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Foreword

The centrepiece of the National Languages Strategy *Languages for All Languages for Life* is our commitment to give every child between the ages of 7 and 11 the entitlement to learn a new language. This marks a fundamental shift in our approach to language learning in this country and, by 2010 will transform the shape of language learning in our schools.

Much has already been achieved. We have been working with 19 Pathfinder Local Authorities to learn lessons about sustainable models for primary languages. We have developed new primary teacher training courses with languages and have piloted training courses for teachers and teaching assistants. Specialist Language Colleges, Comenius Centres and Higher Education Institutions are working with Local Authorities to help build this primary capacity and throughout England plans are now in place for a significant expansion of provision in the coming period.

One outstanding characteristic of all of the work that we have seen so far has been the commitment of Local Authorities and schools as they take up this challenge. This has been mirrored in the dedication of the teachers involved and, most important of all, the enthusiasm and enjoyment of so many young people.

We are determined to build on and foster this enthusiasm and commitment. In doing so we must also ensure that it develops coherently and successfully, becoming embedded in the primary curriculum of the 21st century and providing a stimulating and well rooted foundation for language learning in secondary schools. That is why we have decided to publish a national Key Stage 2 Framework for Languages, which will be the focus of our long-term support for primary entitlement. The intention is to provide a nationally agreed point of reference, which is flexible enough to take account of the many different starting points on this road to full entitlement, and at the same time visionary enough to show what will be possible.

In *Languages for All Languages for Life* – we recognised that the achievement of full primary entitlement is both critical to our strategy and a major educational and cultural challenge. As the Framework objectives themselves make clear, this is not only a matter of developing competence in one or more languages, crucial as this is. It is also about the broader curriculum – about understanding language and identity, about developing an international outlook, and about learning. It is about inclusiveness and opportunities for all of our children. It is about the kind of people they will become and the kind of world in which they will live. These are some of the reasons, I believe, why so many of you are enthused by the idea of language learning in the primary school. This is also why the publication of the Key Stage 2 Framework for Languages is so important both for the success of our primary strategy and for the future of our children.



Andrew Adonis

Parliamentary Under-Secretary of State for Schools

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The National Languages Strategy

The National Languages Strategy for England sets out the Government’s commitment to increasing the nation’s languages capability, and a vision of languages as “a life long skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instill a broader cultural understanding” (page 5). The cornerstone of that strategy is the introduction by 2010 of an entitlement to language learning for every pupil in Key Stage 2.

“Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme.” (page 15)

The National Languages Strategy is also an important element within the Primary National Strategy, reinforcing the key approaches to teaching and learning, which are set out in Excellence and Enjoyment, a strategy for primary schools. In developing the Framework, careful attention has been given to how best to achieve the most positive outcomes for children, taking full account of the vision and intentions as set out in Every Child Matters .

The Framework is a core document, offering a practical reference tool for planning, teaching and monitoring the learning process. The Framework is designed to support primary school teachers in building their own courses. It also aims to provide secondary school teachers who support primary teachers with a way of making their specialist linguistic knowledge relevant for the primary classroom. The Framework will also be of use to:

- Headteachers
- Teaching assistants
- Secondary schools preparing for transition
- Teacher trainers
- Curriculum planners
- Course and resource developers.

The Government's plans for primary languages are for full implementation by 2010. This is an ambitious but achievable target for nearly 18,000 primary schools attended by children in KS2 and almost 2.5 million children. In using the Framework it is important to realise that it can be introduced over time. It should provide teachers and planners with enough flexibility to support what is happening now and to plan for increasing capacity over a number of years.

Above all, the Framework should be seen as a support, not a constraint; a climbing frame, not a cage.

The Framework builds on key principles for teaching and learning in the following documents:

- *Languages for all: Languages for Life* – the Government's National Strategy for Languages
- *Excellence and Enjoyment* – a Strategy for Primary Schools.

The Learning Objectives have been linked to:

- The objectives for English, PSHE, Geography, History, Art and Design, Music and ICT set out in the *National Curriculum Programmes of Study in Key Stages 1 and 2*
- *National Literacy and Numeracy Strategy Frameworks*
- *Speaking, Listening and Learning* – working with children in Key Stages 1 and 2 jointly published by the Primary National Strategy and QCA
- *QCA Schemes of Work for MFL* – at Key Stage 2
- *National Curriculum Non-statutory Guidelines for MFL* – at Key Stage 2.

It also draws on the *Framework for teaching modern foreign languages: Years 7, 8 and 9* produced by the Key Stage 3 National Strategy.



The Framework as a Point of Reference

The Framework is available on-line at www.standards.dfes.gov.uk/primary/languages and in hard copy, and it is supplemented by two sets of support materials.

