Framework for teaching modern foreign languages:
Years 7, 8 and 9

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Foreword

Learning foreign languages is increasingly important in a global economy and also has great value in terms of cultural and linguistic richness in our society, personal fulfilment and global citizenship and understanding. This *Framework for teaching modern foreign languages* underscores the vital importance of giving all pupils the tools to make direct and personal contact with other people and their cultures. The Framework and its associated training programme support our National Languages Strategy and will help to create language learners.

The Framework is deliberately similar to the National Literacy Strategy and the Key Stage 3 English Frameworks and attempts to build on the linguistic skills which pupils bring with them to the study of a modern language. A key feature of the Foundation Subjects strand is the emphasis it gives to the teaching of thinking skills and to assessment for learning. These help pupils to reach higher levels of attainment and become independent learners.

The Framework draws upon best practice in the schools taking part in the Pilot programme and teachers have made an important contribution to the Framework and training materials. The training programme fully reflects the integral place of MFL within the Foundation Subjects strand of the Key Stage 3 Strategy and offers teachers of MFL an opportunity to focus collaboratively on the same range of teaching and learning strategies as their colleagues in other Foundation Subjects. I hope teachers of MFL will find the Framework a valuable resource in motivating all pupils to be enthusiastic learners of modern foreign languages.

Catherine Ashton, Parliamentary Under Secretary of State for Sure Start and School Standards

Executive summary

The *Framework for teaching modern foreign languages: Years 7, 8 and 9* is a progressive set of teaching objectives for MFL. It is based on the Key Stage 3 programme of study and draws on good practice in the teaching of MFL. The objectives can be applied to any language, but examples are given in French, German and Spanish as these are the ones most commonly taught.

The Framework is about learning languages and also about creating confident language learners, equipped with the skills and conventions of language learning. With this confidence and understanding, pupils should be well placed to learn other languages later.

Section 1: About the MFL Framework

This section puts MFL within the Key Stage 3 Strategy and the Foundation Subjects strand. It explains the thinking behind the Framework, the way it is organised and how it can be used. It also contains guidance on matching work to different learning needs.

Section 2: Framework of objectives

This section contains objectives set out year on year under the following five headings:

- Words
- Sentences
- Texts: reading and writing
- Listening and speaking
- Cultural knowledge and contact.

This structure draws on and extends the word-, sentence- and text-level organisation of the frameworks for the National Literacy Strategy and English at Key Stage 3.

Each yearly set of objectives has a distinct emphasis:

- In Year 7, pupils receive a firm **foundation** in what will be for most their first year of foreign language learning.
- In Year 8, the objectives reflect this secure start and promote **acceleration** in language acquisition.
- In Year 9, the objectives are designed to promote pupils' **independence** as language learners.

Within this overall intent, there is **scope for variation**. For example, some Year 7 pupils may already be working on objectives from Year 8, while others may continue with the Year 7 objectives for longer than one year. What matters is the laying of a firm foundation for later language development.

Section 3: Appendices

1 From Framework to classroom

This appendix sets out a detailed demonstration of how a teacher might plan to teach the Framework objectives over the long and medium term and at lesson level, based on an existing scheme of work.

2 Name tags

Name tags are the objectives in abbreviated form and are a quick and convenient means of reference.

3 High-frequency words

Lists of high-frequency words in French, German and Spanish are provided. Work on these words allows pupils to do more with the vocabulary they have at their command.

4 Glossary of terms

This is an amended version of the glossary provided for the National Literacy Strategy. It offers a common terminology for discussion about language and informs teachers of MFL about the terminology which pupils are taught to use in primary literacy and in Key Stage 3 English.

Section 4: Additional guidance on inclusion

This section contains general guidance similar to that found in previous frameworks on ensuring access to the MFL curriculum for a wide range of pupils.

Section

1

Section 1   About the MFL Framework

Introduction

The *Framework for teaching modern foreign languages: Years 7, 8 and 9* is the principal component within the Foundation Subjects MFL programme. This is located within the Foundation Subjects strand of the Key Stage 3 National Strategy. The Key Stage 3 Strategy is part of the Government's drive to improve standards in schools. It consists of several subject strands: English, mathematics, science, ICT, and Foundation Subjects (known originally as TLF – Teaching and learning in Foundation Subjects). Strands of work in other areas including behaviour are in hand.

In 2001 the decision was made to provide MFL with its own improvement programme, funded and delivered within the Foundation Subjects strand. The MFL Pilot – as this programme was then called – was launched in summer 2002. MFL consultants, appointed in 16 LEAs, were trained in the principles and content of the MFL Pilot and delivered this training to teachers in some 140 schools in those LEAs. Those teachers then began teaching lessons based on the Pilot to their Key Stage 3 classes in a programme designed to run from September 2002 to April 2003.

This Framework folder and other materials have been revised in the light of comments and suggestions from teachers and others involved in the Pilot programme, which proved extremely helpful. The help of those colleagues is gratefully acknowledged, as is that provided by key agencies including the Centre for Information on Language Teaching and Research (CILT) and the Qualifications and Curriculum Authority (QCA).

The rest of this section is designed to help teachers understand the nature and purpose of the MFL Framework, how it fits within the Key Stage 3 Strategy and how it relates to other key MFL documents, in particular the National Curriculum programme of study. The MFL Framework also forms part of the National Languages Strategy. Use of the Framework is not statutory, but Pilot schools have found it extremely helpful as a guide to strengthening MFL provision in schools and its use is recommended by the DfES.

In this and other documentation, this folder will be referred to as the 'MFL Framework' to indicate that the reference is to its contents as a whole. Section 2 of this folder contains a set of teaching objectives set out in tables relating to each of the years of Key Stage 3. That section forms the core of this folder and its contents will be referred to as the 'Framework of objectives'. The abbreviation 'MFL' is used regularly for 'modern foreign languages'. The term 'Foundation Subjects MFL' is used to refer to the whole Key Stage 3 MFL subject package of Framework folder, training programme and training materials.

The other sections of this folder (sections 3 and 4) contain guidance on how to use the Framework of objectives to inform planning and teaching and on issues to do with inclusion. A training programme and materials accompany this Framework folder and provide further guidance on its use and on teaching and learning in MFL.

What is the Foundation Subjects strand of the Key Stage 3 National Strategy?

The Key Stage 3 National Strategy aims to raise standards by strengthening teaching and learning across the curriculum for all 11- to 14-year-olds. The purpose of the Foundation Subjects strand is to raise standards by supporting and delivering high-quality teaching and learning. It aims to help teachers to become more effective so that pupils improve in what and how they learn. To be successful, implementation will need good leadership and management, sustained commitment and strong support.

The principles for teaching and learning in the Foundation Subjects strand are consistent with those informing the rest of the Strategy.

The principle	The action
Focus the teaching	Plan according to objectives and ensure pupils know what they are
Provide challenge	Set expectations and teach to them so that pupils surpass previous levels of achievement
Make concepts and conventions explicit	Use questioning, explaining, modelling
Structure the learning	Use starters and plenaries and a clear lesson structure
Make learning active	Provide tasks in which pupils make meaning, construct knowledge and develop understanding and skills through problem solving, investigation and enquiry
Make learning engaging and motivating	Use stimulating activities and materials
Develop well-paced lessons with high levels of interaction	Use collaborative tasks and talk for learning
Support pupils' application and independent learning	Use prompts, frames or other forms of support and targeted intervention
Build reflection	Teach pupils to think about what and how they learn, and involve them in setting targets for future lessons

A key feature of the Foundation Subjects strand is the emphasis it gives to the teaching of thinking skills and to assessment for learning. These help pupils to reach higher levels of attainment and become independent learners.

What is the Key Stage 3 MFL Framework and what is it for?

The MFL Framework is the main component in Foundation Subjects MFL. It has the same purpose as other frameworks written for primary and Key Stage 3 teachers, in that it contains a structured and progressive set of teaching objectives for modern foreign languages, together with guidance on how to use them. A framework provides an overall form to which other components can be attached. The Framework for modern foreign languages does exactly that: it sets out a structure, based on the Key Stage 3 programme of study for MFL, on which the components of individual languages can be placed.

The objectives set out in the MFL Framework are intended to be at the heart of the teaching offered to the majority of pupils as they move through Key Stage 3. They define those points of language learning most likely to help pupils to extend their linguistic capacity and to progress successfully over time. Pupils need a more transparent and accessible MFL curriculum than many have received in the past. They therefore need to be aware of the MFL Framework objectives and to know that they form the backdrop and rationale to the specific language and points of language they learn.

The objectives are set out year on year and are structured so that each year of the key stage has its own character, as follows:

- in Year 7, pupils receive a firm **foundation** in what will be for most their first year of foreign language learning;
- in Year 8, the objectives reflect this secure start and promote **acceleration** in language acquisition;
- in Year 9, the objectives are designed to promote pupils' **independence** as language learners.

Within this overall intent, there is **scope for variation**: the above terms should not be taken literally. Many pupils will be carrying out some independent work in Year 7; some will need less time to master certain objectives; others will need more time and more support. But all pupils should be helped to develop the ability to carry out tasks and use resources with confidence in the MFL classroom as soon as possible, following careful modelling and guidance from the teacher. This small-scale independence can be supplemented by pupils collecting and using their own words as an extension to the language on general offer to the class. By Year 9 pupils should know what is involved in learning a language and have a range of strategies for collecting or researching new language from the sources they meet. They should be able to engage with native speakers, writers and texts of various kinds for purposes of real communication, to extract real information, or to read, listen or view for their own enjoyment.

In other words, the MFL Framework and its associated training programme are designed not merely to inform the teaching of languages but also to **create language learners**. Pupils working to Framework objectives should develop an understanding of what it means to learn a foreign language and of the skills and conventions of language learning. They should thus be well placed to learn other languages later.

In defining yearly objectives, the MFL Framework **provides a set of expectations**. It is hoped that some schools will in time move beyond the Framework. For some schools the objectives will pose a steep

challenge: the Framework and the associated training programme will help these schools with guidance on how to identify and work on key objectives and by providing a focus for approaches to teaching and learning. At every stage, and for all pupils, it is the professional judgement of the teacher that will determine the pace of learning. Set against a challenging pace is the discretion to consolidate and revisit the skills that have been taught. The aim, however, is not merely coverage but thorough learning or mastery.

As the MFL Framework becomes more established it will also help teachers to **track pupils' progress against the objectives** and analyse reasons for difficulties.

How is the Framework of objectives structured?

The Framework of objectives is set out in section 2 as a series of tables showing objectives to be addressed in each year of Key Stage 3, under five headings:

- Words

- Sentences

- Texts: reading and writing

- Listening and speaking

- Cultural knowledge and contact

Each strand has between five and nine objectives in each year. Year 7 has a total of 35 objectives; Years 8 and 9 each have 34. The extra objective in Year 7 (7S9) is aimed at giving pupils a stock of simple sentences very early, to build confidence and enable them to say meaningful things in the foreign language straight away.

Why were these headings chosen?

The headings were chosen to draw attention to the interrelated layers of language. Teachers are challenged to pay fresh and urgent attention to language at every level. A foreign language is more than a huge vocabulary, a phrase book, an elaborate guessing game or a dry academic discipline: to master it, pupils need command of words, sentences and text conventions as well as the skills of reading and writing that they use in other subjects. For some departments, the emphasis on words and sentences may represent a shift of focus, but early work here should give quick and lasting benefits to pupils. In some recent studies, pupils themselves have identified the need for such work. Furthermore, the objectives have been carefully mapped against those introduced in other strands of the Key Stage 3 Strategy.

The headings also reflect work taking place in the teaching of literacy in primary and secondary schools. Teachers of English and MFL have often been encouraged to work more closely together, but such cooperation has not always been clearly focused or sustained. The frameworks in these subjects now provide an opportunity and a set of tools for such collaboration. MFL teachers looking at their Framework of objectives will notice that words such as 'connective' and 'determiner' are used in

objectives and examples. These are valuable concepts, familiar to English teachers and increasingly to their pupils. A glossary explaining these and other terms is included as section 3 appendix 4. This approach will also enable MFL teachers and pupils to make those comparisons between languages mentioned in the MFL programme of study and to learn from them.

Why is there one framework to cover different languages?

The National Curriculum programme of study also takes this approach since by and large learners need to be able to do the same things with whichever language they learn. There is of course **variation in the demands** made by different languages. Working on some objectives will prove more difficult in one language than in another. But important points of language are not always easy, and easy language is not always important. It is the importance of a point to the learner that matters, rather than its perceived difficulty. Teachers of specific languages will need to apply their judgement and discretion here, bearing in mind that a given point will not need total development for it to be of use to learners and help them work towards an objective. The Framework of objectives allows for this flexibility. Initially the Framework is based on teaching the three most commonly taught European languages (French, German and Spanish), with most examples given for French and German.

Languages differ in their character and their ways of operating. Aspects such as plural and tense may feature in different ways from English; in some languages, they may not feature at all, or at least not in a way that is easily identifiable to the English learner. Orthography may be completely different, perhaps with no direct equivalents of Roman characters. Framework objectives relating to such features may then not be applicable as they stand. But English learners (for whom the MFL Framework is primarily written) will still be looking for the equivalents in the foreign language of features with which they are familiar in their own. So the capacity to generate – for example – a compound sentence or its equivalent will be an important step forward for the learner, however it is done.

What is the thinking behind the MFL Framework?

The MFL Framework and its objectives are **designed to give teachers a mental map of language learning** over Key Stage 3. MFL teachers and learners will already be able to engage with many aspects of the MFL Framework. There is little in the sentence-level objectives, for example, which will be unfamiliar to Year 7 pupils who have been receiving lessons built around the National Literacy Strategy. But the MFL Framework should help to refocus the attention of MFL teachers on those aspects of language learning which pupils need to master and use.

