



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

MODERN FOREIGN LANGUAGES

in the
National Curriculum
in Wales

Key Stages 2–3

Title of document

Modern Foreign Languages in the National Curriculum in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed changes to modern foreign languages in the national curriculum in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Gerard Pitt on 029 2037 5412.

Additional copies

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Tel: 029 2037 5427

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

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Contents

Introduction	2
Commentary on the proposals: key changes	4
Including all learners	6
Developing skills across the curriculum	8
Curriculum Cymreig and personal and social education across the curriculum	10
Modern foreign languages at Key Stage 3	11
Key Stage 3 Programme of Study	12
National curriculum outcomes	16
Level descriptions	18
Modifications for pupils learning Chinese (Cantonese or Mandarin) and Japanese	24
Appendix – Key Stage 2: a non-statutory framework for modern foreign languages	26

This document contains the proposals for modern foreign languages (MFL) in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum and to the Curriculum Cymreig and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range - initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 programmes of study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Commentary on the proposals: key changes

The main changes to the current (2000) Order are:

- The programme of study has been re-ordered under new headings in order to define more clearly the **skills** that pupils should be taught in modern foreign languages – Oracy, Reading and Writing – and the **range** within which these should be developed – Intercultural understanding, Language learning strategies and Activities and contexts.
- The areas of experience have been removed in order that teachers can develop a range of up to date and motivating contexts for language teaching and learning which are relevant to their pupils' interests and experience.
- The statements in the programme of study have been substantially amended in order to improve clarity, and to place the emphasis firmly on developing pupils' language skills and providing opportunities to use language meaningfully for a range of purposes. There is also a greater emphasis on making links with and using common skills and knowledge from other languages as well as explicit opportunities to appreciate and compare other cultures and communities.
- The attainment targets for Speaking and Listening have been combined into a single attainment target for Oracy. This is to reflect the programmes of study for Welsh and English and to enable a wider range of listening skills to be assessed.
- The level descriptions have been rewritten in order to define more clearly progression in languages and to remove references to specific structures and content.
- There is a non-statutory framework for teaching modern foreign languages in Key Stage 2 which supports progression into Key Stage 3 and can be used to develop pupils' language skills in the primary context.



Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes which will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches which support the ethnic/cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material which is appropriate to their ability and previous education/experience and which extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of **all** learners without the need for disapplication. Where it is not possible to cover all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways which extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) which will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all round development.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking



Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In modern foreign languages, learners develop thinking skills through a range of activities in their own or the target language. They plan and analyse what they need to know in order to carry out language activities; build on and adapt previously learnt language; think and use language creatively; use errors and unexpected outcomes to develop their language learning; use prior language knowledge to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

Communication



Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In modern foreign languages, learners develop skills in oracy, reading, writing and wider communication skills in the target language. They listen attentively, learn new sound patterns, speak with confidence, read a range of texts and produce a variety of types of writing. They deal with more extended and complex language in order to develop as independent language users. Their communication skills in a new language build on and support the development of communication skills in English and Welsh.

ICT



Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing information and ideas** and by using a wide range of equipment and software.

In modern foreign languages, learners use ICT to: communicate and share information, including e-mail; present information in a variety of formats using word processing and graphics; find and develop information on the internet; support oral presentations and as a tool for language learning and practice.

Number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In modern foreign languages, learners develop number skills through a range of activities in the target language. These can include number rhymes; ordering numbers; ordering events in time; using number in relevant contexts such as currency exchange; gathering information in a variety of ways, including questionnaires and recording and presenting results in a variety of formats.

Curriculum Cymreig and personal and social education across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales and their personal and social development and well-being.

Curriculum Cymreig



Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Modern foreign languages contribute to the Curriculum Cymreig by allowing learners to appreciate and compare their own culture, language and community with those of the countries and communities of the target language. The study of a new language supports the development of linguistic skills which can enhance their learning of Welsh.