Part 1 – the Framework itself sets out:

- Learning objectives which show progression over the four years of Key Stage 2 in Oracy, Literacy and Intercultural Understanding
- Two ‘cross-cutting’ strands showing how Knowledge about Language (KAL) and Language Learning Strategies (LLS) relate to these objectives
- Sample teaching activities.

Part 2 provides more targeted advice for different users of the Framework – those who are introducing primary languages from scratch, those who have experience of teaching primary languages, those with responsibility for managing and co-ordinating the curriculum and those working in Key Stage 3 who will be supporting primary language learning and transition.

Part 3 of the framework documentation – Planning for Entitlement will be available to schools from the spring term of 2005/2006. A comprehensive range of materials offers detailed guidance on whole-school planning to teachers and head teachers as they introduce languages into the primary curriculum. The materials include planning tools and detailed explanations of how to embed language learning through cross-curricular links. They also provide a spotlight on matters such as how to plan for progression in one language over four years, how to plan for a multi-lingual approach, how to manage mixed-age classes, how to address the challenge of small schools, how to assess learning and record progress, how to support successful transition into Key Stage 3 and how to meet the needs of all children, including those with languages other than English.

Using the Framework for curriculum design

Schools can use the Framework creatively as a basis for long, medium and short-term planning, adapting it to meet the needs of their children and to match their own curriculum. The Framework does not prescribe specific topics or contexts for learning. It gives teachers the freedom to be creative and innovative and to devise programmes of work and activities, which will engage, excite and challenge children. The course content should be stimulating, enjoyable and challenging, reflecting children’s increasing maturity and offering them inspiration to communicate and use language creatively and imaginatively.

To assist with planning, sample activities illustrating how each objective might look in the classroom accompany the statements. These assume some of the most common content areas currently used in primary languages, for example – the world of imagination, self and home, the classroom. This is in no sense, however, intended to be prescriptive. These activities serve as prompts to stimulate teachers’ own creative ideas and do not constitute a course or scheme of work. Schools should feel free to create their own courses and teaching activities, relevant to the experiences and interests of their own children.

The Framework has been devised to enable schools to build motivating and imaginative teaching plans and units, which deal with topics of real interest and relevance to children, and reflect the richness and diversity of our society. These should also fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and Enjoyment: a strategy for primary schools. The Framework's objectives can link with many different subjects in the primary curriculum, providing opportunities to integrate work in languages with that of the rest of the school. For example, many elements of the learning objectives for languages reinforce the curriculum content in citizenship, literacy, mathematics, P.E. and geography and could be taught through these subjects.

Overview of the Learning Objectives

The Learning Objectives represent the core material on which teachers can build in order to provide entitlement to language learning in KS2. They are general statements that show progression and support teachers in planning to cover the main areas of learning.

The Objectives comprise three clearly progressive core strands of teaching and learning, over the four years of KS2:

- Oracy
- Literacy
- Intercultural understanding.

In addition, two cross-cutting strands are included:

- Knowledge about Language (KAL)
- Language Learning Strategies (LLS).

These are of value in themselves as important tools for learning, providing a basis for children's future development as language learners. They are conceived of as both arising from and supporting the core teaching and learning strands rather than as existing independently from them.

These broad areas of teaching and learning are separated out for planning and monitoring purposes. In the classroom they will invariably be linked and mutually supportive. Schools can develop the strands in a variety of ways. Children's progress through the stages of language learning is rarely linear and not the same for all languages or for all children. The balance of time devoted to individual strands and objectives will, therefore, vary from school to school.

Oracy

Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation. This emphasis on exposure to the sound patterns of the new language is particularly important because, unlike with their mother tongue, children will be reliant on the classroom to provide most of their spoken language experience.

Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds.

They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas



Literacy

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling.

As they increase their understanding of the language, they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts.

They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning.

Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

Intercultural Understanding

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects.

Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools.

Knowledge About Language

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.

Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

Language Learning Strategies

An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. The Framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies.

By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands. Schools should feel free to emphasise certain strands and certain objectives to fit in with their own aims and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years.

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Structure of the Framework

The Learning Objectives for each year begin with a summary of the expectations for learning and teaching and an overview of outcomes describing what most children should be able to do by the end of the year – *Expectations and Outcomes* (for example as in page 18).

This is followed by the ‘*Part 3 at a glance*’ page, which summarises the learning objectives from each of the five strands for the year. These pages have been designed for ease of reference to give an overview of all the learning objectives and to illustrate how they might interconnect. Schools may, of course, choose to use objectives from earlier or later years depending on the abilities, experiences and aptitudes of the children. The ‘*at a glance*’ pages are best used for monitoring and reviewing the programme of work. More detailed planning should be based on the comprehensive Learning Objectives sections.

