to the class, answering questions and receiving comments related to the success criteria. Finally, groups reflect on any changes needed to their materials.	Pupils produce a first draft of their tourist information in the target language. Pupils present their draft to the class and answer questions. Pupils provide constructive support and feedback to others.
Stage 4 – Consolidating and reflecting (moving towards functional skills level 2) Groups revise their draft and create the final version of their tourist material. Each pupil completes their reflective log of their contribution to the project, using tick lists or other scaffolding as appropriate. The final projects are checked against the success criteria, considering content, presentation and budgets.	Pupils reflect on how well they have met the success criteria, including how well they have used their ICT and mathematics functional skills.

Extending

- Pupils could present the materials to the local tourist office or council, possibly through a presentation in the target language, explaining how they were created and why they made the choices they did. This would probably require pupils to consider the language of formal presentations to an adult audience and, more generally, the issue of adapting language to context.
- Materials could be sent to a linked primary school or a linked school in a target-language country.
- Pupils could create a business plan, costing the reproduction of the material, deciding how many leaflets (or other materials) should be produced and whom they should be sent.

Useful resources

www.normandie-tourisme.fr, **www.spain.info** and **www.deutschland-tourismus.de** The information on these typical tourist information sites can be accessed in both English and the target language.

www.namibia-tourism.com The sites of other countries and locations often have target-language versions as well.

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Context 2: Key Stage 3 – At home and away

Aims and overview

This module will enable learners to apply selected functional skills alongside key language concepts and processes. They will use functional skills to obtain, process and present information effectively for an audience. This module, which is appropriate for Years 8 and 9, will enable pupils to build on reading, writing, speaking and listening skills in the target language which they have already developed, in a context that offers them choice and autonomy.

The big question

How would you prepare your best friend for life in a target-language-speaking country?

Learning focus – modern foreign languages

Pupils should be able to:

- develop the skills of listening, speaking, reading and writing in a range of situations and contexts
- apply linguistic knowledge and skills to understand and communicate effectively
- use familiar language for new purposes and in new contexts
- appreciate the richness and diversity of other cultures
- recognise that there are different ways of seeing the world and develop an international outlook
- use previous knowledge, context and other clues to work out the meaning of what they hear or read
- use reference materials such as dictionaries appropriately and effectively
- ask and answer questions
- write clearly and coherently, including an appropriate level of detail
- redraft their writing to improve accuracy and quality
- reuse language that they have heard or read in their own speaking and writing
- adapt language they already know in new contexts for different purposes
- deal with unfamiliar language, unexpected responses and unpredictable situations
- 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
- use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum
- use a range of resources, including ICT, for accessing and communicating information in the target language.

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Learning focus – functional skills target: level 1 This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.		
English*	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing *Speaking, listening and communication:* Take full part in formal and informal discussions and exchanges that include unfamiliar subjects. **Development of parallel skills in target language*	Representing, analysing and interpreting *Representing*: Select mathematics in an organised way to find solutions.	Using ICT, finding and selecting information, developing, presenting and communicating information *Finding and selecting information*: Use search techniques to locate and select relevant information.
Stage and focus		**Learning outcomes**
Stage 1 – The context Introduce the 'big question' – How would you prepare your best friend for life in a target-language-speaking country? – and tell pupils they are to prepare a pack or presentation of key information about the target-language country to give to their best friend to help him or her prepare for life there. Ask pupils to reflect on what language and functional skills they can bring to the task, and how they will organise their research, identifying roles, content and processes. Introduce the country (or countries) by, as a class activity, searching online for comparative statistics (e.g. size, population, wealth, age profile, ethnicity) about England and the target-language country/ countries. Provide scaffolding for the paired activity to follow.		Pupils explain in the target language what language and functional skills they can bring to this task.