Personal and social education



Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Modern foreign languages contribute to learners' personal and social education through their awareness of other cultures and ways of life. Learners work cooperatively and respect the contributions of others. They become aware of their role as global citizens and the role of languages in the world of work and the global economy.

Modern foreign languages at Key Stage 3

At Key Stage 3, learners develop communication skills in a new language which build on and support their literacy and oracy skills in Welsh and English. They develop skills in listening, speaking, reading and writing in the foreign language and communicate with increasing confidence and independence. They develop intercultural understanding, a sense of global citizenship and learn to appreciate different cultures and communities and compare them with their own.

Over the key stage learners become familiar with the sounds, written form and structures of the language together with an increasing range of vocabulary. They use the language in a variety of situations and for different purposes. They listen and view material from different sources, read a range of texts and learn to cope with less familiar and more complex language. They speak and write at greater length, with more detail and using a widening range of structures. They extend their language by adapting and manipulating previously learnt language and by understanding and using more complex language.

Their growing knowledge and understanding of how language works and the development of language learning strategies lay the foundation for future study and the learning of other languages. They appreciate that the ability to understand and communicate in another language is a lifelong skill for leisure and employment.

Learners develop their language skills in a range of interesting, relevant contexts and through a variety of enjoyable activities which support their self-confidence and creativity and encourage positive attitudes to language learning.

Pupils should be expected and encouraged to use and respond to the target language and to use English or Welsh only when there is a clear reason for doing so.



Key Stage 3 Programme of Study

Skills

Throughout Key Stage 3 pupils should be given the opportunity to learn how to use and understand at least one modern foreign language by developing the skills of oracy, reading and writing.

Oracy

Pupils should have opportunities to:



1. listen attentively, for gist and detail and respond appropriately
2. use context, grammatical clues and cognates to understand spoken language
3. relay the gist and relevant detail of spoken language
4. develop correct pronunciation and intonation
5. initiate and develop conversations by asking questions, responding to the contributions of others, giving information, instructions and explanations
6. communicate with each other and their teacher, taking part in unscripted dialogues and contributing to classroom discussion
7. make oral presentations, including using visual support such as ICT 
8. deal with unpredictable and less familiar language
9. understand and talk about past, present and future actions and events
10. use what they hear to develop their own productive language
11. adapt and vary previously learned language to suit context, audience and purpose for reuse in speech
12. express and justify personal opinions and feelings 
13. use language creatively and imaginatively.

Range

Pupils should have the opportunity to develop the skills of oracy, reading and writing through the range of activities and experiences listed below.

Intercultural understanding



To increase their understanding and appreciation of their own and other cultures, pupils should have opportunities to:


1. celebrate, compare and appreciate differences and similarities between their own culture and community and that of the target language, e.g. *society, history, geography and environment, arts, music, food and drink, leisure and sport* 
2. develop sensitivity towards different peoples, their customs, values and perspectives 
3. interact with native speakers and learners of the target language who have a recent and active experience of the language, e.g. *visits, exchanges, partner schools, foreign language assistants, language students, texting, e-mail, video conferencing*
4. access authentic materials, e.g. *film, video, DVD, TV, drama, radio, magazines, adverts, internet, books, realia, music, newspapers, literature*




Reading

Pupils should have opportunities to:

1. understand and use the alphabet, common letter strings and syllables, sound patterns, punctuation, accents and other characters
2. read for gist and detail and respond appropriately
3. read aloud
4. use glossaries, bilingual dictionaries and other reference materials including ICT 
5. relay the gist and relevant detail of written language
6. read independently for pleasure and information
7. skim and scan texts using cues in language, layout and context
8. use context, grammatical clues and cognates to understand text and deal with unfamiliar language
9. read and respond to texts referring to past, present and future actions and events
10. use what they read to enhance or develop their own productive language
11. develop independent research skills including using ICT. 

