

The Renewed KS3 Framework for Languages

'...underscores the vital importance of giving all pupils the tools to make direct and personal contact with other people and their cultures'

<http://nationalstrategies.standards.dcsf.gov.uk/mfl>

Why?

- To improve alignment with the Key Stage 2 Framework and ease transition.
- To create **language learners**: the focus is on skills and progression in learning. Pupils working to Framework objectives should be well placed to learn another language later on.
- To inform the teaching of languages.
- To promote creativity in both teachers and language learners.

What?

- Two 'core components': the Framework of objectives and the exemplification.
- A two-dimensional structure: objectives are arranged **vertically** by year group and **horizontally** in five strands of progression across Key Stage 3.
- **Vertically** they demonstrate the range of learning and set out 'minimum expectations for learning for the majority of pupils in that year'.
- **Horizontally** they show progression across the Key Stage and are intended to make progress within languages more accessible.

Five strands reflecting KS2:

KS2

- Oracy
- Literacy
- Intercultural Understanding
- Knowledge about Language
- Language Learning Strategies

KS3

- Listening and Speaking
- Reading and Writing
- Intercultural Understanding
- Knowledge about Language
- Language Learning Strategies

Year 6 to year 7: Oracy / Listening and speaking.

- Year 6:
 - O6.1 Understand the main points and simple opinions in a spoken story, song or passage
 - O6.2 Perform to an audience.
 - O6.3 Understand longer or more complex phrases or sentences.
 - O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.
- Year 7 (substrands)
 - 1.1 Understanding and responding to the spoken word
 - 1.5 Presenting and narrating
 - 1.2 Developing capability and confidence in listening.
 - 1.3 Being sensitive to the spoken word.
 - 1.3 Being sensitive to the spoken word.
 - 1.5 Presenting and narrating
 - 1.4 Talking together

Progression in oracy year 3 to year 9

- **O3.2 Recognise and respond to sound patterns and words**

- Listen with care.
- Identify phonemes which are the same as or different from English and other known languages.
- Speak clearly and confidently.

- **O4.2 Listen for specific words and phrases**

- Listen with care.
- Use physical response to show recognition and understanding of specific words and phrases.

- **O5.2 Understand and express simple opinions**

- Agree and disagree with statements.
- Understand and express like and dislikes.

- **O6.2 Perform to an audience**

- Present a short piece of narrative either from memory or by reading aloud from text.
- Develop a sketch, role-play or presentation and perform to the class or an assembly.

Progression from year 3 to year 9

- **1.5 Presenting and narrating**

- **Year 7**

- Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation .
- Engage listeners' attention through expression and non-verbal techniques.

- **Year 8**

- Use some complex language in a prepared but unscripted talk or narrative.
- Add authenticity through use of simple idioms.

- **Year 9**

- Respond quickly and appropriately to audience comments or questions following a talk or narrative.
- Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary.

To sum up:

- Although sub-strands and objectives do not exactly mirror, there is clear progression of skills across Key Stages 2 and 3.
- Although the Framework is *not* statutory, it does provide a means to 'dovetail' transition and additionally to consolidate and extend good practice.
- "The new secondary curriculum is the map and the new framework is the route planner"!
- Vast exemplification and helpful guidance are available online.