The Framework should not be seen as a dry menu of linguistics. Imaginative and creative work on poems and stories will provide opportunities for work on words and sentences. In their early English work, pupils learned about words, sounds and spellings through, for example, work with rhymes and simple drama: they can build on those skills. Pupils can also be taught to compile their own personal list of words in addition to those taught in class.

In the MFL Framework, **grammar is not a separate heading**. In its various aspects it supports work at:

- word level (attributes such as gender, plural form);
- sentence level (syntax, agreements, word order, complex sentences);
- text level (sequencing, linking and lending coherence – that is, text grammar).

In other words, grammar is to be presented not as a separate issue but rather as a system or set of underlying operational principles that support learning about words, sentences, texts and communication.

A key function of the MFL Framework is to encourage **a rethink of where the emphasis should be** in language learning. The tendency to focus on pre-learned chunks of language and lists of nouns has led to difficulties among learners in putting it all together and generating new language on the basis of what they know. The MFL Framework invites some rethinking here: if teachers can give pupils practical help on issues such as the principles of sound–spelling work, making sentences of different types, important high-frequency words and, crucially, how to learn a language, this will enable pupils to learn new words (including nouns) independently and generate time in class for more complex work.

What are the general principles about language teaching and learning behind the MFL Framework?

The MFL Framework has been designed with the following **general principles about languages and language learning** in mind:

About words:

- All words have a meaning (perhaps more than one meaning), a spelling and a sound; all three should be learned and practised together.
- Few words exist in isolation: they belong to word families (*able, ability, capable, capability, unable, inability*) or to conceptual categories (*dog, cat, mouse, hamster* = pets), and they have different forms for different functions (*man/men; give/gave/given; hat/hats*).
- Often small words/concepts (*me, that, for, to, of*) are more difficult to transfer to the foreign language than 'bigger' words (*September, station*), but are more important to master.
- Word-for-word translation only works within very narrow limits.
- English often does not have inflections or 'markers' to show the function of a word: foreign languages usually do (*give/to give/I give* as opposed to *geben/ich gebe; donner/je donne*).

About sentences:

- Words in a sentence in a foreign language may well be in a different order from the English equivalent, but there will be a system behind the order of words: learning that system is to learn the grammar of a language.

- An apparently straightforward sentence in English may be complex in the foreign language – or vice versa.

- The gist of a sentence usually emerges more easily than the precise meaning, but this may be deceptive so the detail must be checked.

- All languages have grammatical patterns which are mainly regular but sometimes not, for example many basic verbs.

- Using even a limited range of language, learners can communicate in a wide variety of situations and generate a large number of sentences.

About texts:

- Understanding or producing continuous text involves making use of a wide range of clues and features such as connectives, pronouns and tenses.

- The gist and sometimes the more precise message of a text can be grasped even if not every word is understood. However, important detail sometimes lurks in very small words so checking is vital.

- Writing more complex text requires more attention and care than writing single short phrases.

About listening and speaking:

- Technically correct pronunciation is important and acceptable but authentic pronunciation is achievable and desirable.

- An authentic accent and accurate pronunciation and intonation come only from acute listening and private practice.

- Speaking clearly and loudly enough in the foreign language will be required of pupils in the classroom, as in a real situation.

- Pupils must listen carefully and supportively to the speech of others.

- The foreign language has its own set of sound–spelling relationships which is mainly consistent as a system. It is likely to be more consistent than English in this respect.

- Pupils must expect spontaneous spoken language to contain pauses, repetition and redundancy.

About communication:

- Use of language for real purposes involves more than simply recall or understanding of pre-learned items, whether words, phrases or sentences.

- Communication therefore involves more than simply linguistic or grammatical competence as addressed by the word and sentence objectives.

- Learning how to communicate in the target language must include opportunities to transmit and receive real and meaningful information, working with a range of partners.

- To use language for real communication, learners need to bring other capabilities into play. These are often identified as follows:

  – socio-linguistic competence: the ability to relate the current communicative context to their general knowledge and awareness of the world, of how people behave and interact;

  – discourse competence: awareness of the conventions governing conversation and dialogue, with its use of openers, question and answer routines, etc.; and knowing that a piece of language can carry more than its literal meaning (so the question 'What time is it?' can imply a criticism or challenge as well as an objective request for information);

  – strategic competence: knowing how to keep going in a foreign language context when the range of language known is still imperfect.

Various objectives (principally those within Texts: reading and writing and Listening and speaking) are specifically designed to help teachers address these competences in balance with the language component strands.

How does the MFL Framework relate to the National Curriculum programme of study and the QCA schemes of work?

The objectives cover all the statements of the National Curriculum programme of study but concentrate on section 1: Acquiring knowledge and understanding of the target language. By laying careful foundations most pupils should make enough progress to enable them to reach levels 5–6 of the attainment targets by the end of Year 9 and possibly earlier. The links with the QCA model schemes of work for French, German and Spanish are not exact since each language has its own specific set of linguistic points, but the objectives are intended to complement the specific unit coverage of those schemes and can be addressed through them. The QCA schemes are also valuable as models for planning at long- and medium-term (or unit) level: schemes of work based on these can readily be modified or extended to include Framework objectives. In particular, the units of work in the QCA schemes show how differentiation can be applied at unit (medium-term) planning level: they set out three levels of expectations that teachers might bear in mind for pupils.

The following pages show how the MFL Framework objectives reflect the requirements of the National Curriculum programme of study for MFL. The Framework objectives are listed down the left-hand side and the programme of study requirements across the top. This matrix will help teachers to review existing schemes of work for their coverage of the programme of study. Framework objectives beginning with the words 'how to...' contribute significantly to work on developing pupils' 'independence in learning and using the target language' (requirement 3e). Many Year 7 objectives identify the skills needed for this: pupils should then be able to tackle the later objectives confidently and independently. (Section 6 of the programme of study is omitted for the purposes of this survey.)

Year 7

Programme of study requirement / **Framework objective**

	1a	1b	1c	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	3a	3b	3c	3d	3e	4a	4b	4c	4d	5a	5b	5c	5d	5e	5f	5g	5h	5i
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Programme of study requirement

Framework objective	1a	1b	1c	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	3a	3b	3c	3d	3e	4a	4b	4c	4d	5a	5b	5c	5d	5e	5f	5g	5h	5i
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Year 9

Programme of study requirement — **Framework objective**

Framework objective	1a	1b	1c	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	3a	3b	3c	3d	3e	4a	4b	4c	4d	5a	5b	5c	5d	5e	5f	5g	5h	5i
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9T6		•										•	•				•	•	•							•		•		•	•
9T7													•																		
9L1				•	•					•									•	•			•			•			•	•	•
9L2				•	•					•				•				•	•	•			•			•				•	
9L3				•					•	•				•				•	•				•			•		•		•	
9L4			•	•		•	•	•				•						•	•		•		•		•	•			•		•
9L5			•		•	•	•		•			•						•			•		•	•	•	•		•	•		
9L6			•	•				•	•										•	•			•			•		•			•
9C1																					•	•					•		•	•	•
9C2										•					•				•		•		•				•		•	•	•
9C3											•	•							•		•	•					•	•	•	•	•
9C4			•					•			•	•	•		•				•		•		•			•	•		•	•	•
9C5											•										•	•				•	•		•		•

What is the thinking behind the Framework objectives?

What do the objectives cover?

The objectives cover all aspects of language learning with which teachers and learners are likely to be involved **at Key Stage 3** and possibly beyond. Some of them may appear self-evident, but they are usually worded to stress their real importance. So building vocabulary is expressed in terms which specify both what kind of vocabulary is meant and also that pupils should be able to continue to use it over time, not merely within its usual topic context.

The sets of objectives vary in scale and in their balance at different times. As an example, there is an early emphasis on word-level work. This does not mean working exclusively at word level, simply that if not tackled early enough and intensively enough, those word-level problems emerge again later when pupils are trying to deal with sentences and extended text. By Year 9 pupils should have a sound knowledge of the features of different types of words in the foreign language. They should know, for example, how the gender of nouns manifests itself and how this impacts on other words. They should know something of the way verb endings function to match subjects. They should know what to look for when reading a text, using their word-level knowledge to find meaning in sentences and texts and to communicate accurately in speech and writing.

The objectives also vary in nature and type. Some are concerned with specific points of language which constitute major steps forward for the learner – dealing with tenses other than the present, seeing how gender and plural patterns feature. Others provide insights into language learning, such as defining what is meant by learning a word. Yet others are focused on skills development such as learning how to listen, or strategies for reading a demanding text. Still others are concerned with promoting face-to-face and/or spontaneous dialogues, using specific techniques to bring this about. The objectives are also designed to link in with the general approaches of the Key Stage 3 Strategy and the teaching approaches suggested in the Foundation Subjects strand materials, such as modelling and explaining.

The objectives are **intended to be applicable, with some adjustment, to any language** likely to be taught as the main National Curriculum language at Key Stage 3. In section 2c the objectives are set out alongside examples from one or more languages: teachers will find it useful to add their own examples. (See 'Why is there one framework to cover different languages?' on page 15.)

What is important about the way the objectives are worded and set out?

Words and sentences are given their own individual strands because these areas need a more focused and progressive structure than they have generally had in the past. Work at word and sentence level will need to inform work on the two strands of Texts: reading and writing and Listening and speaking. These skills are grouped in pairs simply to show how work on, for example, listening (and more importantly on learning *how* to listen in a foreign language) should be done if standards in speaking are to rise. Clearly, however, work in the four skills can be combined differently. For example, there is no reason why work on speaking should not be informed by reading or seeing the written text – indeed, there are

strong arguments why it should. The skills are viewed as mutually supportive, and teachers are free to carry out and combine work on them in whichever ways are most effective.

The wording of the objectives and headings is carefully chosen. For example:

- the heading 'Teaching objectives' means that the objectives need to be identified in teaching plans;

- the words that introduce an objective need to be carefully noted: the requirement may be that pupils are taught **how** something is done, or **that** something is the case, or simply a fact or item of knowledge;

- it is expected that work on the objectives for Year 7 will be sustained as necessary and will support work in following years;

- work on words and sentences must support work on texts and on listening and speaking;

- the use of the phrase 'formulate' in some objectives implies an understanding of how the point of grammar works in a language, not merely the ability to produce a memorised example.

The objectives cover **skills, knowledge, concepts, application and some specific points** of language. The latter, however, are expressed in a way which is not specific to a given language: addressing an objective in one language may involve a certain point of grammar while in another it may not. The objectives do not set out a topic list or a specified number of words of different types that pupils should learn. That is for teachers to decide, given their particular circumstances. More important than the number of topics covered or the number of words met is whether and how well pupils can use, retain and re-apply the language they encounter.

As far as possible **each numbered objective is taken through and developed** in successive years. This is the key to the linguistic progression inherent in the Framework of objectives. As an example, objective 6 in Words states that pupils should be taught:

- Year 7 (7W6): the alphabet, common letter strings and syllables, sound patterns, accents and other characters;

- Year 8 (8W6): some common exceptions to the usual patterns of sounds and spellings;

- Year 9 (9W6): that some letter strings and syllables have a specific function or meaning.

The objectives are set out in section 2 in various layouts so that teachers can use whichever is most convenient.

- Section 2a contains all the objectives for each of the three years, without examples, one year to a page.

- Section 2b contains all the objectives for each of the five strands, without examples, one strand to a page.

- Section 2c sets out the objectives for each strand year on year, with examples.

An A3 page containing all the objectives on a single sheet is provided as a supplement.

The objectives are numbered to indicate year, strand and objective. So for example the second objective in the list for the Year 7 Sentences strand is numbered 7S2; the equivalent for Words is 7W2; for Texts: reading and writing, it is 7T2; for Listening and speaking, 7L2; and for Cultural knowledge and contact, 7C2.

It is not intended that teachers start with words and progress to sentences and so on; nor is it intended that teachers should work their way through, for example, all the Year 7 Word objectives in sequence. The numbers allocated to each objective are purely for reference. However, most of the word-level objectives are likely to prove important and helpful (and have been identified as such by teachers in the Pilot programme) simply because in the past they have commonly been ignored, at least in the way they are presented here.

A list of name tags or shortened versions of the objectives is provided in section 3 appendix 2. These give teachers a set of shorthand references to the objectives for notes or for saving space in planning documents, as shown in section 3 appendix 1: From Framework to classroom.

What are the examples for and why do they differ in nature and number?

The examples provided for the objectives in section 2c are designed to add clarification in different ways. For any single objective they may show:

- linguistic points implied by the objective (7W4 on plurals: includes work on determiners (articles), verb endings, adjectives);

- typical work on the objective (7W7 on learning about words: includes using dictionaries);

- examples of a linguistic point in specific languages (8T1 on meanings in context: *im Hause/zu Hause* difference in German).

The examples are intended to **clarify what the objective is about**. They are not meant to be comprehensive checklists, and doing or teaching whatever is in the examples does not guarantee coverage of the objective. Teachers are not expected to work their way through all the examples for a given objective: indeed, it is not actually necessary to include any of them specifically in the teaching, since they are designed principally to clarify the objective in the teacher's mind. For this reason, teachers are invited to look at all the examples given, not only those in their particular languages. Teachers might wish to add further – perhaps clearer or more relevant – examples in their own plans as they begin to work with the MFL Framework.

The Framework and the examples **do not set out how each objective is to be taught**. The associated training programme and section 3 appendix 1 of this folder (From Framework to classroom) illustrate the kind of teaching which will be appropriate. Many of the features have already been set out in the Foundation Subjects training folders. Many existing approaches will be helpful in bringing the Framework into the classroom. But the aim is to enable MFL teachers to review the principles behind MFL teaching and then move as quickly as possible to the particulars of practice. This is a process in which many MFL teachers are already engaging.