5. appreciate the importance of languages in the global society of the twenty-first century and for the world of work 

6. develop their awareness of current events, news, people and issues in relation to the countries and communities of the target language. 

Language learning strategies

To support learning a new language and to become independent language learners, pupils should have opportunities to:





1. take risks and experiment with language
2. acquire techniques for memorising and recording words, phrases and structures
3. practise new language in and outside the classroom
4. identify patterns in language, formulate rules and test their findings

Key Stage 3 Programme of Study



Skills

Writing

Pupils should have opportunities to:


1. understand and apply the grammar of the target language
2. write for different purposes using ICT as appropriate 
3. acquire a repertoire of high-frequency words to support sentence building and linking
4. expand a sentence by adding, e.g. *adjectives, adverbs, opinions* and changing, e.g. *verb, tense, subject*
5. build sentences to form continuous text
6. produce extended writing
7. write about past, present and future actions and events
8. organise and present ideas and information clearly in a range of forms using ICT as appropriate 
9. adapt and vary previously learned language to suit context, audience and purpose for reuse in writing
10. summarise and report from spoken and written sources
11. express and justify personal opinions and feelings 
12. use language creatively and imaginatively, using ICT as appropriate 
13. evaluate and improve the quality of their writing through drafting and redrafting.

Range

5. increase their confidence in language use by building on skills already acquired through their learning of English and Welsh 
6. make comparisons with Welsh, English and other languages, exploring similarities and differences in vocabulary and structure 
7. use and apply positive techniques for self and peer evaluation to encourage progress and confidence in using the language
8. discuss their language learning
9. analyse what they need to know in order to carry out a task.

Activities and contexts



Pupils should have opportunities to develop their language skills through:

1. working in a variety of relevant, interesting and up-to-date contexts
2. language games and solving puzzles, using ICT as appropriate 
3. taking part in face to face dialogues, conversations and discussions in groups and pairs



Languages that may be taught at Key Stage 3

Schools are required to offer one or more of the official working languages of the European Union (Czech, Danish, Dutch, Estonian, Finnish, French, German, Modern Greek, Hungarian, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Slovak, Slovenian, Spanish and Swedish) and may in addition offer any language for which there is a substantial demand and which the school can resource.

4. songs, rhymes, story-telling activities and drama, interviews and responding to other spoken information
5. responding to a range of texts, including stories, poems, literature, non-fiction, and using the internet 
6. producing factual, descriptive and narrative texts as well as personal information/letters, diaries and creative pieces
7. reading, viewing and listening to integrated sources including video/DVD, audio, Internet, CD-Rom for personal interest and pleasure as well as for information 
8. working in pairs and groups on a range of tasks
9. using language independently and for real purposes
10. activities in which they use two or more skills in combination.

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Outcome 1

Pupils attempt to imitate some sounds in the target language. They may perform simple actions in response to phrases or words. They listen and may respond to familiar rhymes and songs.

Outcome 2

Pupils attempt one or two familiar words in response to cues in the target language. They respond to some simple familiar questions. Responses may be through vocalisation, sign or gesture and depend on repetition and support. They match and select symbols for a few familiar target language words including using ICT.

Outcome 3

Pupils respond to others in a group and to familiar stories in the target language. They respond briefly using single words, signs or symbols, and they may use facial expression or intonation to enhance meaning. They read and understand some familiar target language words with visual or other clues. They can copy a few words with support, using ICT as appropriate.



Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate in Oracy, Reading and Writing in a modern foreign language. In deciding on a pupil's level of attainment at the end of a key stage teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for the adjacent levels. By the end of Key Stage 3, the performance of the great majority of pupils should be within the range of Levels 3–7.

Modern foreign languages is only statutory in Key Stage 3 and the lower levels are therefore designed to enable pupils to progress more quickly through them, so that by the end of the key stage, their expected levels of attainment are the same as other subjects. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided. The level descriptions are cumulative, i.e. each subsumes the content of the previous description.

