

## Key Stage 3 National Strategy 2004–05

# Improving transfer and transition in Key Stage 3 modern foreign languages: a focus on progression

*Improving transfer and transition in Key Stage 3 modern foreign languages: a focus on progression* (DfES 0184-2005 G) is designed for subject leaders to use with their department. Its purpose is to support planning with the objectives from the *Framework for teaching modern foreign languages: Years 7, 8 and 9* (DfES 0084-2003), in order to establish a smooth progression into and out of Key Stage 3. The guidance offered in this booklet will contribute to the raising of expectations and standards and to increased challenge and engagement for pupils in MFL lessons.

The booklet contains case studies, points for departmental discussion and activities, which invite you to reflect and respond individually, in groups or as a whole department and plan follow-up actions to support your work.

Some of the activities lend themselves to joint work between primary and secondary colleagues in order to build on pupils' literacy and foreign-language learning skills at Key Stage 2 and provide a firm foundation for language learning in Year 7. The National Languages Strategy's commitment to delivering an entitlement to language learning for pupils at Key Stage 2 by 2010, and the publication of the Key Stage 2 MFL Framework in September 2005, will establish a strong framework for early language learning. There will therefore be an increasing number of pupils entering Key Stage 3 with significant prior knowledge of a foreign language.

Other activities offer particular ways of preparing Year 9 pupils for more independent and successful language study at Key Stage 4.

It is intended that subject leaders will make an informed professional judgement about which materials are most relevant for their department.

## Planning with the Framework objectives

### Key objectives

The introduction provides guidance on planning with the Framework and highlights Framework objectives that are especially important because of their strong links with the Primary National Strategy, the forthcoming Key Stage 2 MFL Framework and/or the Key Stage 3 English Framework. These objectives have been shown to offer pupils particularly rapid benefits in language learning. They are therefore likely to correlate well with future developments in MFL at Key Stage 2 and have been shown to offer pupils particularly rapid benefits in language learning.

### Clustering objectives into themes

Teachers need to make a judgement about grouping objectives for particular purposes and to teach them through stimulating activities, resulting in lessons which are well planned and taught, and creative, engaging and enjoyable. The booklet offers one way of grouping the objectives from different strands under **themes** to focus on particular aspects of progression. The themes are:

- Sounds and spellings
- Deciphering and applying meaning
- Verbs and sentences
- Building language use
- Towards independence
- Self-evaluation

## Theme 1: Sounds and spellings

This theme emphasises the importance for Key Stage 3 teachers of MFL of being informed about and building on pupils' achievements in language work taught during Key Stages 1 and 2, including spelling, key words and grammar as well as listening, speaking and group discussion conventions. It illustrates how effective cooperation with primary and Key Stage 3 English colleagues can lead to raised expectations and inform curricular target setting.

## Theme 2: Deciphering and applying meaning

This section points out the need to engage pupils in reading the target language by ensuring from the outset that materials are appropriate in terms of age, gender, background and interest. There are suggestions for sources of stimulating reading material, including ICT, and teaching strategies which can help boost pupils' confidence in tackling more challenging texts.

## Theme 3: Verbs and sentences

This theme highlights the vital link between work on a wide range of verbs, tenses and connectives and pupils' attainment at the higher levels of the National Curriculum and GCSE. It shows how the firm foundation work provided by Key Stage 3 MFL can be developed and extended at Key Stage 4 to allow more time for innovative, creative and extended work on aspects of MFL that are stimulating and motivating for learners.

## Theme 4: Building language use

This section contains advice on planning for progression and curricular target setting throughout the key stage and the impact that this can have on pupils' engagement, independence and motivation to continue language study in Key Stage 4 and beyond.

## Theme 5: Towards independence

This theme shows how curricular target setting with Key Stage 3 MFL Framework objectives can help teachers plan effectively to develop independence in their pupils' use of the target language from the earliest stages. There are suggestions for more motivating contexts and strategies which can make language learning seem more real and relevant.

## Theme 6: Self-evaluation

This section considers the importance of self-evaluation at whole-school, departmental, teacher and pupil level. It identifies the wide range of practical support, from the Key Stage 3 National Strategy and other sources, that is available to teachers wishing to help pupils to gain the necessary understanding of subject progression to raise their level of attainment at Key Stage 3 and beyond.