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Stage and focus	Learning outcomes
Stage 2 – Research and exploration Working in pairs, pupils consider how they can use the data gathered to create a class document or web page to introduce the target-language country (e.g. through asking questions such as *How much bigger is the population of England than Martinique?*, On average, how much space does each person in Italy have compared with England?*) Pupils discuss the topic again as a class, drawing on their new knowledge of the country/countries. They agree on a list of topics to research, then split into groups and choose/are allocated a country/aspect of a country (e.g. cost of items purchased by young people, climate, sports and leisure activities, food, clothes, school, families, religion and festivals, places of interest, music, famous people). This can provide opportunities for introducing or recycling imperatives or other language for giving advice. Groups research their topics, largely using ICT, managing information and images found and ensuring that they keep a list of sources. Each pupil should keep a log of what they have done, possibly recording progress through a teacher-provided tick-list (in the target language) which identifies key language and function skills (e.g. *I have asked a question in the target language, I have recorded an interview on the computer*). If the school has a link with a school in the target-language country, pupils might be able to ask questions directly through email or video conferencing. It is possible that there will be teachers, foreign language assistants, parents, other members of the local community or pupils in the school who have lived in the country/countries chosen and who would be willing to be interviewed. This would be particularly valuable if the interviewing could be done in the target language and recorded. It also offers pupils opportunities for independence in the choice of questions and for dealing with a response they may not fully understand. **The use of italics denotes that the phrase is in the target language the pupil is studying.*	Pupils compare the two countries in the target language using their mathematical functional skills. Pupils use search techniques to locate and select relevant information on their chosen topic and manage its storage. Pupils read, send and receive e-messages to and from the target-language country. Pupils frame questions independently and deal with unfamiliar language and unexpected responses.
Stage 3 – Deploying ideas and information Pupils discuss and agree success criteria for the content, the presentation and the usefulness of the information to the best friend. They then explore how to present the information. Groups could use software to prepare a mini-book for their best friend about their chosen aspect of life in the two countries. Alternatively, an electronic presentation could be used to share the information with the rest of the class. Each group then selects and structures their information using scaffolding, help sheets, glossaries, dictionaries, etc. They then create a draft, selecting appropriate ways to communicate any statistical data, such as elements of climate. Finally, groups present their drafts to the class. The class should prepare questions in the target language in order to discuss the content of the mini-books or presentations. Pupils then evaluate the mini-books or presentations using the target language.	Pupils discuss and set success criteria in the target language. Pupils use software to create a mini-book or presentation. Pupils collect and represent information about the target-language country or topic in different ways.

FS.Ma.L1/ Representing
For example, through understanding and using whole numbers and negative numbers in practical contexts and solving simple problems involving ratio.

PLTS
Team workers

FS. ICT. L1/F&S
Search engines, queries. Recognise currency, relevance, bias and copyright when selecting and using information.

FS.Eng.L1/SLC
Make different kinds of contributions to discussions.

PLTS
Independent enquirers

FS.Eng.L1/SLC
Prepare for and contribute to the formal discussion of ideas and opinions.

FS.Ma.L1/ Representing
Collect and record discrete data and present information in appropriate ways.

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Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting (moving towards functional skills level 2) Groups review their mini-books or presentations in the light of questions and comments and create a final version to publish (either as an e-book or through a self-publishing site) or add to a class website. The final projects are then checked against the success criteria and each pupil completes their reflective log of their contribution using tick-lists or other scaffolding as appropriate.	Pupils create a final version and evaluate it against their criteria. Pupils evaluate their own contribution and skills.

PLTS
Reflective learners
Teamworkers

Extending

- The mini-books or electronic presentations might be suitable for use in feeder primary schools where the target language is being learnt. Pupils might make a visit to share their resources.
- If the school has contacts with the target-language country or countries, the mini-books or presentations could be shared. If the school does not already have links, pupils might make contact with a school in the country researched.

Useful resources

- **www.outremer.com** Follow the links to find information about various French-speaking countries.
- **www.ukgermanconnection.org** Enter the area 'For young people' and follow the 'Lifestyle' link to find articles about the UK and Germany.
- **www.partage.org** This site gives information about the lifestyles of children living in a variety of countries.
- **www.scienceacross.org** This site promotes international communication between schools on keeping healthy and other topics.
- **www.globalgateway.org.uk** The global gateway school-linking toolkit can be used to set up international communication. You can also find out about e-languages using the ICT toolkit.