The level descriptions are designed to cover a wide range of different languages, each with its distinctive features and do not refer to any particular context or aspect of grammar. For languages with non-Roman scripts, the level descriptions assume pre-reading skills (recognising letters/syllables, printed/handwritten forms) and pre-writing skills (forming letters, joining letters, making strokes in the correct order). There are specific modifications for Chinese and Japanese.

Oracy

Level 1

Pupils show understanding of words and simple statements and questions. They sometimes require support such as repetition or gesture. They respond in single words and short phrases and imitate correct pronunciation with some success.

Level 2

Pupils show understanding of familiar statements and questions but sometimes need items to be repeated. They give short simple responses to what they see and hear and they start to show confidence in listening and speaking. Their pronunciation shows an awareness of sound patterns.

Level 3

Pupils show understanding of simple passages, dialogues and other sources of familiar language. They ask and answer questions responding appropriately using familiar words and phrases. They are beginning to substitute words to vary their language. Their pronunciation is generally accurate.

Level 4

Pupils show understanding of familiar language containing a range of sentence patterns. They take part in simple conversations or presentations. They sometimes hesitate, need prompts or require some items to be repeated. They are beginning to use their knowledge of language to substitute words or phrases. They show some consistency in their intonation.

Level 5

Pupils show understanding of different types of spoken material in familiar contexts, containing a variety of structures. In conversations and presentations they can vary their language, sometimes producing more extended responses. They are generally accurate when using familiar language and communication is clear.

Level 6

Pupils show understanding of a variety of spoken material including familiar language in less familiar contexts and some longer items. They interact confidently in a range of contexts. They adapt previously learnt language and use a variety of structures. They produce more extended and detailed responses with increasing accuracy and good pronunciation.

Level 7

Pupils show understanding of a range of spoken material that includes some complex sentences and unfamiliar language. They show a readiness to use the language in a spontaneous and sometimes improvised manner, with good pronunciation and intonation. They draw on a variety of previously learned language and link phrases together to give more extended and detailed responses. Their spoken language is generally accurate, but there may be errors when more ambitious language is attempted.

Level 8

Pupils show understanding of a variety of spoken material taken from a range of sources. They discuss facts, ideas and experiences using a range of vocabulary and structures, including complex language. They adapt language to deal with unprepared situations. Their language is largely accurate.

Exceptional Performance

Pupils show understanding of a wide range of factual and imaginative speech. They summarise, report and explain what they hear. They discuss a wide range of factual and imaginative topics. They speak fluently and confidently even in unfamiliar situations.

Level descriptions

Reading

Level 1

Pupils show understanding of single words in a familiar context. They sometimes require visual support.

Level 2

Pupils show understanding of phrases presented in a familiar context. They show understanding of sound patterns, common letter strings or symbols and syllables by reading aloud familiar words and phrases. They begin to use glossaries and other reference materials including ICT to find out the meaning of new words.

Level 3

Pupils show understanding of simple texts, dialogues and other sources of familiar language. They are developing their use of glossaries and other reference materials including ICT and bilingual dictionaries to look up new words.

Level 4

Pupils show understanding of texts containing familiar language and a range of sentence patterns. In addition to using reference materials, they are beginning to use context to deduce the meaning of unfamiliar language. They are beginning to use what they read to develop their own productive language.

Level 5

Pupils show understanding of different types of texts in familiar contexts, containing a variety of structures. They are beginning to use techniques such as skimming, scanning and detailed reading to locate the information they need. They are generally more confident in reading aloud, and in their use of reference materials, including ICT. They are developing their use of what they read to enhance their own productive language.

Level 6

Pupils show understanding of a variety of texts including familiar language in less familiar contexts and some longer texts. They use different strategies to locate and select information. They are becoming more confident in deducing the meaning of unfamiliar language, using context, grammatical clues and cognates. They continue to develop their use of reference materials, including ICT. They use what they read to enhance their own productive language.