How are we meant to use the Framework of objectives?

The MFL Framework is a planning tool. It provides a **set of objectives for long-term planning** in MFL over the three years of Key Stage 3. Section 3 appendix 1 of this folder, From Framework to classroom, gives detailed guidance on using the Framework to inform planning and teaching; this is also addressed in the training materials. In the early stages of its use the Framework will serve to refocus the way teachers look at the processes and substance of MFL teaching. Many teachers will already be moving towards the thinking and practice represented by Foundation Subjects MFL, in which case the MFL Framework will serve as a useful additional checking tool.

The objectives should **inform the teaching and be made accessible to pupils**: if a lesson includes work on, for example, using conjunctions to build sentences, then pupils should be made aware that this is the focus of whatever they do in that lesson. They should be enabled to see the objective – perhaps expressed in pupil-speak – behind the work they do. Teachers will need to link the lesson focus to Framework objectives (as described in section 3 appendix 1) and make these clear to pupils.

A typical teaching unit or lesson will include work on **more than one objective**. Put the other way round, a well-planned lesson will help pupils make progress on a number of fronts linked to a range of objectives. In some cases a piece of work in a lesson will add to the pupils' grasp of how a particular item of language works; in others it may give them further examples of language relating to an objective which they first met some time ago.

The objectives can be addressed in part or in full through single units of work. One or two can be taught through individual lessons. Most will take pupils longer to master, because of either their nature (e.g. building sentences in German) or the detailed learning involved and the amount of practice required (e.g. the range of inflection patterns in many languages compared with English). Section 3 appendix 1 sets out detailed guidance on the various stages of planning and on converting plans to teaching and learning.

Some objectives are aimed at enabling pupils to **engage with the sound and spelling patterns** of the language. Others are aimed at developing pupils' ability to bring **independent and personal thinking** to their use of the language. Still others are designed to **extend pupils' range of expression** by focusing on building certain types of sentence. If teachers consider the objectives in this way, they will be able to identify those which are key for their work at any given point. Work across the Framework objectives will also help pupils to cope with the need to sustain accuracy and fluency as the language they meet increases in complexity and range.

How do we set about teaching with the MFL Framework and what about the use of the target language in the classroom?

Section 3 appendix 1 gives a picture of **how MFL lessons based on the MFL Framework might look** and how they can be planned for. The key factor will always be the objectives on which the teaching is based: these must be clear in the teacher's mind and kept at the forefront of the lesson so that pupils understand what the objectives are and how the work they do relates to them.

The Framework will of course bring its challenges to **MFL teachers, who face the task of teaching the content through the medium**, as far as possible. The linguistic aspects of the Framework do not represent an argument to stop using the target language in the classroom; the intended approach is above all pragmatic. What matters is that the teaching is effective and that pupils make progress. To this end teachers may need to use some English judiciously for carefully specified purposes in some parts of a lesson. However, one aim of Foundation Subjects MFL is to reverse the common situation in which use of the target language by teachers and pupils tends to decline rather than increase over time. This issue is explored in depth in appendix A of the training folder, 'The use of the target language in the MFL classroom'. Pupils will always need to hear the target language used expertly on a consistent and long-term basis.

Is the MFL Framework only for use with the first foreign language taught at Key Stage 3?

The MFL Framework is designed in the first instance to inform the teaching of the language offered or learned in a school as the **main National Curriculum language**. In other words, it supports the teaching of statutory MFL provision and thus is set out over the three years commonly assigned to this work. However, on the basis of working with the MFL Framework in their first foreign language, pupils should be well equipped to make a rapid and confident start on any further language they learn, in school or later. It is for schools to decide whether to use the MFL Framework, either in its entirety or in an adapted form, for any second foreign language learning provision.

How do we use the MFL Framework with pupils of different abilities?

The MFL Framework is intended for use with **all pupils in Key Stage 3**. The objectives identify those points of learning that will support the language learning of all pupils. All are entitled to receive teaching which embodies the highest expectations and which offers provision and support of the highest quality. Clearly some pupils will need additional support and time to ensure that they progress, while others may be able to proceed beyond the challenge of the Framework of objectives in some respects.

Pupils may find learning a foreign language accessible and rewarding in some respects but challenging in others. As an example, they may be able to memorise words, phrases and sentences and use them in carefully structured dialogues, but they may come to find the onus on memory excessive. They may have difficulty in re-applying this language in different contexts and in understanding patterns of use and other more formal features. They may find it hard to cope with the demands of working in all four skills or with establishing the link between sounds and spelling. In particular, pupils may be challenged by the competing demands of accuracy and fluency, especially as the range of language in which they are expected to operate increases. If their general literacy skills are weak, they may have difficulty meeting the demands of some requirements of the MFL programme of study, for example reading texts in the foreign language, drafting and redrafting, and dictionary skills.

The Framework of objectives is designed to point teachers towards doing **work which will help pupils to make progress on these various challenges**. With appropriate differentiation, pupils of all abilities can be offered teaching based on the MFL Framework. MFL teachers already have a repertoire of approaches and a range of resources which can make language learning accessible to all pupils. The most effective provision enables even pupils working below national expectations to make progress on challenging and substantial points of learning.

Thinking skills are an important part of the Foundation Subjects regime and the development of the cognitive and reflective aspect of MFL learning will be important, particularly in improving **the motivation of boys**. The use of ICT, as described in the National Languages Strategy, is also proving to have a significant impact here: the British Educational Communication and Technology Agency (BECTA) inclusion website (http://inclusion.ngfl.gov.uk/) offers a catalogue of resources to supplement individual learning needs. The QCA schemes of work for MFL suggest a range of locations where the use of ICT is appropriate and the Framework of objectives in section 2c of this folder includes in the examples further suggestions for the use of ICT.

The National Curriculum programme of study for MFL refers teachers to **three principles for securing inclusion**. These are:

1   setting suitable learning challenges;
2   responding to pupils' diverse learning needs;
3   overcoming potential barriers to learning and assessment for individuals and groups of pupils.

General advice about how to incorporate these three principles into the curriculum and teaching is set out in section 4, Additional guidance on inclusion. The MFL Framework is designed to help teachers engage with the first of these principles by providing a set of transparent and explicit objectives to be shared with pupils. It is for teachers to consider how best to address the other two principles, but the approaches to teaching and learning set out across the Key Stage 3 Strategy in general and the Foundation Subjects strand in particular include a number of techniques for enabling all pupils to make progress. The training materials associated with the MFL Framework bring these approaches into the classroom so that pupils receive targeted guidance through, for example, the teacher's modelling of techniques, explicit teaching and the establishment of a clear ethos and conventions within the MFL classroom. In this way all pupils are given a clear view of what constitutes work of quality in MFL.

There are a number of ways in which teachers of MFL can **ensure that all pupils have appropriate access to the MFL Framework**:

- When planning and teaching, teachers may decide to **concentrate on specific objectives when working with some pupils**, because they either have problems with some areas or are making rapid progress in them. For example, they could give special or additional attention to objectives that help pupils to *engage with basic features* of the language (such as 7W6, 7L1). Other objectives such as 7T1, 7L2 will be key for helping pupils to *understand what they read and hear*. Yet others will be key for work on *producing language* (7S3, 7T5), while higher-attaining pupils might be challenged by work on *personalising* the language they produce (7T6, 7L6, 8T2, 8T6, 9T6, 8C5). In the same way, objectives such as 7W4 and 7S7 *enable work on more complex language*; and 7T7 and 7L6 are vital for pupils who are ready to *check and improve their work* systematically.

- The **Year 7 objectives are a platform for further work** and most objectives in that year are important for all pupils. However, teachers might decide to allow more than one year for work on the Year 7 objectives with some pupils, moving on when they are ready. Conversely, they could introduce gifted and talented pupils making rapid progress to objectives from the year above.

- Teachers could **set out a range of expectations** for any given unit of work, as shown in the QCA model schemes of work. This approach enables all pupils to work on the same objectives while allowing for differentiation in terms of expected outcomes.

- At lesson level, there is a range of ways to **match teaching to pupils' needs** while maintaining a high level of challenge and working to MFL Framework objectives. Some pupils may need extra time and support while others work on extension or enrichment activities; the speed and pace of learning can be accelerated or slowed; the target language can be used at different levels of complexity, with different strategies to promote understanding; modelling and explanations can be varied; a range of outcomes can be expected and accepted; activities and tasks can cover the range from strongly guided items with support, through to open-ended activities with little or no support; access to reference materials can be allowed for some, all or none of the time; demands on working from memory can be varied; resources can be modified for class or individual use.

The MFL Framework was written with the needs of Year 7 beginners in mind. However, an increasing number of pupils will, as a result of the implementation of the National Languages Strategy, be experiencing **MFL learning in their primary schools**. That work may take a range of forms, just as it does at present. Teachers in Key Stage 3 will need to take pupils' prior attainment in MFL as well as in English increasingly into account. They will need to ensure that work on the MFL Framework leads not to repetition but rather to deeper understanding and higher attainment. Teachers working at Key Stage 2 might choose to explore the potential of the MFL Framework for their teaching. The training folder appendix B includes an article on 'Language and languages in Key Stage 2'.

Readers are also referred to:

- section 3 appendix 1 in this folder, in which a Year 7 lesson is described in detail, with references to points of differentiation;

- section 4, which covers a wide range of issues to do with meeting the needs of individuals and groups;

- the core training folder accompanying this MFL Framework, which includes articles on using the MFL Framework with pupils who have learning difficulties and with gifted and talented learners (see below);

- the booklet containing the National Curriculum Order for MFL, which provides guidance on inclusion;

- the QCA schemes of work for French, German and Spanish;

- the QCA publication *Planning, teaching and assessing the curriculum for pupils with learning difficulties: modern foreign languages.*

The following sections address issues relating to pupils at different ends of the attainment scale.

How can we help SEN pupils and slower learners to engage with the MFL Framework?

Slower learners often begin their learning of a foreign language with **enormous enthusiasm which falters** when they perceive that it is not within their power to go beyond a knowledge of single words. They find it hard to recall vocabulary, to transfer words and phrases to a different context and to write more than a few words with any degree of accuracy. They are also daunted by foreign language texts of more than three or four sentences. They find it hard to conceive of a different language having a set of conventions which they could personally grasp and use to help them communicate in and understand that language. As a result, they tend to feel that any success they experience is the result of what their teacher does, rather than of their own ability to learn and do things for themselves. This is massively demotivating.

For these pupils as much as for any, **progress hinges on a degree of mastery** of the underlying conventions of the language. Teachers can promote this by:

- showing pupils how to help themselves;

- giving them regular opportunities to do so;

- selecting carefully the vocabulary, phrases and verbs which permit maximum language production.

Certain aspects of the MFL Framework and its objectives are particularly important for slower learners to master. These include work on:

- high-frequency words and sentences;

- common letter strings;

- phrases for classroom routines;

- techniques for learning sounds, meanings and spellings, for substituting words in sentences, and for using connectives and cognates.

Effective teaching techniques can be grouped under a number of headings:

- activities which involve a physical response or which demonstrate a concept in a visual way;

- routines which guide pupils to transfer words and phrases;

- activities which give a range of purposes to listening activities, other than to check factual understanding, and which build a link to improving speaking;

- intensive work on language which gives pupils maximum value in producing their own sentences and every opportunity to take part;

- activities which help pupils to recall and fix vocabulary;

- written frames and models and demonstrations of how to use them.

Examples of activities under each of these headings are described in the training folder appendix B article 'Using the *Framework for teaching modern foreign languages: Years 7, 8 and 9* with slower learners'.

Ultimately, the key to success for slower learners lies in the **belief that they can make progress** as a result of their own efforts. Their confidence and self-esteem are boosted when they are helped to succeed in activities that also provide a self-help toolkit. The objectives in the MFL Framework define the points of language learning most likely to help pupils to progress over time. Merely by identifying the essential learning points and making them accessible and relevant to learners, teachers bring a **sense of purpose** to foreign language lessons and give pupils an understanding of the language learning process.

How can we use the MFL Framework to help gifted and talented MFL learners?

The MFL Framework is well placed to **improve provision for the able language learner**. The National Strategy for the education of gifted and talented children forms one of the seven main policy strands of the Excellence in Cities initiative. It provides a lever for raising standards for the 5% to 10% of pupils for whom a 'distinct teaching and learning programme' is required to be put in place.

In the following notes, characteristics of able MFL learners are listed together with the potential of the MFL Framework to respond to them.

1   Able language learners often:

- **display curiosity** about language and have a strong desire to create language;

- **make connections** and are quick to pick up new language and structures;

- **spot patterns** – classifying words and structures, solving problems and asking why.

The MFL Framework represents a shift towards work that prompts pupils to look for connections and to think about the functions of words, the construction of sentences and the mastery of text conventions. This will give able language learners the tools and the independence to generate language for themselves. As their understanding of language improves and their repertoire of language and structures expands, able pupils really take off.

2 Able pupils are imaginative with language

The Framework encourages imaginative work on poems, stories and other examples of creativity in language use. This provides scope for creativity at word, sentence and text levels.

3 Able pupils enjoy learning independently

At the heart of the MFL Framework is the drive to create language learners – as opposed to people who merely know something of a language. The Framework helps teachers plan to meet the needs and expectations of more able pupils, allowing effective differentiation and enabling such pupils to progress at their own fast pace. The MFL Framework includes numerous objectives which help pupils to work towards independence.

4 Able pupils have an insight into how they like to learn and are thus able to learn more efficiently

The MFL Framework will ensure that able pupils receive appropriate teaching because it makes the process of learning more explicit to teachers and to the pupils themselves.