The core Learning Objectives for Oracy, Literacy and Intercultural Understanding are progressive and are listed in full for each year. The cross-cutting strands, Knowledge about Language (KAL) and Language Learning Strategies (LLS) are by their nature recursive. They contain samples of key objectives and activities, which can be integrated with the Learning Objectives for the progressive strands. The LLS, in particular, include strategies which are relevant for all four years of Key Stage 2 at different levels of complexity. For this reason, objectives for KAL and LLS do not have specific outcomes defined by year. Children revisit and expand their knowledge about language and their language learning strategies throughout the language learning process.

The Learning Objectives by year are set out in a double-page spread so that teachers can easily read across from the learning objectives to the learning opportunities and see how these link to and are underpinned by Knowledge about Language and Language Learning Strategies.

The Learning Objectives for the core strands of Oracy, Literacy and Intercultural Understanding are also listed in a separate section by strand. This format is intended to support teachers in monitoring progression across years within each strand. It will be of particular help for those teachers planning programmes of learning for children in mixed-age classes.

How the strands interrelate

The five strands are interdependent and schools can develop them in a variety of ways. They would rarely be taught in isolation and many lessons will include elements from all strands. In particular:

Oracy underpins Literacy and is in turn supported by it, for example:

O3.4 Listen attentively and understand instructions, everyday classroom language and praise words

links to

L3.1 Recognise some familiar words in written form

Intercultural Understanding provides content for developing oral interaction or reading, for example:

IU4.3 Compare traditional stories

links to

L4.2 Follow a short familiar text, listening and reading at the same time

Knowledge about language arises from language activity and also reinforces learning, for example:

O4.4 Ask and answer questions on several topics

is supported by KAL

(O3.3) Recognise question forms; (O4.4) Use question forms

Language Learning Strategies are part of the learning process, for example:

O3.1 Listen and respond to simple rhymes, stories and songs

links to Language Learning Strategy

(O3.1) Remember rhyming words

Inclusion

Teachers using the Framework may need to adapt it in order to ensure that it takes full account of the different experiences, strengths and interests of their pupils. In doing this they will need to take account of the statutory requirements and guidance on inclusion set out in the national curriculum.

The statutory inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of children
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

The type of support provided for children with difficulties in communication, language and literacy could include:

- Using alternative and augmentative communication
- Reducing the amount of written work and reading
- Giving children the opportunity to clarify their ideas through discussion, role play and the use of tape recorders, video, and photographs, rather than relying on written materials.

It may be necessary to use specialist equipment to give motivating and relevant experiences to children with sensory and physical disabilities.

An overview of the Learning Objectives

The three progressive strands of teaching and learning – **Oracy**, **Literacy** and **Intercultural Understanding** – are set out in terms of learning objectives and suggested learning opportunities for each year. Opportunities to develop **Knowledge About Language (KAL)** and **Language Learning Strategies (LLS)** are made explicit and underpin the three core strands. Suggestions for KAL and LLS are provided for each learning objective.

The **Learning Objectives** are designed to help schools devise their own courses. Schools should select suitable objectives which fit with their curriculum plans, children's abilities and the interests and expertise of the staff. Schools may also choose to use objectives from earlier or later years, depending on the range of ages and aptitudes within the class, and on the children's prior experience of learning a language.

Knowledge about Language (KAL). The KAL strand is integrated with the strands for oracy, literacy and intercultural understanding. In most cases opportunities for children to develop a more explicit understanding and control of the new language will arise from the learning activities. Teachers may also choose to review this understanding periodically in the context of general literacy.

Year 4			
Learning Objectives	Learning Opportunities	Knowledge about Language	Language Learning Strategies
Children should be taught to:	Year 3 children should, for example:	Children should have opportunities to, for example:	Children should have opportunities to, for example:
O4.1 Memorise and present a short spoken text	Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling.	Identify specific sounds, phonemes and words. Recognise commonly-used rhyming sounds.	Remember rhyming words. Use gesture or mime to show they understand.

Learning Opportunities signpost the kind of experiences that should be provided for children in order to meet the **Learning Objectives**. The suggested activities are interdependent and are designed to be viewed together not in isolation.

Language Learning Strategies will help children become more independent learners in any language. These examples are not exclusive and children should be encouraged to discuss strategy use and to expand their range of strategies by sharing with other children and the teacher.

Teaching activities showing how the learning objectives might be developed in the classroom are provided at the end of each section. These activities serve as guidance only and do not constitute a course or scheme of work. Schools should feel free to make the objectives their own, creating their own imaginative content and teaching activities.