Level 7

Pupils show understanding of a range of material, including more extended writing. They continue to develop strategies to identify accurately the ideas and information they need. Texts include some complex sentences and unfamiliar language. They use reference materials, including ICT, as appropriate and use what they read as a springboard to creative production.

Level 8

Pupils show sound understanding of a variety of types of written material. They consult a range of reference sources including ICT, as appropriate. They cope readily with unfamiliar topics involving more complex language, elements of which they use productively.

Exceptional Performance

Pupils show understanding of a wide range of factual and imaginative texts in different registers and containing a wide range of language. They summarise, report, explain and generally use what they read in their own speaking and writing.

Level descriptions

Writing

Level 1

Pupils copy single words correctly. They label items and select appropriate words to complete short phrases or sentences, using ICT as appropriate.

Level 2

Pupils copy simple phrases correctly. They write or use ICT to produce familiar words and phrases. Their spelling sometimes contains errors but shows an awareness of the links between sound and spelling.

Level 3

Pupils write simple sentences using aids such as textbooks, wall charts, ICT sources and their own work. They are beginning to substitute words to vary their language. When writing from memory their spelling is readily understandable and they show some awareness of the punctuation conventions of the target language.

Level 4

Pupils produce simple texts made up of familiar language. They are beginning to use their knowledge of language to adapt a model by substituting words or phrases. They are beginning to make use of dictionaries, glossaries, ICT and other materials alongside their knowledge of spelling patterns to check the accuracy of their own writing.

Level 5

Pupils produce simple texts, creative and factual, in familiar contexts. They vary their language and are beginning to use high frequency words or phrases to support sentence building and linking. Spelling and punctuation of familiar language is generally accurate and the meaning is usually clear. They use dictionaries, glossaries, ICT and other materials to review the accuracy of their writing.

Level 6

Pupils produce different types of texts including some more extended writing. They adapt previously learnt language and use a variety of structures. Their work is increasingly accurate, although there are still errors. They continue to develop their use of reference materials, including ICT to enhance the quality of their writing. They are beginning to evaluate and sometimes redraft their writing to improve its accuracy.

Level 7

Pupils produce texts for different purposes, sometimes containing more complex language. They draw on a variety of previously learned language and structures to vary their writing and adapt language to use in different contexts. They edit and redraft work, using a range of reference materials including ICT. Their writing is generally accurate, but there may be errors when more ambitious language is attempted.

Level 8

Pupils produce texts covering a wide range of factual and imaginative contexts. They use a range of vocabulary and structures, including complex language to write about facts, ideas and experiences. Their spelling and grammar are generally accurate. They use reference materials and ICT to extend their language and improve their accuracy.

Exceptional Performance

Pupils write coherently and accurately in a wide range of factual and imaginative contexts. They choose the appropriate form of writing for a particular task, making effective use of resources, including ICT to vary the style and scope of their writing.

Modifications for pupils studying Chinese (Cantonese or Mandarin) and Japanese

Chinese (Cantonese or Mandarin)

The level descriptions for Listening and Responding assume that Chinese may be spoken at a slower speed than indicated and that the range of topics may be more limited.

The level descriptions for Reading and Responding and Writing assume that, as well as using pinyin, pupils can work with an approximate number of characters as indicated below. These should mainly be simple and frequently occurring characters that are relevant to the contexts for learning. It is expected that pupils can understand compound phrases and four character phrases (idioms).

	Reading and Responding	Writing
Level 1:	20 – 30 characters	10 – 20 characters
Level 2:	30 – 60 characters	20 – 30 characters
Level 3:	60 – 100 characters	30 – 50 characters
Level 4:	100 – 150 characters	50 – 100 characters
Level 5:	150 – 250 characters	100 – 150 characters
Level 6:	250 – 350 characters	150 – 250 characters
Level 7:	350 – 450 characters	250 – 350 characters
Level 8:	450 – 600 characters	350 – 500 characters
Exceptional Performance:	600 or more characters	500 or more characters

The level descriptions for Reading and Responding assume that characters beyond the level of pupils' development which appear in authentic materials may be glossed using pinyin or a similar romanised transcription.