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Context 3: Key Stage 4 – Healthy living

Aims and overview

This module will enable learners to apply selected functional skills alongside key modern foreign languages concepts and processes. They will use transferable functional skills to obtain information, process it and present it effectively for an audience. This module, which is appropriate for Years 10 and 11, will enable pupils to build on their already developed reading, writing, speaking and listening skills in the target language in a context that offers them choice and autonomy.

The big question

How can I enjoy a long and healthy life?

Learning focus – modern foreign languages

Students should be able to:

- develop the skills of listening, speaking, reading and writing in a range of situations and contexts
- apply linguistic knowledge and skills to understand and communicate effectively
- use familiar language for new purposes and in new contexts
- skim and scan written texts for the main points or details
- initiate and sustain conversations
- use reference materials such as dictionaries appropriately and effectively
- write clearly and coherently, including an appropriate level of detail
- redraft their writing to improve accuracy and quality
- reuse language that they have heard or read in their own speaking and writing
- deal with unfamiliar language, unexpected responses and unpredictable situations
- 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
- use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum
- use a range of resources, including ICT, for accessing and communicating information in the target language.

Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English*	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	*Interpreting:* Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations.	*Developing, presenting and communicating information:* Combine and present information in ways that are fit for purpose and audience.
**Development of parallel skills in target language*		

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Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – How can I enjoy a long and healthy life? Ask pupils to share what they think might help someone keep healthy and live a long time, justifying their opinion. Share comparative statistics (where possible of target-language-speaking countries) to show that different nations have different profiles of illness and longevity. Invite pupils to suggest reasons for the differences. Identify through class discussion which areas of lifestyle should be investigated (e.g. smoking, diet, exercise, sexual health, drugs, work/life balance, obesity, alcohol, sleep, conflict, famine, drought, poverty). Pupils should reflect on what language and functional skills they can bring to the task (e.g. interpreting the statistics presented to make useful comparisons).	Pupils use statistical methods to investigate differences in lifestyle in the UK and a target-language speaking country, and generate ideas and explore the possibilities as to why these differences exist.
Stage 2 – Research and exploration Divide the class into groups of four or five pupils, with each pupil researching a distinct aspect of the 'big question'. Ask each group to propose individual research topics and success criteria (for the content, the presentation and the use of data) for their own and the group's work, to be agreed by the teacher. Ask the group to identify the medium in which they will present their group's findings (e.g. a video, a podcast, a booklet or a website). As part of their work, each pupil creates one or two questions for a short survey of the class to identify key issues related to their chosen topic. The class, with teacher support, discusses all the questions submitted for each topic and selects the best questions to include. The survey is administered online and all pupils have access to the results. Each individual pupil uses ICT or printed resources to gather information on their agreed topic, storing information electronically. They make use of the comparative data about the target-language-speaking country (considered earlier) and the results of the class survey. Individual pupils keep a log of what they do and what they learn from it. Use teacher-prepared scaffolding, such as writing frames, key vocabulary or prompt cards in the target language linked to key skills in mathematics, ICT and PLTS.	Pupils select and use software to help them create their report, manage information and analyse statistics. Pupils use statistical methods to investigate their topic. Pupils find and evaluate information related to their topic by using appropriate search techniques.

FS.Ma.L2/ Interpreting
Use statistical methods to investigate situations.

PLTS
Creative thinkers

FS.Ma.L2/ Interpreting
Choose to use statistical methods to investigate situations and present conclusions.

PLTS
Effective participators
Team workers

FS.ICT.L2/DP&CI
Combine and present information in ways that are fit for purpose and audience.

FS.ICT.L2/Using ICT
Manage information storage to enable efficient retrieval.