5 Able pupils are often interested in culture

The MFL Framework recommends that pupils meet well-known stories or poems as well as learning about for example social conventions, key geographical facts and basic aspects of everyday culture. More able pupils can be involved in researching these aspects and can be encouraged to 'teach' others.

The points above are explored in more detail in the article in appendix B of the training folder 'The able language learner and the MFL Framework'.

It all looks quite challenging. How do we implement the MFL Framework?

One key function of the MFL Framework is to **set out where we want pupils to be rather than where they are now**. It sets standards for the medium-term future. This is quite deliberate. Even during the Pilot, however, some schools reported that more able pupils and their teachers were engaging well and with enthusiasm with the higher levels of challenge represented by some of the Year 9 objectives. The research background to the Pilot programme clearly identified, however, that pupils of absolutely average ability were seeking the kind of teaching which the MFL Framework encourages and supports. Slower learners too welcome the extra clarity of purpose and sharply focused objectives in their lessons. However, some schools may wonder how the work can be fitted into the three years of Key Stage 3 for all their pupils, given the usual time constraints.

Two approaches were mentioned in the earlier section on using the Framework with pupils of different abilities:

- The first involves **teaching the Year 7 objectives thoroughly**, taking whatever time is needed and beginning work on the Year 8 objectives when pupils have mastered most of them. This approach will secure real progression and a secure foundation for pupils.

- The second implies **working intensively on the objectives identified by teachers as key**, leaving others as extras or as available for some pupils. All pupils need the opportunity to work on central points and concepts of language though some will need more time and support than others. They may not get as far as others but can still engage with the basic thrust of the MFL Framework. The view implicit in the Framework is that aptitude is a function of time needed for learning rather than an absolute and predefined capacity.

Over time, as different resources become available and as teachers become more familiar with the Framework and the suggested approaches to teaching, implementation should become more secure and rapid and learning rates improve as a result.

Section

2

Section 2 Framework of objectives

The objectives are set out in various layouts so that teachers can use whichever is most convenient.

- Section 2a contains all the objectives for each of the three years, without examples, one year to a page.

- Section 2b contains all the objectives for each of the five strands, without examples, one strand to a page.

- Section 2c sets out the objectives for each strand year on year, with examples.

An A3 page containing all the objectives on a single sheet is provided as a supplement.

Year 7

Words	Sentences	Texts: reading and writing	Listening and speaking	Cultural knowledge and contact
Pupils should be taught:	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should:**
7W1 How to build and re-apply a stock of words relating to everyday contexts and settings	**7S1** How to recognise and apply a typical word order in short phrases and sentences	**7T1** How to read and understand simple texts using cues in language, layout and context to aid understanding	**7L1** How to engage with the sound patterns and other characteristics of the spoken language	**7C1** Learn some basic geographical facts about the country and where its language is spoken
7W2 How to learn, use and appreciate the importance of some basic high-frequency words found in many contexts	**7S2** How to work out the gist of a sentence by picking out the main words and seeing how the sentence is constructed compared with English	**7T2** How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content	**7L2** How to improve their capacity to follow speech of different kinds and in different contexts	**7C2** Learn about some aspects of everyday culture and how these compare with their own
7W3 How to accumulate and apply a stock of words for use in language learning and classroom talk	**7S3** How to adapt a simple sentence to change its meaning or communicate personal information	**7T3** How to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading	**7L3** To identify gist and some detail in continuous spoken passages about specific contexts	**7C3** Use authentic materials and experience direct or indirect contact with native speakers and writers
7W4 That gender and plural patterns in nouns may differ from English and how other words can be affected	**7S4** How to formulate a basic question	**7T4** How to use a dictionary and other resources appropriately when working on text	**7L4** How to respond to face-to-face instructions, questions and explanations	**7C4** Meet simple stories, songs or jokes, or texts based on them, in the target language
7W5 Present tense forms of high-frequency verbs, examples of past and other tense forms for set phrases	**7S5** How to formulate a basic negative statement	**7T5** How to assemble a short text using familiar sentence structure and known vocabulary	**7L5** How to contribute to spontaneous talk in the target language	**7C5** Learn the social and linguistic conventions of common situations such as greetings
7W6 The alphabet, common letter strings and syllables, sound patterns, accents and other characters	**7S6** How to formulate compound sentences by linking two main clauses with a simple connective	**7T6** How to use simple texts as models or prompts for their own writing	**7L6** How to evaluate and improve the quality and fluency of what they say	
7W7 How to find and memorise the spelling, sound, meaning and main attributes of words	**7S7** To look for time expressions and verb tense in simple sentences referring to present, past or close future events	**7T7** How to evaluate and improve the quality of their written work		
7W8 How to find or work out and give the meaning of unfamiliar words	**7S8** Punctuation and orthographic features specific to phrases and sentences in the target language			
	7S9 How to understand and produce simple sentences containing familiar language for routine classroom or social communication			

Year 8

Words

In addition to working further on objectives from Year 7 pupils should be taught:

8W1 How to extend their vocabulary and include some abstract items

8W2 Connectives to support sentence building and linking and how to use them

8W3 To understand and use words found in comments or advice about their work

8W4 Some regular patterns of word change linked to gender and plural forms

8W5 To use verb patterns and forms to understand and refer to present, past and close future events

8W6 Some common exceptions to the usual patterns of sounds and spellings

8W7 How to use detail and exemplification in dictionaries and other reference materials

8W8 That words do not always carry their literal meaning

Sentences

In addition to working further on objectives from Year 7 pupils should be taught:

8S1 How the main elements of simple and complex sentences are usually sequenced

8S2 How compound and complex sentences are built up using connectives, phrases and clauses

8S3 The basic nature of modal verbs and how to use them in simple sentences

8S4 To understand and use a variety of question types, including some reflecting an attitude or expectation

8S5 To understand and use a variety of negative forms and words

8S6 How to develop a sentence by adding or replacing elements, making necessary changes

8S7 To understand simple sentences using high-frequency verbs referring to present, past and future events

8S8 How to use knowledge of high-frequency words and punctuation to understand sentences

Texts: reading and writing

In addition to working further on objectives from Year 7 pupils should be taught:

8T1 That words and phrases can have different meanings in different contexts

8T2 To recognise simple features which add authenticity, expression or emphasis to a written text

8T3 To begin to associate aspects of language with different text types

8T4 To make regular use of glossaries and dictionaries, finding the appropriate section readily

8T5 How to extend, link and develop sentences to form continuous text

8T6 How to use a given text as a source of information, language and a stimulus for their own writing

8T7 To check routinely on points of word ending and word order

Listening and speaking

In addition to working further on objectives from Year 7 pupils should be taught:

8L1 To begin to listen for subtleties of speech and imitate them

8L2 Skills they need to use when listening to media

8L3 How to relay both the gist and relevant detail in a spoken message or item

8L4 How to add interest to what they say by using extended sentences

8L5 How to take part in short unscripted dialogues and exchanges

8L6 How to recognise and add expression in speech

Cultural knowledge and contact

Pupils should:

8C1 Learn some basic historical facts about the country

8C2 Learn about some famous people in popular culture and history

8C3 Use direct contact or media to find out about daily life and young people's interests and attitudes

8C4 Read, hear and share simple poems, jokes, stories and songs in the target language

8C5 Understand and use some simple colloquialisms in context

Year 9

teaching objectives

Words	Sentences	Texts: reading and writing	Listening and speaking	Cultural knowledge and contact
In addition to working further on objectives from Years 7 and 8 pupils should be taught:	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**	**Pupils should:**
9W1 To discriminate between words similar in meaning or appearance to others in the target language	9S1 That emphasis in a sentence can be changed by positioning words, phrases and clauses	9T1 How to use their knowledge of context and grammar to understand texts involving complex language	9L1 To begin to interpret what they hear from content and tone and listen for inferences	9C1 Learn some demographic facts about the country and its language(s)
9W2 To extend the range of connectives to support the understanding and composition of complex sentences and text	9S2 To use knowledge of the order of words, phrases and clauses to find the meaning of a sentence	9T2 To notice simple features used for effect in written text	9L2 To recognise and begin to use rhetorical devices which make spoken language more individual	9C2 Meet the work of some famous figures in the artistic and cultural life of the country
9W3 Words about points of language, resources and tasks set	9S3 How verbs work together in different tenses to extend meaning	9T3 How to use and develop their language knowledge and skills through contact with authentic texts	9L3 How to report or paraphrase what they hear	9C3 Read about and report on young people's attitudes to sport or popular culture
9W4 To apply main points of inflection using reference materials if needed	9S4 To use a question as a source of language for an answer	9T4 How to select from and use appropriately a range of support materials when reading or writing	9L4 How to use questions or text as a stimulus for a spoken response	9C4 Learn and inform others about some well-known features of the country of the target language
9W5 To secure regular present tense verb patterns, main past and future tenses of high-frequency verbs, and some conditional examples	9S5 To understand and use less common negative forms	9T5 To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs	9L5 How to make extended and/or frequent contributions to classroom work and talk	9C5 Learn some simple facts about a region of the country
9W6 That some letter strings and syllables have a specific function or meaning	9S6 How to understand and build extended sentences with clauses of different types	9T6 How to adapt a simple text for a different audience and purpose	9L6 How to identify and adapt the degree of formality of language to suit different situations	
9W7 How to collect and learn words independently and form other words in same family	9S7 To recognise and begin to use different tenses of familiar verbs within complex sentences or text	9T7 How to check their written work for quality and accuracy		
9W8 How to use knowledge of word forms, patterns and context to identify meanings	9S8 That inflections carry information which can be necessary for understanding			

Words

Year 7

Pupils should be taught:

7W1 How to build and re-apply a stock of words relating to everyday contexts and settings

7W2 How to learn, use and appreciate the importance of some basic high-frequency words found in many contexts

7W3 How to accumulate and apply a stock of words for use in language learning and classroom talk

7W4 That gender and plural patterns in nouns may differ from English and how other words can be affected

7W5 Present tense forms of high-frequency verbs, examples of past and other tense forms for set phrases

7W6 The alphabet, common letter strings and syllables, sound patterns, accents and other characters

7W7 How to find and memorise the spelling, sound, meaning and main attributes of words

7W8 How to find or work out and give the meaning of unfamiliar words

Year 8

In addition to working further on objectives from Year 7 pupils should be taught:

8W1 How to extend their vocabulary and include some abstract items

8W2 Connectives to support sentence building and linking and how to use them

8W3 To understand and use words found in comments or advice about their work

8W4 Some regular patterns of word change linked to gender and plural forms

8W5 To use verb patterns and forms to understand and refer to present, past and close future events

8W6 Some common exceptions to the usual patterns of sounds and spellings

8W7 How to use detail and exemplification in dictionaries and other reference materials

8W8 That words do not always carry their literal meaning

Year 9

In addition to working further on objectives from Years 7 and 8 pupils should be taught:

9W1 To discriminate between words similar in meaning or appearance to others in the target language

9W2 To extend the range of connectives to support the understanding and composition of complex sentences and text

9W3 Words about points of language, resources and tasks set

9W4 To apply main points of inflection using reference materials if needed

9W5 To secure regular present tense verb patterns, main past and future tenses of high-frequency verbs, and some conditional examples

9W6 That some letter strings and syllables have a specific function or meaning

9W7 How to collect and learn words independently and form other words in same family

9W8 How to use knowledge of word forms, patterns and context to identify meanings

Sentences

teaching objectives

Year 7	Year 8	Year 9
Pupils should be taught:	**In addition to working further on objectives from Year 7 pupils should be taught:**	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**
7S1 How to recognise and apply typical word order in short phrases and sentences	**8S1** How the main elements of simple and complex sentences are usually sequenced	**9S1** That emphasis in a sentence can be changed by positioning words, phrases and clauses
7S2 How to work out the gist of a sentence by picking out the main words and seeing how the sentence is constructed compared with English	**8S2** How compound and complex sentences are built up using connectives, phrases and clauses	**9S2** To use knowledge of the order of words, phrases and clauses to find the meaning of a sentence
7S3 How to adapt a simple sentence to change its meaning or communicate personal information	**8S3** The basic nature of modal verbs and how to use them in simple sentences	**9S3** How verbs work together in different tenses to extend meaning
7S4 How to formulate a basic question	**8S4** To understand and use a variety of question types, including some reflecting an attitude or expectation	**9S4** To use a question as a source of language for an answer
7S5 How to formulate a basic negative statement	**8S5** To understand and use a variety of negative forms and words	**9S5** To understand and use less common negative forms
7S6 How to formulate compound sentences by linking two main clauses with a simple connective	**8S6** How to develop a sentence by adding or replacing elements, making necessary changes	**9S6** How to understand and build extended sentences with clauses of different types
7S7 To look for time expressions and verb tense in simple sentences referring to present, past or close future events	**8S7** To understand simple sentences using high-frequency verbs referring to present, past and future events	**9S7** To recognise and begin to use different tenses of familiar verbs within complex sentences or text
7S8 Punctuation and orthographic features specific to phrases and sentences in the target language	**8S8** How to use knowledge of high-frequency words and punctuation to understand sentences	**9S8** That inflections carry information which can be necessary for understanding
7S9 How to understand and produce simple sentences containing familiar language for routine classroom or social communication		

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Section 2b Framework of objectives by strand