Japanese

The level descriptions for Levels 1 to 4 for Reading and Responding and Writing assume that pupils' script capability has developed so that they can work with the following:

Level 1: hiragana symbols

Level 2: hiragana symbols and modifications (for example, nigori)

Level 3: hiragana and katakana symbols and modifications

Level 4: hiragana, katakana and 20-40 kanji

The level descriptions for Level 5 and above for Reading and Responding and Writing assume that, as well as using hiragana and katakana and any modifications, pupils can work with an approximate number of kanji as indicated opposite. These should mainly be simple and frequently occurring kanji that are relevant to the contexts for learning.

	Reading and Responding	Writing
Level 5:	40 – 90 kanji	40 – 60 kanji
Level 6:	90 – 140 kanji	60 – 90 kanji
Level 7:	140 – 200 kanji	90 – 140 kanji
Level 8:	200 – 270 kanji	140 – 220 kanji
Exceptional Performance:	270 or more kanji	220 or more kanji

The level descriptions for Reading and Responding assume that kanji beyond the level of pupils' development which appear in authentic materials may be glossed using kana.

Key Stage 2: a non-statutory framework for modern foreign languages

Rationale

In Wales all children learn two languages from an early age giving them a flying start when it comes to language capability. The learning of a foreign language supports pupils' literacy and oracy, building on and complementing the skills acquired in English and Welsh. Modern foreign languages enrich the primary curriculum, providing a valuable educational and enjoyable cultural experience for all pupils. Learning a foreign language brings pupils into contact with aspects of the culture of other countries and they develop a greater understanding of their own lives and communities through exploring those of others.

Pupils practise their language skills through enjoyable activities in a range of cross-curricular contexts which develop their self-confidence and creativity.

A positive early experience

Introducing modern foreign languages in Key Stage 2 enables pupils to have a positive early experience of learning a foreign language by:

- giving all pupils an enjoyable and stimulating experience
- providing opportunities to learn about other people and communities and compare them with their own experience
- putting the focus on language learning skills
- emphasising speaking and listening, whilst also introducing pupils to reading and writing activities
- using methodologies appropriate to the age range and primary setting
- enriching the curriculum in a worthwhile way, encouraging cross-curricular links and an international dimension
- making it accessible for pupils of all abilities
- providing opportunities for closer links and co-operation between primary and secondary schools
- supporting triple literacy
- laying the foundation for future language learning.

Using the framework

This framework aims to support schools already delivering modern foreign languages in Key Stage 2 and to encourage other schools to incorporate a modern foreign language into the curriculum. It does not specify a curriculum model or an amount of time but is flexible for schools to use according to their own resources and time available with any year group.

The structure of the framework reflects the programme of study in Key Stage 3 and outlines the skills – oracy, reading and writing – that can be developed and the range of activities and settings in which to develop those skills in the primary context. It supports the development of literacy and oracy skills across the curriculum and progression into the Key Stage 3 Programme of Study for modern foreign languages. There is also guidance on using the level descriptions to support transition from Key Stage 2 to Key Stage 3.

Skills

These skills reflect the skills pupils are taught in English and Welsh and they support progression into the Key Stage 3 modern foreign languages Programme of Study.

Oracy

Pupils should have opportunities to:

1. use and respond to incidental language in everyday classroom activities
2. listen carefully and respond appropriately to different types of spoken language
3. speak with correct pronunciation and intonation
4. communicate with each other and their teacher
5. understand and take part in simple conversations

6. use and respond to language relevant to their personal interests and immediate environment
7. use previously learnt structures and language patterns to create new language.