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Stage and focus	Learning outcomes
Stage 3 – Deploying ideas and information Without giving prior notice, regroup the pupils into teams according to the topic they have researched. Give each team a set of role-play cards. Each member of the team takes on a role in turn while the other members of the group give him or her advice. For example, roles within the smoking group might include a 12-year-old whose friends are encouraging her to smoke and a 30-year-old who smokes 20 a day and has just been diagnosed with asthma (this issue will need to be dealt with sensitively). Encourage the team members to consider how they could use statistical data to justify their advice. Each team either chooses one of their role-plays to re-enact for the class or forms a TV-style panel of experts, preparing visuals that exemplify key points (including statistics) to be shown on the interactive whiteboard and then answering questions. If a native speaker, for example a foreign language assistant, is available, they might be invited in to ask some of the questions. Returning to their original groups, each pupil begins to create a draft report of their findings using the medium they agreed earlier and drawing on any extra information they have obtained from the team activity. Groups make sure the individual parts of the report will fit together. Each group presents its draft to the class, answering questions and receiving comments related to the success criteria. Each individual and group reflects on any changes needed. Each individual pupil considers his or her own lifestyle in the light of each of the groups' presentations and identifies any aspects of lifestyle in the target-language country that is healthier.	Pupils respond to unfamiliar language, unexpected responses and unpredictable situations when asked to work with different pupils in a team. Pupils select and use appropriate software to prepare visuals to exemplify key points in their presentation. Pupils create a draft report, and review what needs improving, taking account of peer feedback. Pupils identify aspects of their lifestyle that could be improved.
Stage 4 – Consolidating and reflecting Each group writes/records the final version of their findings. Each group prepares a glossary of key phrases for other individual pupils to use as they prepare a personal action plan. Each pupil creates a personal action plan to ensure they lead a long and healthy life, drawing on their own research and the work of the class. Each pupil reviews their personal log and identifies any lessons for their learning development.	Pupils review progress and act on the outcomes to further their learning.

FS.Eng.L2/SLC
Make significant contributions, taking a range of roles.

FS.Ma.L2/ Interpreting
Use and interpret statistical measures; use probability to assess the likelihood of an outcome.

FS.ICT. L2/DP&CI
Combine and present information in ways that are fit for purpose and audience.

FS.ICT. L2/DP&CI
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.

PLTS
Reflective learners

Extending

- Groups could make a contribution to an assembly.
- Materials could be disseminated in a variety of ways, depending on their form (e.g. groups might rework their findings into a poster in support of the Healthy Schools campaign).

Useful resources

- **www.scienceacross.org** This site promotes international communication between schools on keeping healthy and other topics.
- **www.pratique.fr/forme.html** This site provides information in French about healthy living.
- **www.5amtag-schule.de** This German EU-funded site encourages children to eat healthily.
- **www.in-terre-actif.com/fr/index.php** This site provides Canadian resources relating to global citizenship, in French and English (including dossiers on life in developing countries).
- **http://cyberschoolbus.un.org/index.shtml** Find UN global education teaching and learning resources in six languages, including interactive games.