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Texts: reading and writing

Year 7	Year 8	Year 9
Pupils should be taught:	**In addition to working further on objectives from Year 7 pupils should be taught:**	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**
7T1 How to read and understand simple texts using cues in language, layout and context to aid understanding	**8T1** That words and phrases can have different meanings in different contexts	**9T1** How to use their knowledge of context and grammar to understand texts involving complex language
7T2 How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content	**8T2** To recognise simple features which add authenticity, expression or emphasis to a written text	**9T2** To notice simple features used for effect in written text
7T3 How to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading	**8T3** To begin to associate aspects of language with different text types	**9T3** How to use and develop their language knowledge and skills through contact with authentic texts
7T4 How to use a dictionary and other resources appropriately when working on text	**8T4** To make regular use of glossaries and dictionaries, finding the appropriate section readily	**9T4** How to select from and use appropriately a range of support materials when reading or writing
7T5 How to assemble a short text using familiar sentence structure and known vocabulary	**8T5** How to extend, link and develop sentences to form continuous text	**9T5** To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs
7T6 How to use simple texts as models or prompts for their own writing	**8T6** How to use a given text as a source of information, language and a stimulus for their own writing	**9T6** How to adapt a simple text for a different audience and purpose
7T7 How to evaluate and improve the quality of their written work	**8T7** To check routinely on points of word ending and word order	**9T7** How to check their written work for quality and accuracy

Listening and speaking

Year 7	Year 8	Year 9
Pupils should be taught:	**In addition to working further on objectives from Year 7 pupils should be taught:**	**In addition to working further on objectives from Years 7 and 8 pupils should be taught:**
7L1 How to engage with the sound patterns and other characteristics of the spoken language	**8L1** To begin to listen for subtleties of speech and imitate them	**9L1** To begin to interpret what they hear from content and tone and listen for inferences
7L2 How to improve their capacity to follow speech of different kinds and in different contexts	**8L2** Skills they need to use when listening to media	**9L2** To recognise and begin to use rhetorical devices which make spoken language more individual
7L3 To identify gist and some detail in continuous spoken passages about specific contexts	**8L3** How to relay both the gist and relevant detail in a spoken message or item	**9L3** How to report or paraphrase what they hear
7L4 How to respond to face-to-face instructions, questions and explanations	**8L4** How to add interest to what they say by using extended sentences	**9L4** How to use questions or text as a stimulus for a spoken response
7L5 How to contribute to spontaneous talk in the target language	**8L5** How to take part in short unscripted dialogues and exchanges	**9L5** How to make extended and/or frequent contributions to classroom work and talk
7L6 How to evaluate and improve the quality and fluency of what they say	**8L6** How to recognise and add expression in speech	**9L6** How to identify and adapt the degree of formality of language to suit different situations

Cultural knowledge and contact

Year 7

Pupils should:

7C1 Learn some basic geographical facts about the country and where its language is spoken

7C2 Learn about some aspects of everyday culture and how these compare with their own

7C3 Use authentic materials and experience direct or indirect contact with native speakers and writers

7C4 Meet simple stories, songs or jokes, or texts based on them, in the target language

7C5 Learn the social and linguistic conventions of common situations such as greetings

Year 8

Pupils should:

8C1 Learn some basic historical facts about the country

8C2 Learn about some famous people in popular culture and history

8C3 Use direct contact or media to find out about daily life and young people's interests and attitudes

8C4 Read, hear and share simple poems, jokes, stories and songs in the target language

8C5 Understand and use some simple colloquialisms in context

Year 9

Pupils should:

9C1 Learn some demographic facts about the country and its language(s)

9C2 Meet the work of some famous figures in the artistic and cultural life of the country

9C3 Read about and report on young people's attitudes to sport or popular culture

9C4 Learn and inform others about some well-known features of the country of the target language

9C5 Learn some simple facts about a region of the country

Words

Pupils should be taught:	Examples
7W1 How to build and re-apply a stock of words relating to everyday contexts and settings	• Use vocabulary from personal and educational domains such as: family and home, school/classroom, routines, pastimes, meeting and greeting, daily life here and in the foreign country • Some words chosen by the pupil • Pupils deliberately look to re-apply family vocabulary in work on daily life

7W2 How to learn, use and appreciate the importance of some basic high-frequency words found in many contexts	• **See lists in section 3 appendix 3: High-frequency words**
	• Examples:
	  – common prepositions: *à, de, pour, avec; zu, mit, auf, an*
	  – common adverbs of place and time: *ici, là, maintenant; hier, da, jetzt; aquí, ahora, mañana*
	  – interrogative words: *qui, quand, comment; wer, was, wo*
	  – simple connectives: *et, mais; und, aber*
	  – main subject pronouns; *on; man*

7W3 How to accumulate and apply a stock of words for use in language learning and classroom talk	• Create wall display and personal list of common items such as:
	  – *nom, verbe, adverbe, phrase, masculin, lettre; Substantiv, Verb, Buchstabe; adverbio*
	  – *page, devoirs, copiez, lisez; Aufgabe, aufstehen*
	  – *plus fort; lauter; más claramente*

7W4 That gender and plural patterns in nouns may differ from English and how other words can be affected	• In other European languages all nouns have gender
	• Recognise clues to gender as with some noun endings (French *-ette*; German *-e*)
	• Identify:
	  – *mon copain* as masculine
	  – *du marché* as masculine
	  – *ins Museum* as neuter
	  – *al cine* as masculine
	• Begin work on agreement with determiners (articles, possessives, numerals, etc.), basic adjective use
	• Main contracted forms of prepositions: *du; vom; del*
	• Recognise examples of common plural endings on nouns, adjectives, verb forms

7W5 Present tense forms of high-frequency verbs, examples of past and other tense forms for set phrases	• **See verbs in section 3 appendix 3: High-frequency words**
	• Use a text manipulation or multimedia package to work on present tense pattern of regular verb types and common irregular verbs:
	  – *Je regarde la télé*
	  – *Kannst du schwimmen?*
	  – *Fui a Ibiza, no puedo venir*
	• Recognise basic information carried by verb endings (person, number, tense, verb part, etc.)
	• Use present or immediate future (*aller…*) with time expression to refer to future event: *je vais…*
	• Use a past tense for personal statements (1st/2nd person); and/or simple stories (3rd person):
	  – *je suis allé…, j'ai regardé…*
	  – *er ging nach Hause*
	• Use set formulae such as:
	  – *je voudrais…; ich möchte…*
	  – *¿Te gustaría? Quisiera…*

7W6	The alphabet, common letter strings and syllables, sound patterns, accents and other characters	• French *-qu-, -oi-, -en-, -ant, -on,* other standard vowel sounds, accents, cedilla
		• German *-sch-, -au-, -ei-/-ie-, -ich/-ach,* long/short vowels, umlaut
		• Typical infinitive endings: French *-er;* German *-en;* Spanish *-er*
		• Regularity of sound–spelling link
		• Liaison, elision
		• Silent letters: *sept*
		• Use of apostrophe compared with English
		• Common stress location: French equal; German usually first syllable; Spanish usually penultimate syllable
7W7	How to find and memorise the spelling, sound, meaning and main attributes of words	• Use a bilingual glossary or dictionary to find the meaning or class of a word or the gender of a noun
		• Use a verb list to check if a verb is regular
		• Use knowledge of letter strings to work out how to say a word
		• Use 'look, say, cover, write, check' and other strategies including ICT to learn spellings
7W8	How to find or work out and give the meaning of unfamiliar words	• Develop efficient alphabetical dictionary skills to find words rapidly
		• Use cognates
		• Become aware of 'false friends' (words deceptively similar to English): e.g. French *travailler;* German *wer, also;* Spanish *librería, patio*
		• Identify word class
		• Use contextual information to choose correct dictionary definition
		• Use knowledge of *kommen* and context to work out that *ich komme* **aus** *Hamburg* means *I come* **from** *Hamburg*

Words

In addition to working further on objectives from Year 7 pupils should be taught:	Examples
8W1 How to extend their vocabulary and include some abstract items	• Collect and note words logically and retrieve them efficiently • Acquire basic vocabulary of ideas, attitudes, opinions to support personal responses • Learn notions of time, frequency • Learn common abstract noun endings: *-tion, -té; -heit, -keit; -ción, -dad*
8W2 Connectives to support sentence building and linking and how to use them	• Coordinating conjunctions • Main subordinating conjunctions • Main relative pronouns: *qui; der/die/das; que* • Time expressions: *puis; dann, zuerst; luego, entonces* • Use text manipulation package for the above

8W3 To understand and use words found in comments or advice about their work	• Department uses standard set of words, also on display, e.g.
	  – *améliorer, plus…/mieux, niveau*
	  – *verbessern, Aussprache*
	  – *esfuerzo, nivel, mejorar*

8W4 Some regular patterns of word change linked to gender and plural forms	• French *-eau/x, -al/-aux;* main gender/plural patterns in German (*-e/ -en/ ̄-er);* Spanish *estación/estaciones* • Change a written verb ending from (French) *-e* to *-ent* to match *ils;* (German) *-e* to *-en* to match *wir;* (Spanish) *-a* to *-an, -e* to *-en* • Learn basic plural adjective endings and when to apply them • On finding that *place* is feminine, apply *une grande…*

8W5 To use verb patterns and forms to understand and refer to present, past and close future events	• Recognise, understand and produce:
	  – *Tu as vu le film?*
	  – *Peter kommt im Juni*
	• Distinguish between:
	  – *ich bin im Herbst nach London gefahren* and *ich fahre im Herbst nach London*
	  – *j'ai nagé* and *je vais nager*

8W6 Some common exceptions to the usual patterns of sounds and spellings	• *Fils, onze heures dix, dix minutes* • Same sound/different spelling: *en-/-ant* in French
8W7 How to use detail and exemplification in dictionaries and other reference materials	• Find the word for the noun *drink* (not the verb) in a bilingual printed or electronic dictionary • Understand standard abbreviations

8W8 That words do not always carry their literal meaning	• Translate words and phrases recognising differences between literal and non-literal use of common words:
	  – *il a…/il y a…; er gibt Peter…/es gibt…*
	  – *j'ai un chat/j'ai froid; mir ist kalt/gib mir das Buch*
	  – *hay/no hay…; tengo sed/calor*

Words

In addition to working further on objectives from Years 7 and 8 pupils should be taught:	Examples
9W1 To discriminate between words similar in meaning or appearance to others in the target language	• Recognise words with close meanings, e.g. *savoir/connaître*, *ami/copain*; *wenn/als*, *essen/fressen* • Recognise words with more than one meaning, e.g. French *pièce*; German *See*; Spanish *fue*
9W2 To extend the range of connectives to support the understanding and composition of complex sentences and text	• Relative pronoun forms • Relative clauses • Additional subordinating conjunctions • Adverbial connectives to indicate addition, result, listing (see glossary)
9W3 Words about points of language, resources and tasks set	• Learn equivalents of *ending*, *order*, *text*, *dictionary*, *gender* • Learn ICT terms for *search*, *website*, etc.
9W4 To apply main points of inflection using reference materials if needed	• Verb–subject agreement in singular and plural • Adjective endings • Case endings in German for common noun functions and common prepositions • Check and practise these with reference materials and/or text manipulation package

9W5 To secure regular present tense verb patterns, main past and future tenses of high-frequency verbs, and some conditional examples	• Learn use of perfect and imperfect in French/German; and/or preterite for receptive purposes (reading stories)
	 • Real future
	 • Conditional expressions:
	   – *À ta place j'irais…*
	   – *Hättest du gern…?*
	   – *¿Te gustaría? Quisiera…*

9W6 That some letter strings and syllables have a specific function or meaning	• French *-ette* (diminutive/feminine), *-esse* (abstract noun), *re-, dé-* • German *-chen* (diminutive/neuter), *-heit* (abstract noun), (umlaut +) *-er* (comparative), *vorbei-* • Spanish *-ito/-ita* (diminutive), *-ar, -er, -ir*
9W7 How to collect and learn words independently and form other words in same family	• Find, note and learn independently from a printed or electronic dictionary the meaning and attributes of *die Zeitschrift* • Predict *heureusement* from *heureux/se*; *lentamente* from *lento* • Form diminutives

9W8 How to use knowledge of word forms, patterns and context to identify meanings	• Use:
	   – grammatical knowledge
	   – register
	   – knowledge of inflected forms

Sentences

Pupils should be taught:	Examples
7S1 How to recognise and apply typical word order in short phrases and sentences	• Adjectives follow nouns in French and Spanish • Verb is second idea in German

7S2 How to work out the gist of a sentence by picking out the main words and seeing how the sentence is constructed compared with English	• Find a sentence which matches a description given by the teacher:
	  – *Marie parle de son chien*
	  – *Im Satz sind ein Verb und zwei Adjektive*
	• Compare *he gives Marie a present* with *il donne un cadeau à Marie* or *er gibt Maria ein Geschenk*; *he is bigger than me* with *il est plus grand que moi* or *er ist größer als ich*
	• Identify a sentence by presence of verb
	• Look for punctuation use

7S3 How to adapt a simple sentence to change its meaning or communicate personal information	• Substitute words or phrases within a sentence frame • Change a time expression • Replace adjectives in a description to make it refer to someone else
7S4 How to formulate a basic question	• *Tu aimes le foot?* • *Hast du eine Katze?* • *Wann hast du Mathe?* • *¿Cuántas personas hay en tu familia?* • Compare with English present tense forms: *do you do?/are you doing?*
7S5 How to formulate a basic negative statement	• *Je ne joue pas au rugby* • *Je n'ai pas d'animal* • *Ich spiele nicht Klavier* • *Ich habe kein Haustier* • *No tengo boligrafo* • *No juego al rugby*

7S6 How to formulate compound sentences by linking two main clauses with a simple connective	• Use a text manipulation package to produce and check:
	  – *J'ai douze ans et j'habite à Londres*
	  – *Ich gehe gern tanzen, aber mein Bruder spielt lieber Fußball*
	  – *Me gusta el español, pero no me gusta el inglés*
	• Note: in German, coordinating conjunctions avoid word order problems, but some examples using *weil* are useful