Range

Pupils should have opportunities to develop the skills of oracy, reading and writing through the range of activities and experiences listed below.

Intercultural understanding

To increase their understanding and appreciation of their own and other cultures, pupils should have opportunities to:

1. celebrate, compare and appreciate differences and similarities between their own culture and community and that of the target language, drawing upon work in other areas of the primary curriculum 
2. develop sensitivity towards different peoples, their customs, values and perspectives 
3. appreciate the importance of other languages and language learning in a global society 

4. work with authentic materials
5. interact with native speakers and learners of the language, e.g. visits from speakers of the language, visits to the country, town-twinning links and Comenius Projects, the exchange of materials with partner schools via letter, e-mail, interactive use of ICT and class projects.



Language learning strategies

To support learning a new language pupils should have opportunities to:


1. recognise basic approaches to learning a language, e.g. imitating, repeating and practising
2. use and apply techniques for memorising language including rhyme, rhythm, mnemonics, physical response and visualisation







Reading



Pupils should have opportunities to:

1. recognise the relationship between sounds and the written word including learning the alphabet
2. read aloud familiar language
3. read words, phrases and simple texts for consolidation and interest
4. use dictionaries, glossaries, ICT and other reference materials as appropriate 
5. read and respond to a variety of written language.

Writing



Pupils should have opportunities to:




1. copy words and phrases for a real purpose
2. write words, phrases and simple texts for consolidation and interest
3. use language creatively, including ICT as appropriate. 


3. compare and appreciate differences and similarities between English, Welsh and the target language, developing their triple literacy skills and confidence in language use 
4. use self evaluation to encourage progress and confidence in using the language. 

Activities and contexts

Pupils should have opportunities to develop their language skills through:

1. language games including using ICT, puzzles, numeracy activities and playing with words 

2. responding to and joining in with songs, poems, rhymes, drama and stories
3. listening to video/DVD, audio, native speakers and other language learners

4. big books, the internet, and CD-Rom activities 
5. physical activities, including dance
6. ICT to support independent learning 
7. art work including displays, signs and posters
8. working in pairs and groups producing and practising dialogues and sketches
9. using language in a range of creative activities. 

Using the level descriptions at Key Stage 2

There is no statutory requirement to assess modern foreign languages in Key Stage 2, however if pupils have been studying a modern foreign language, both primary teachers and secondary teachers will want to have some record and/or evidence of the skills that pupils have acquired, whatever the language. Teachers can use the lower level descriptions for Key Stage 3 to describe their pupils' attainment or they may wish to adapt them for primary pupils.

The following is an example of a simplified version of the national curriculum level descriptions 1–3, that could be used for self assessment to describe pupils' achievement at the end of Year 6. Some pupils might progress further and similar adaptations can be made for higher levels. Pupils can complete the record sheet and attach examples of work and any other evidence of their work in languages, including other languages, cross curricular work, international contacts etc. thus providing a record of their progress and give a snapshot of their attainment at the end of Key Stage 2 to pass on. In the example opposite, oracy has been separated from reading and writing, but teachers can agree how they want to present the information and adapt it to suit their needs.

My language record – Oracy

- I can understand some words and sentences my teacher says
- I can copy words and phrases my teacher says or from a tape/CD
- I can understand different questions, sentences and instructions
- I can greet people, say what some things or people are and answer some questions
- I can understand messages or short conversations when my teacher reads them or on a tape
- I can make a short conversation with my teacher or partner
- I can sing some songs or say some rhymes from memory

My language record – Reading and Writing

- I can read some words and match them to the correct picture
- I can read some short sentences and know what they mean
- I can read aloud some of the words, sentences or rhymes I know
- I can read and understand short messages and conversations
- I can write the words next to pictures of things I have learnt
- I can write two or three sentences we have practised with some help from my book, a worksheet or the computer