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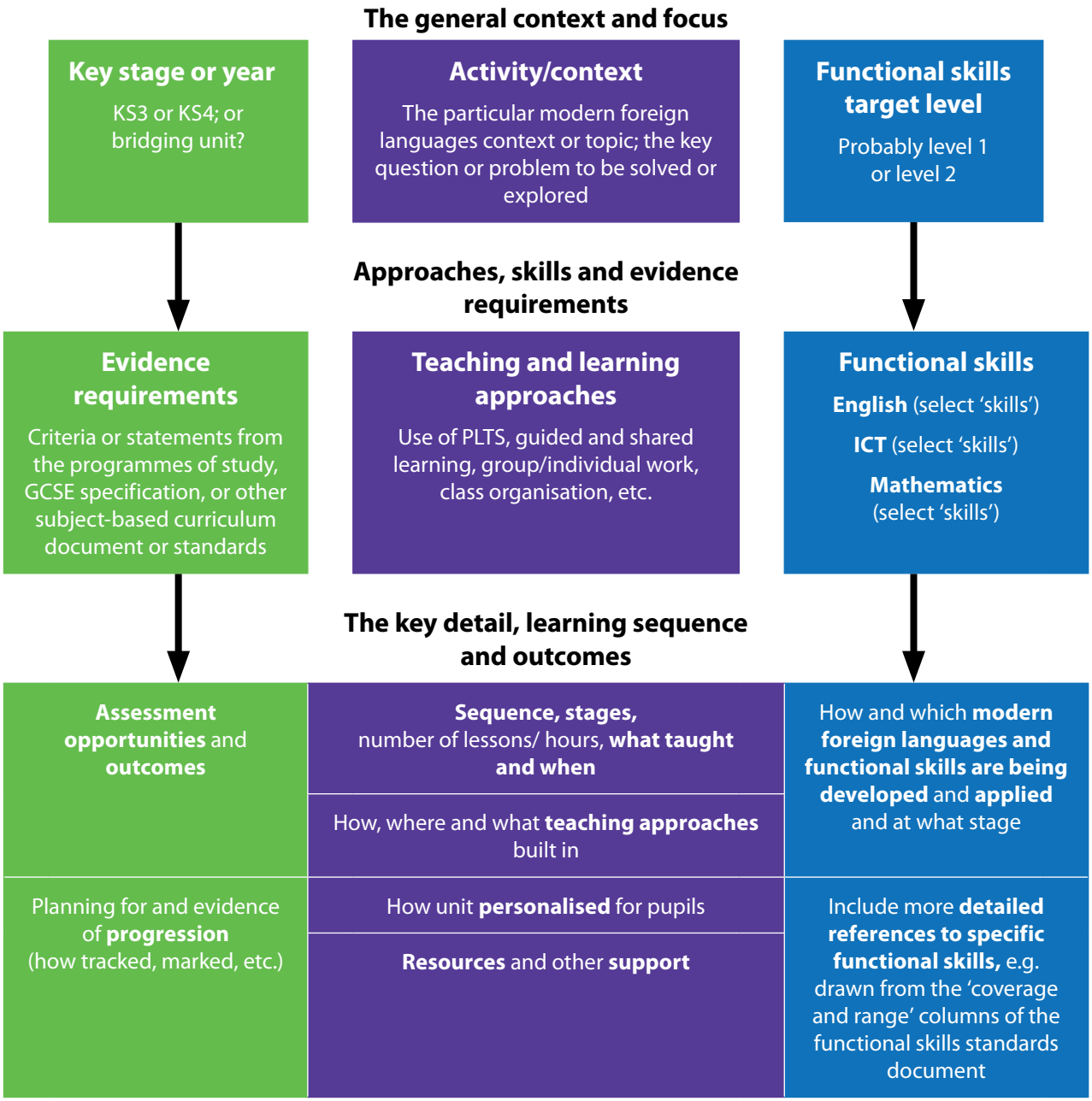
Functional skills in modern foreign languages: A planning process

The planning diagram below provides a structure for planning a modern foreign languages activity or topic that integrates functional skills. Note that it starts from the modern foreign languages activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a modern foreign languages activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject.



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Resources

Literacy and learning in modern foreign languages DfES 0658-2004G

The purpose of this booklet is to help modern foreign languages teachers support the development of:

- learning through talk
- learning from text
- learning through writing.

Leading in learning: Exemplification in modern foreign languages DfES 0053-2005 G

The purpose of the booklet is to demonstrate how modern foreign languages teachers can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 Ref: DfES 0035-2005 G and Key Stage 4 Ref: 2111-2006DWO-EN, which are the main source of guidance for Leading in learning.

ICT across the curriculum: ICT in modern foreign languages DfES 0180-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in modern foreign languages guide is designed to raise awareness of how ICT can be applied and developed in modern foreign languages, analyse the opportunities that exist in modern foreign languages for developing and applying ICT and consider how ICT can enhance the teaching and learning of modern foreign languages.

Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning; Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the 10 other subject booklets in this series and a suite of e-learning modules.

Visit: **www.standards.dcsf.gov.uk/nationalstrategies** for subject-specific National Strategies materials for modern foreign languages, including the renewed Key Stage 3 Framework, training modules and sample planning, select foundation subjects and then modern languages.

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills, visit: **http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills** and select functional skills.

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Acknowledgement

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Audience: Subject teachers in secondary schools
Date of issue: 02-2010
Ref: **00073-2010BKT-EN**

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Children, Schools and Families

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