7S7 To look for time expressions and verb tense in simple sentences referring to present, past or close future events	• Work with high-frequency verbs (see lists in section 3 appendix 3)
	• Recognise *aujourd'hui, hier, demain*
	• Understand use of:
	  – *D'abord on va…* at start of lesson
	  – *Heute hat man… gelernt* at end
	• Understand in dialogues or simple stories:
	  – *Ich gehe morgen schwimmen*
	  – *Tu as passé un bon week-end?*
	  – *À cinq heures je vais jouer au foot*
	  – *¿Adónde fuiste el sábado pasado?*

7S8 Punctuation and orthographic features specific to phrases and sentences in the target language	• Accents, cedilla, apostrophe in French • Umlaut, comma, capital letters in German • Question and exclamation mark in Spanish
7S9 How to understand and produce simple sentences containing familiar language for routine classroom or social communication	• Greetings on entering classroom • *Je m'appelle Michel; Ich habe keinen Kuli* • *Il habite un grand appartement; Peter hat einen Bruder; Mi hermana se llama Lucy; Vivimos en un piso bastante grande*

Sentences

In addition to working further on objectives from Year 7 pupils should be taught:	Examples
8S1 How the main elements of simple and complex sentences are usually sequenced	• Depending on the language being learned, this could include place of adjectives, adverb phrase order, verb locations • *Je vais me bronzer à la plage* • *Ich gehe morgen mit Michael zum Schwimmbad* • *Du kannst mitkommen, wenn du willst* • *Tenemos un gatito negro/una gran casa blanca/una casa grande*
8S2 How compound and complex sentences are built up using connectives, phrases and clauses	• Draw lines from words, phrases or clauses in a foreign sentence to their equivalent in an English sentence: – *Quand il fait beau on va à la mer* – *Ich bleibe nicht zu Hause, wenn es warm ist* – *Cuando llueve me quedo en casa* • Highlight any negative words in both versions • Translate literally into English to highlight differences in word order and use • Locate conjunctions, time and other adverbial expressions • Complete a sentence beginning *Je reste chez moi si…* • Understand *voy a ver a mi amigo porque su cumpleaños es hoy*
8S3 The basic nature of modal verbs and how to use them in simple sentences	• Use modal verbs and infinitive expressions in simple sentences about school rules: *on doit toujours…; man darf nicht…* • In response to questions about free-time activities, produce: – *Je veux voir ce film* – *Ich kann gut Tennis spielen* – *No quiero ir a la piscina*
8S4 To understand and use a variety of question types, including some reflecting an attitude or expectation	• *Tu as un chat, n'est-ce pas?* • *Est-ce que tu as un chat?* • *Quel est ton numéro de téléphone?* • *Avez-vous vos cahiers?* • *Du kommst mit, oder?* • *Warum kommst du so spät?* • *¿Qué vamos a hacer mañana?*
8S5 To understand and use a variety of negative forms and words	• Add to basic negative forms by learning e.g. *ne…jamais, ne…rien; nichts, niemand; no…nunca, no…nada*
8S6 How to develop a sentence by adding or replacing elements, making necessary changes	• Use a text manipulation package to extend a description using correct adjectival endings • Reply to *Tu vas en France cette année?* with *Oui, je vais en France en juillet* • Relay items from a brief 1st person message in the 3rd person • Supply an appropriate masculine noun after: *Je vais au…; Ich habe einen…; Vamos al…*
8S7 To understand simple sentences using high-frequency verbs referring to present, past and future events	• Recognise tenses and understand readily that: – *Je fais mes devoirs le soir* = I do my homework in the evening – *Wir sind letzte Woche nach London gefahren* = We went to London last week – *Ayer fuimos a la playa* = We went to the beach yesterday • Begin to recognise examples of future tense: *Tu seras là demain?*
8S8 How to use knowledge of high-frequency words and punctuation to understand sentences	• Compare *Il arrive à Paris* with *Il arrive de Paris* • Work out meaning of *Heute fahren wir nach Berlin, hoffe ich* • Give meaning of *Esta señora es la mujer de Paco*

Sentences

In addition to working further on objectives from Years 7 and 8 pupils should be taught:	Examples
9S1 That emphasis in a sentence can be changed by positioning words, phrases and clauses	• *C'est pour ça que…* • *À Paris il y a beaucoup de magasins* • *In London aber kann man…* • *Nur wenn ich Zeit habe, komme ich mit* • *No me gusta nada el fútbol*
9S2 To use knowledge of the order of words, phrases and clauses to find the meaning of a sentence	• In German, look for past participle or infinitive at end of clause or *verb/comma/verb* in middle of sentence • Recognise object pronouns in French: *je le prends, madame*
9S3 How verbs work together in different tenses to extend meaning	• *Je voulais venir avec toi!* • *Ich konnte nicht gut sehen* • *No sabía hacer mis deberes*
9S4 To use a question as a source of language for an answer	• Listen for detail in question: tense, person, interrogative word used • Change forms/endings/word order in reply
9S5 To understand and use less common negative forms	• *Personne ne…, ne…plus, ne…que* • *Weder…noch* • *No tengo más de dos amigos*
9S6 How to understand and build extended sentences with clauses of different types	• *Je ne sais pas à quelle heure il va arriver* • *Ich weiß nicht, wer das ist, aber er sieht gut aus!* • *No sé cómo se llama esta chica pero es muy guapa*

9S7 To recognise and begin to use different tenses of familiar verbs within complex sentences or text	• Understand and produce with support:
	  – *Il a dit qu'il viendra demain*
	  – *Ich fahre morgen nicht nach London, weil ich gestern da war*
	  – *Fuimos al parque ayer pero hoy vamos a la playa*
	• Use a text manipulation package for changes of tense

9S8 That inflections carry information which can be necessary for understanding	• When listening or reading, give attention to:
	  – verb/subject matching
	  – adjective and participle agreement with nouns (French)
	  – imperative forms indicating number or register
	  – case indicators for direct and indirect object (German)
	• Begin to apply systematically to own speaking and writing

Texts: reading and writing

In work with text at any level pupils should be expected to apply their knowledge of words and sentences.

Pupils should be taught:	Examples
7T1 How to read and understand simple texts using cues in language, layout and context to aid understanding	• Use a highlighter to identify known language, cognates, word families • Follow the written version of a text they hear • Identify key words in an advertisement for a pop concert • Summarise or translate into English a letter from a link class
7T2 How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content	• Apply knowledge of links between sounds and spelling • Subvocalise or sound out new words • Practise reading a text for points of pronunciation • Read a simple message or story to pupils or teacher • Read aloud the instructions for the next task or homework • Contribute to shared reading of a book or a scripted dialogue
7T3 How to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading	• Scan a simple text about France for references to Paris • Begin to predict likely content and language in a simple text from heading or title • Scan a short text for known/unknown language, cognates, near-cognates as guide to level • Learn and use words/phrases such as *facile, difficile, trop long; langweilig*
7T4 How to use a dictionary and other resources appropriately when working on text	• Use a simple glossary or dictionary to find meanings of unfamiliar words in a short text • Use a word list to check the gender of a noun they wish to use • Organise their own vocabulary work clearly, emphasising high-frequency words and phrases • Know that dictionaries can mislead if not used properly
7T5 How to assemble a short text using familiar sentence structure and known vocabulary	• Using a text manipulation package, elaborate a simple description of a person or object by adding adjectives and/or comparisons • Write a short message or description from memory or when provided with familiar words and phrases • Copy a collection of words, phrases or sentences in a plausible order using connectives • Link together answers to a series of simple questions about a house to produce a short description
7T6 How to use simple texts as models or prompts for their own writing	• Answer in target language simple questions about a text • Add to, change or personalise a text by substituting appropriate nouns, verbs and adjectives • Develop a series of phrases about school into a short continuous text
7T7 How to evaluate and improve the quality of their written work	• Check written work for spellings of words or main points of agreement in glossary or verb table • Develop a personal list of words or expressions which are commonly misspelt • Set challenges for personal vocabulary to be used in text writing • Use clear presentation and handwriting, especially for word endings, lower/upper case use, diacritic placing

Texts: reading and writing

In addition to working further on objectives from Year 7 pupils should be taught:	Examples
8T1 That words and phrases can have different meanings in different contexts	• *Bonne route!/La route de Paris…* • *Il fait ses devoirs/il fait froid* • *Im Hause/zu Hause* • *Tengo frío/tengo un hermano*
8T2 To recognise simple features which add authenticity, expression or emphasis to a written text	• Find and note common idioms: *Quelle horreur!; Das ist kaum zu glauben; ¡Cuánto tiempo sin verte!* • Recognise simple comparisons: *il est plus jeune que moi; Soy más bajo que mi hermano*
8T3 To begin to associate aspects of language with different text types	• Predict what kind of vocabulary they will find in a weather report • Know they are likely to meet the past tense in a story or the future tense in a horoscope • Expect familiar *you* forms when reading a letter to a young person
8T4 To make regular use of glossaries and dictionaries, finding the appropriate section readily	• Find a plural form • Use the examples in a dictionary to identify the specific meaning of a multi-use word • Know how to use main abbreviations
8T5 How to extend, link and develop sentences to form continuous text	• Add time expressions to a simple narrative • Replace nouns with an appropriate pronoun • Use paragraphs • Use coordinating conjunctions and basic relative pronouns to link a given series of clauses and sentences • Using a wordprocessor, draft and re-draft a simple text in a conventional form such as a recipe or a note giving directions to the school
8T6 How to use a given text as a source of information, language and a stimulus for their own writing	• Identify and note useful words and phrases • Read some simple 'lonely hearts' letters and write a simple response • Make simple notes in English or the target language on a passage they read
8T7 To check routinely on points of word ending and word order	• Use verb and other tables to check endings • Find examples of standard word order in authentic texts

Texts: reading and writing

In addition to working further on objectives from Years 7 and 8 pupils should be taught:	Examples
9T1 How to use their knowledge of context and grammar to understand texts involving complex language	• Highlight key indicators such as conjunctions or relative pronouns • Identify past, present and future events within a short story or dialogue
9T2 To notice simple features used for effect in written text	• Identify simple images or choice of adjectives used in a story or advertisement • Appreciate how word order can indicate emphasis • Compare possible translations of short extracts
9T3 How to use and develop their language knowledge and skills through contact with authentic texts	• Find two websites likely to provide information on a region of Germany • Scan a short article in a French magazine or reader for information on a famous person and note key dates and events in their life • Look at a short story in Spanish to find examples of past tenses or simple creative language
9T4 How to select from and use appropriately a range of support materials when reading or writing	• Know limitations of spellcheckers and Internet translation tools • Know how to check both ways in a bilingual dictionary • Use and refer to own notes • Use basic grammar reference materials efficiently
9T5 To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs	• Write a short poem using similes • Write a realistic dialogue in the target language • Provide headings for sections or paragraphs of a longer text in the target language
9T6 How to adapt a simple text for a different audience and purpose	• Select the right verb forms and social formulae needed for a formal letter • Write a simple story or message based on a given text, for younger pupils to read • Change a text from a present tense to a simple past tense description or account
9T7 How to check their written work for quality and accuracy	• Know criteria for quality writing • Respond to teachers' comments and make corrections or improvements • Use model texts for comparison • Check their transcription of a spoken passage against a correct version

Listening and speaking

In listening and speaking work at any level, pupils should be required to use their knowledge of:
- *words, when engaging with details of sounds;*
- *words and sentences, when extracting and creating meaning in continuous speech.*

Pupils should be taught:	Examples
7L1 How to engage with the sound patterns and other characteristics of the spoken language	• Identify and repeat known words, phrases or units of meaning within a spoken text • Link a sound (syllable or word) with its written form • Discriminate between similar English and foreign sounds: bus/*bus*/*Bus*; table/*table*, eighty/*été*; bell/*appelle*; do/*du*, hat/*hat*, lazy/*lese*; *fútbol*/football • Recognise and produce sounds not present in English: French *tu, dans, un*; German *müde, hören, ich, Buch*; Spanish *perro, calle, ajo* • Recognise common syllables when heard: French and Spanish *-er*; German *-e, -ei-, -ie-, ver-*; Spanish *-ue*
7L2 How to improve their capacity to follow speech of different kinds and in different contexts	• Learn about factors making language easy/hard to understand: speed, clarity, pauses, visual clues, intonation, proportions of known/unfamiliar language, use of cognates, in class, for real, with/out interference, etc. • Listen with transcript and fill in gaps (speak or write) • Write heard words or phrases on mini-whiteboard, hold up for checking; do the same using multimedia package and screen/keyboard • Use a recording for private listening practice (replay, pause, etc.) • Expect maximum spoken language in class • Hands up to show they have identified and can repeat known items in an extended passage • Identify complete/incomplete utterances • Develop memory skills to recall a list of words or a phrase just heard, immediately or later
7L3 To identify gist and some detail in continuous spoken passages about specific contexts	• Pick out people's ages in a passage about a family • Use knowledge of links between sounds and spelling to identify *j'ai/je/j'aime* difference and hence meaning • Listen for basic points of register: modes of address, polite/formal *you* forms, titles • Know importance of listening for high-frequency words for precise meaning • Recognise that a passage is from a simple weather report or a classroom instruction • Understand that a question is about someone's birthday • Listen for repeated phrases in a simple story, joke or poem
7L4 How to respond to face-to-face instructions, questions and explanations	• Follow and use a standard set of expressions relating to classroom routines • Suggest words and ideas for shared and group writing • Suggest *un serpent* when asked: *Un animal qui commence avec s, s'il vous plaît?* • Look for gesture, facial expression and body language • Ask for help: *Voulez-vous répéter cela, s'il vous plaît?; Langsamer, bitte!; ¿Cómo se dice… en español?*

7L5	How to contribute to spontaneous talk in the target language	• Meet and greet teacher, other pupils and visitors: *Salut, tout le monde!; Guten Tag, Herr Jones* • Find opportunities to use and extend learned and personal expressions and sentences • Ask for help, permission or resources using the target language • Say a pupil is at the doctor's, with Mr Smith, late • Say in plenary: *aujourd'hui on a appris...* • Use intensifiers in response to teacher or other pupils: *merci beaucoup; danke sehr*
7L6	How to evaluate and improve the quality and fluency of what they say	• Look for opportunities to use new language in speaking activities • Know that they must speak loudly and clearly enough for the whole class to hear • Plan and practise short exchanges and conversations with a partner or group • Prepare a set of questions for the teacher, a native speaker, visitor or other pupil • Practise pronunciation aspect of a short presentation about themselves • Recite a short poem or text from memory

Listening and speaking

In addition to working further on objectives from Year 7 pupils should be taught:	Examples
8L1 To begin to listen for subtleties of speech and imitate them	• Listen for and imitate standard pitch and intonation patterns: French rising/falling; German and Spanish more even • Discriminate between close sounds: French *tu*/*vous*; German *du*/*müde* • Contrast French **important** (equal stress on all syllables) or Spanish impor**tant**e (stress on penultimate syllable) with English im**port**ant • Practise speaking with a focus on accuracy of language and pronunciation and on fluency
8L2 Skills they need to use when listening to media	• Know that the language they hear may come from a range of topic areas or contexts • Consider visual and non-visual clues available • Use radio, TV, website sources • Listen once only • Cope with different voices/delivery
8L3 How to relay both the gist and relevant detail in a spoken message or item	• Write down in target language a short message heard on an answerphone • Note in English or target language evidence that a TV interview is about a famous person or a recent event • Know that *elle est venue* or *sie kam* must refer to a feminine singular noun
8L4 How to add interest to what they say by using extended sentences	• Describe a social event explaining when and why it took place: *Am Samstag hatte ich Geburtstag, und wir hatten zu Hause eine tolle Party…* • Describe a friend, saying why they like him/her: *J'ai un copain qui est vraiment sympa…* • Express an opinion about a lesson: *Hoy tenemos física, es una asignatura que no me gusta nada, ¡es aburridísima!*
8L5 How to take part in short unscripted dialogues and exchanges	• Make simple interventions in pair and group talk: *Je ne suis pas d'accord…; Das stimmt nicht, Und was denkst du?; Sí, tienes razón, ¿Qué piensas tú?* • Use simple links: *Et quoi encore?; Und dann?; ¿Qué más? Y ahora te toca a ti* • Use idioms to play for thinking time: *Euh, tu sais…; Ach, weißt du…; Bueno…, Vamos a ver…, Sí pero…, pues…* • In class, use the target language routinely to ask for information or help
8L6 How to recognise and add expression in speech	• Understand and begin to use: 　– simple idioms: *C'est comme ça…, …n'est-ce pas?; Doch!…bestimmt nicht…; ¡Vale! ¡Claro que no!* 　– simple features of register: *Oui, monsieur, je comprends, merci*; use *du* with pupil, *Sie* to teacher 　– modifiers and intensifiers: *très, assez, vraiment; sehr, ganz; bastante, completamente*

Listening and speaking

In addition to working further on objectives from Years 7 and 8 pupils should be taught:	Examples
9L1 To begin to interpret what they hear from content and tone and listen for inferences	• Work out what happened from two simple accounts of the same event • Recognise that two people are arguing and why • Deal with scripted and unscripted speech (interruptions, unfinished sentences, redundancies) • Infer *happy* from *not unhappy* – i.e. indirect information provided
9L2 To recognise and begin to use rhetorical devices which make spoken language more individual	• Emphasise key words: *Tu sors avec **lui**?* • Learn and use simple images: *Du spielst wie Beckham!* • Change stress patterns or word order for simple effect: *Nein, **gestern** war ich in Berlin; No, lo pago **yo***

9L3 How to report or paraphrase what they hear	• After listening to a short sports item, tell partner or group:
	  – *Toulouse a gagné dans un match de football*
	  – *Hamburg hat zwei zu eins gegen Bayern München gewonnen*
	  – *Ha ganado Real Madrid. Dos a cero. Marcó X los dos goles*
	• Take notes while listening, then check and compare with others later
	• Supply missing items in a target language summary while listening to text
	• Note key words used in a short informational text
	• Act as interpreter between FLA (or foreign visitor) and younger pupils

9L4 How to use questions or text as a stimulus for a spoken response	• Follow a spoken or written text about smoking and then:
	  – explain in simple terms why smoking is unhealthy: *Il est dangereux pour la santé; man kann nicht rauchen und fit bleiben*
	  – argue for or against a point of view: *Ich bin dagegen, weil es ungesund ist; Todos saben que fumar es peligroso, pero siguen fumando*
	  – use simple idioms for summing up: *Et voilà pourquoi…; Deshalb meine ich, daß…*

9L5 How to make extended and/or frequent contributions to classroom work and talk	• Tell class one or two points or events from a recent TV programme • Give an individual or joint presentation to the class about an aspect of the foreign culture • Contribute to lesson plenaries: *Heute haben wir… gelernt; Hoy habemos aprendido…* • Plan and contribute section to video, or tape class letter for link class
9L6 How to identify and adapt the degree of formality of language to suit different situations	• Identify that friends are speaking by their use of *tu, du/ihr, tú/vosotros/as* and of informal language: *truc; Dingsbums* • Use multimedia recordings to watch/follow dialogues and observe conventions • Use polite response phrases routinely: *Oui, madame, je comprends*

Cultural knowledge and contact

Pupils should:	Examples
7C1 Learn some basic geographical facts about the country and where its language is spoken	• Find the country on an atlas or map • Know a range of countries where the target language is spoken
7C2 Learn about some aspects of everyday culture and how these compare with their own	• Know something of food, popular pastimes, school and home life • Know why Alpine houses are different from those in the United Kingdom, or why those in southern Spain are often painted white
7C3 Use authentic materials and experience direct or indirect contact with native speakers and writers	• Meet a native speaker such as a local resident • Attend after-school club with foreign assistant • Watch video or media resources involving native speakers • Exchange e-mails, letters or videos with foreign school • Look at examples of French handwriting in textbooks
7C4 Meet simple stories, songs or jokes, or texts based on them, in the target language	• Read a translation of a traditional story with the French version available for comparison • Read a simplified newspaper article • Listen to, follow and learn the text of a simple song or rap
7C5 Learn the social and linguistic conventions of common situations such as greetings	• Use polite formulae such as *Bonjour, monsieur/madame* • Be aware of French *bise*; Germans shake hands frequently • Know when to use *Usted/Ustedes* in Spanish

Cultural knowledge and contact

Pupils should:	Examples
8C1 Learn some basic historical facts about the country	• Two or three major events in history and dates, especially in post-WW2 period • Establish cross-curricular links with history work/resources
8C2 Learn about some famous people in popular culture and history	• Current and last monarch or president and major rulers • Figures in sport and entertainment
8C3 Use direct contact or media to find out about daily life and young people's interests and attitudes	• Read survey on health problems in youth magazine or on website • Read adapted version of newspaper articles on suitable current issue • Use Internet or e-mail to research school life and attitudes to it; record findings on database for presentation • Keep a regularly updated list of good or fun websites in ICT and MFL rooms
8C4 Read, hear and share simple poems, jokes, stories and songs in the target language	• Do a shared or group reading of simple story or dialogue • Display a joke or poem – class selects favourite, provides word-processed translations alongside
8C5 Understand and use some simple colloquialisms in context	• *Tu sais?* • *Unheimlich gut, du!* • *¡Qué bien! ¡Ay! ¡Lo siento!* • Know some acceptable slang: *flic, truc; Dingsbums*

Cultural knowledge and contact

Pupils should:	Examples
9C1 Learn some demographic facts about the country and its language(s)	• Population size and make-up • More than one national language?
9C2 Meet the work of some famous figures in the artistic and cultural life of the country	• Listen to a piece of music by a well-known composer • Link with art staff to create class display of work of famous painters with simple comments in target language • Look at an article or website about a contemporary figure in music, art or the media
9C3 Read about and report on young people's attitudes to sport or popular culture	• Select and read a suitable article in a young people's magazine • Produce simple group list of similarities and differences with UK: *In Deutschland spielt man viel Handball/In England geht man oft schwimmen* • Accompany written findings with simple database showing main figures/evidence
9C4 Learn and inform others about some well-known features of the country of the target language	• Use the Internet to assemble information in simple French about the Futuroscope theme park • Present work to other classes using display or presentation
9C5 Learn some simple facts about a region of the country	• Location of region • Traditional activities, fashions • A language point peculiar to the region (word, pronunciation, etc.)

Section

3

Appendix 1   From Framework to classroom

Planning, teaching and learning

Introduction

This section sets out ideas for translating the Framework into teaching practice and pupil learning. It describes the kind of lesson and teaching the Framework invites, and offers an approach to planning which will bring this about. As with all of Foundation Subjects MFL, it is guidance, not prescription. In addition to what is offered here, the Key Stage 3 Foundation Subjects MFL training folder contains more detailed step-by-step advice, with supporting materials, on how to adjust existing curriculum plans to incorporate Framework objectives. This section describes that process in outline but, more importantly, sets out where it should lead to in terms of classroom practice.

The Framework and the whole of Foundation Subjects MFL invite teachers to rethink what pupils need to learn. They will need to take a new look at resources and approaches. As the Framework becomes established more refined ideas will emerge through sharing of practice. The aim at this stage is to help schools and MFL teachers to make a start based on where they are now. Existing materials and curriculum plans can readily be used to do this: total rewrites of schemes of work are not called for. However, it is important to ensure that, at any point in time, the objectives drive the use of resources, rather than the reverse.

Planning to teach the Framework objectives

Effective planning addresses three levels of activity: long-term, medium-term, and short-term or lesson level. Long-term planning covers a year or even a key stage; medium-term a unit of work covering typically four weeks to a half-term; and short-term is done by teachers when translating the medium-term or unit plan into individual lessons. Any change of curriculum – or even of course-book – requires a shift in the way a department and its teachers organise their teaching. The art is in minimising the time spent on this work but maximising the opportunities for strengthening lessons and teaching.

The MFL Framework of objectives provides a long-term plan. It sets out what pupils need to be taught over the key stage as a whole and within each year of the key stage. There is flexibility, however, in the way each year's objectives can be planned for and delivered. No time sequence is implied in the way that the Year 7 objectives, for example, are listed. This is a matter for schools to decide. Initially these decisions may be linked to existing materials or schemes of work.

The Framework objectives

Readers are referred back to section 1 of this folder, About the MFL Framework, which includes information about the objectives, their nature and purpose, and how they interrelate to form a mental map of MFL learning. There are various types of objective: some are quite focused and can be taught in specific lesson sequences; others are more long term and will either need some time for pupils to absorb, or will involve the collection of more examples over time; still others will benefit from gradual introduction, with examples being fed into lessons prior to any intensive teaching.

It is not suggested that individual Framework objectives be taught in isolation. Most lessons, units of work and materials will enable a number of objectives to be touched on.

Long-term planning

The MFL training materials include guidance on how to locate Framework objectives within existing schemes of work. This section outlines that process.

A simple approach is advised. This involves finding appropriate locations within an existing year plan where the Framework objectives for that year can be introduced, taught and followed up. In the first instance this will apply to work in Year 7. To do this, objectives must first be launched and then reinforced.

To **launch** a Framework objective involves introducing and teaching the objective intensively. This must include establishing the point of understanding at its heart. For example, Year 7 Words objective 2 (7W2) states that pupils should be taught 'how to learn, use and appreciate the importance of some basic high-frequency words found in many contexts'. This makes it clear that pupils must not only learn some high-frequency words; they must also be taught the principle that languages contain high-frequency words (rarely nouns or adjectives) that could occur in any context/topic. Pupils must also know that these words will need to be mastered – and added to over time – to enable them to use language with growing flexibility and independence. This will require strong, focused teaching.

It is suggested that one location is found in the year plan for each objective to be launched.

(For some objectives such as those involving work on tenses, it will be helpful to feed in examples of the point before formal launch; this is commonly done anyway.)

To **reinforce** a Framework objective involves re-establishing or developing further a skill or a point of language or understanding that was launched in an earlier unit. Here too the teaching will need to be strong and focused. As with the launch, it is suggested that for the time being one location for this reinforcement work is identified in the year plan.

Summary of suggestions for strengthening long-term plans to include Framework objectives:
Take each Framework objective and identify:

1   an appropriate unit of work where it could be **launched**;
   For example, a unit of work containing some interesting dialogues that help pupils practise and apply new points of language might be identified as a suitable unit to launch Texts: reading and writing 2 (7T2 'How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content'); or alternatively Listening and speaking 6 (7L6 'How to evaluate and improve the quality and fluency of what they say').

2   an appropriate unit of work where it could later be **reinforced**.

In addition to launching and reinforcing Framework objectives, units of work may contain points of language relating to objectives that have been both launched and reinforced elsewhere. This is bound to

occur with objectives whose scope is wide (e.g. 7W4 Gender and plural, 7W5 Verbs present (+ past), 7S3 Adapting sentences). However when objectives are not being explicitly launched or reinforced, they are not expected to require a high level of attention.

Page 70 provides an example of an existing long-term plan showing where the Framework objectives have been located.

Medium-term planning

Medium-term planning concerns the shape and content of a unit of teaching likely to take between three and six weeks, depending on how the unit is designed. For example, the units in the QCA model schemes of work are planned so that each year contains six units. Other courses may be designed differently and allocate eight or nine units. A unit is simply a block of teaching designed to be delivered through a sequence of lessons and usually designed round a number of points of language linked to a context, theme or topic.

In the long-term planning process, the Framework objectives were located at the most promising places in an existing year plan. Those places will obviously be in specific units of work (from a course-book or self-designed). So these units already exist but are now being used to deliver the Framework objectives assigned to them. This is not a neat and tidy operation but it will enable the Framework objectives to be taught without major rewriting at this stage.

The units will contain a small number of additional points of teaching and learning, unrelated to the targeted Framework objectives, that will still be needed to give the unit shape and interest. Some of these may be useful items of vocabulary; others may be helpful in providing incidental support for Framework objectives that are launched and reinforced elsewhere.

The main focus of the teaching will be on ensuring that these objectives are addressed, whether through launching or reinforcing. The remaining points of teaching and learning will be covered with a light touch. Either pupils will be expected to deal with them quickly and efficiently by applying previous knowledge, or they will have the opportunity to work more intensively with them later on.

The content of medium-term plans

Page 71 shows how information can be incorporated into a fuller unit plan containing a brief description of the unit and a week-by-week overview of the sequence of teaching.

Medium-term plans can also feature additional guidance for teachers as exemplified in the QCA schemes of work. This might take the form of notes on expectations of pupils, prior learning, out-of-school learning, future learning, or resources.

The approaches to long- and medium-term planning set out here are offered to help departments strengthen current planning by incorporating Framework objectives in a systematic way. Departments may of course prefer to take a different approach.

Into the classroom (i): teaching and learning

Teachers working with the Framework will be looking for an approach to and methods of teaching that work best with the objectives. Many teachers are already teaching to objectives similar to those in the Framework and basing aspects of Key Stage 3 work on pupils' increased literacy skills. Foundation Subjects MFL invites teachers to:

- stand back from their practice;

- refocus on the purposes of what they do in the classroom;

- take a long-term view of what will best help pupils to progress over Key Stage 3 and beyond;

- see issues such as the teaching of grammar and the use of the target language not as ends in themselves but as means to other ends, namely helping pupils to learn more, more securely and more independently over time.

The ultimate aim of MFL teaching remains that of enabling learners to communicate effectively. In that respect the Framework seeks to help teachers build on work already taking place in many classrooms but to bring an extra degree of clarity to that work and quality to the outcomes. At the heart of many teachers' concerns about MFL teaching is the role of the target language: the Framework supports the active and appropriate use of the target language in the classroom by including objectives which can only be delivered if both teachers and pupils use the target language regularly and intensively. If English is used, it should be for very specific purposes such as essential clarification so that teaching can move on, ensuring all are on board, comparing the foreign language with points of English, brief explanations or responses to individual queries. However, as teachers become more familiar with the Framework and the suggested teaching approaches, they should find ways of using the target language for such tasks as communicating lesson objectives to pupils, explaining points of language, managing starters and plenaries and helping pupils to reflect on their progress. Pupils too should become increasingly able to work in the target language as they become familiar with the process and conventions of language learning.

In simple terms, it is essential to give pupils opportunities to work intensively with the language they meet so that they learn:

- how to say and write the words;

- what the words mean individually and collectively;

- what function(s) these words perform;

- what they enable learners to say or write or understand;

- how to learn any underlying point of grammar;

- what the significance of the point is in terms of frequency of use and value for doing more in and with the language.

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Section 3 appendix 1 From Framework to classroom

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The training that supports this document advocates a versatile, energetic, interactive classroom approach. It focuses on features of teaching which have proved effective in helping learners to make secure progress in fundamental aspects of language learning. Examples are: setting clear objectives which pupils understand; a focus on processing and practising essential core language; working on the links between sounds and writing; modelling tasks for pupils' benefit; and offering clear conclusions which enable pupils to see what they have learned and achieved. These reflect general principles of teaching found across the different strands of the Key Stage 3 Strategy; they are also set out at the start of section 1 of this folder, which describes principles and actions in Foundation Subjects teaching.

Into the classroom (ii): lessons and lesson planning

The remainder of this section tells in some detail the story of a Year 7 MFL lesson based on the MFL Framework. John attended the MFL core training, and prior to that his school was doing work on the principles of teaching and learning set out in the Foundation Subjects materials. He teaches French to 7P, a mixed-ability Year 7 class.

The materials which follow offer:

1   a general description of the lesson highlighting the features which John builds in and the way he uses the time available to maximise progress (pages 68–69);

2   the simple long-term plan which John and his colleagues worked out during their MFL core training, based on their current materials (page 70);

3   the medium-term plan for Unit 3 *En ville*, tweaked to launch and reinforce the Framework objectives listed in the 'Unit 3' column of the long-term plan (page 71);

4   the basic lesson plan John made, which includes work on some of the identified Framework objectives (page 72);

5   the same lesson plan, but showing in the annotations what John was thinking about as he planned and what he wanted to bring about (page 73);

6   a blow-by-blow account of what John and his class actually did in the lesson (pages 74–79).

1 General description of a Foundation Subjects MFL lesson

The following is a description of an effective Foundation Subjects MFL lesson. Some characteristics are: lesson structure, clear objectives, classroom conventions and ethos familiar to pupils, links to prior learning, and good management of the classroom, time and resources. Clearly not all lessons will look like this, but what is described should help colleagues involved in monitoring teaching and learning in the MFL department to know what to look out for.

As pupils come into the classroom John converses with them informally in the target language. The class register provides a further opportunity for teacher–pupil target language interaction.

The first five minutes are spent on a brisk starter activity to focus the whole class and to promote engagement and challenge. This could involve informally assessing prior learning or priming pupils for work on a Framework objective later in the lesson.

John introduces the main part of the lesson by telling pupils what they are going to learn (rather than what they are going to do). This means that he has identified precise objectives from the Framework as the focal point of the lesson and has planned an appropriate way of presenting these objectives to the class so they are understood and perceived as important, challenging and achievable.

The next part of the lesson involves strong and focused teaching. This could include presenting new language, giving an explanation, modelling a thought process or helping the class to practise intensively and with increasing independence. All this is supported by targeted and efficient use of resources and equipment, readily accessible and carefully located. John is the expert, but all the pupils are actively involved in taking the lesson forward by listening and responding both to him and to each other. Seating arrangements in the classroom support this process.

Support staff, if and when used, are familiar with the conventions and expectations of the classroom. Sometimes they work alongside John, at other times with groups or individuals. Depending on the class, they may work with pupils who have special educational needs of various kinds (communication difficulties, emotional and behavioural difficulties, or disabilities), or who are working below national expectations. EAL pupils also receive support as necessary, though John seeks opportunities actively to build on their presence in the classroom as owners of languages other than English. The support staff reinforce the conventions and expectations of the classroom, while ensuring that targeted pupils benefit from additional support designed both to bring about progress and enhance self-esteem. Whole-school systems and procedures enable subject teachers and support staff to work together at understanding and meeting the needs of individuals and groups, reviewing lessons and planning for improvement.

Pupils respect and value the contributions of their peers. They are confident in themselves and in John because they know that if they make mistakes or reveal misconceptions, these will be addressed constructively and used as a basis for future learning. John uses praise sparingly and selectively; he knows that repetitive and indiscriminate use of praise can be seen by pupils as condescending.

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The class is given adequate time to practise and process new language prior to moving on to apply this language in original and creative ways – in group work, in pair work or through an individual task. At this stage in the lesson John makes a point of checking informally to see how well the class is learning, possibly by focusing on the work of a representative sample of pupils. This will enable adjustments to be made if problems arise.

The lesson is typified by pace, variety and challenge. Pupils see the purpose of the activities they are asked to do and respond positively to John's consistent emphasis on quality and improvement. They are also helped to reflect on their work, so that they become steadily better at understanding how they learn and how they can improve.

By far the greater part of the lesson is conducted in the target language, with clear signals and reasons given for any use of English. Pupils are becoming increasingly confident, spontaneous and thoughtful in their use of the target language as the medium of communication in lessons as they progress through the key stage. This has not happened by accident. They know how to use techniques and strategies that have been systematically developed by John and are being applied consistently across the department. Much of the display material in the classroom supports this process and is expertly used by the pupils. John and his pupils know that the intention is for the target language to be used virtually exclusively. Throughout the lesson there is a focus on assessment for learning, bringing pupils back to the lesson objectives and encouraging them to check their progress against them.

The lesson closes with a plenary session, handled as much as possible in the target language, in which key learning points are drawn out. Pupils are actively involved in the plenary and are expected to explain in precise terms what they have learned. John is helping the class to build and re-apply a stock of classroom language and expressions so that pupils can say what they have learned and understand what they are going to learn in lessons and over time. John also helps the class identify links not only with previous learning in their MFL lessons but also with lessons elsewhere in the curriculum, especially those involving English and literacy. He is not afraid to use subject-specific terminology (including some target language items) and expects pupils to follow and do likewise as far as possible.

Regular homework helps individuals to consolidate what they have achieved in the lesson or to prepare for the next one.

2 Simple long-term plan

John and his colleagues worked on this long-term plan during their Foundation Subjects MFL core training day. The plan is based on their current materials and shows where they have all agreed to launch (L) and reinforce (R) the Year 7 objectives over their nine Year 7 teaching units. He is currently working on Unit 3, En ville.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
7W1	Everyday words				L			R		
7W2	High-frequency words		L		R					
7W3	Classroom words			L			R			
7W4	Gender and plural	L		R						
7W5	Verbs present (+ past)			L				R		
7W6	Letters and sounds	L	R							
7W7	Learning about words		L		R					
7W8	Finding meanings	L				R				
7S1	Typical word order				L			R		
7S2	Sentence gist				L				R	
7S3	Adapting sentences			L					R	
7S4	Basic questions					L			R	
7S5	Basic negatives		L				R			
7S6	Compound sentences			L		R				
7S7	Time and tenses			L			R			
7S8	Punctuation					L				R
7S9	Using simple sentences	L		R						
7T1	Reading using cues	L								R
7T2	Reading aloud		L			R				
7T3	Checking before reading			L						R
7T4	Using resources				L	R				
7T5	Assembling text			L		R				
7T6	Texts as prompts for writing				L			R		
7T7	Improving written work					L			R	
7L1	Sound patterns	L	R							
7L2	Following speech		L			R				
7L3	Gist and detail			L					R	
7L4	Classroom talk	L						R		
7L5	Spontaneous talk	L			R					
7L6	Improving speech						L			R
7C1	Geographical facts				L					R
7C2	Everyday culture		L				R			
7C3	Contact with native speakers							L	R	
7C4	Stories and songs						L			R
7C5	Social conventions	L			R					

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3 Medium-term plan for Year 7 Unit 3 En ville

The medium-term plan shows how John and his colleagues built into their existing Unit 3 the teaching that would address the Framework objectives identified in the long-term plan.

About this unit In this unit pupils use regular and irregular verbs to speak and write about their leisure activities, in terms of what they do and where they go. They express preference by producing a range of compound sentences containing simple connectives. They also apply the technique of substitution in order to personalise their work. Early learning about gender is developed and pupils draw on learning from previous units in order to give extended written presentations about themselves and others. Strategies for reading for meaning are practised and applied with short texts containing unfamiliar language. The unit maintains a strong focus on pupil response (with an emphasis on following instructions in the Pupil's Book) and the use of spontaneous talk (with an emphasis on some simple past tense patterns).

Y7 Framework objectives (launch)	Teaching and learning	Week-by-week overview (assuming 5 weeks' work or 10–12.5 hours)
7W3 Classroom words	Develop use of grammatical terms in target language, e.g. nom, masculin, féminin, pluriel, apostrophe, ça commence/finit avec…. Instructions in Pupil's Book.	**Week 1** Instructions in Pupil's Book. Leisure vocabulary (nouns). Expressing preference. Asking others about their preferences. Expressing preference using compound sentences (speech).
7W5 Verbs present (+ past)	Regular - er verbs and irregular verbs (aller, faire, avoir) in present tense (1st, 2nd, 3rd person singular). Intensive work on recall, use in different contexts. Use of 3 or 4 simple past tense examples, e.g. le week-end **je suis allé(e)** (au parc), **je suis resté(e)** chez moi, **j'ai regardé…. j'ai fait….**	
7S3 Adapting sentences	Use substitution techniques to produce a written description in the 1st and 3rd person using contexts from Units 1–2 plus new learning from Unit 3.	**Week 2** Instructions in Pupil's Book (cont.). Sentences and short paragraphs giving personal information (writing). Reading small ads containing unfamiliar language. Extension of questions/answers re. pastimes and preferences. Use of question/answer pattern in other contexts.
7S6 Compound sentences	Link sentences describing likes and dislikes (leisure activities) with et and mais.	
7S7 Time and tenses	Talk about leisure activities in present and past.	
7T3 Checking before reading	Assess level of challenge of a text as a preliminary to reading. Extract information from simple texts. Read authentic texts with enjoyment.	**Week 3** Instructions in Pupil's Book (cont.). Places in a town. Transfer from definite to indefinite article. Use of aller (1st and 2nd person sing.) and a in sentences to describe where you go to take part in leisure activities. Meaning and use of à. **En** ville as an exception.
7T5 Assembling text	Produce sentences and short paragraphs by combining given phrases or by working from visual prompts. Use ICT: wordprocessing or text manipulation.	
7L3 Gist and detail	Listen to statements about preferred leisure activities and record findings on a chart (ICT data-handling). Then use as a basis for feedback or presentation.	**Week 4** Instructions in Pupil's Book (cont.). Leisure vocabulary (verbs). Regular and irregular high-frequency verbs in 1st, 2nd, 3rd person singular. Different ways of introducing 3rd person singular. Du, de la, des.
Y7 Framework objectives (reinforce)	**Teaching and learning**	
7W4 Gender and plural	au, à la; du, de la	
	Endings of nouns as a means to predict/confirm gender (plus some exceptions). **Le** tennis > je joue **au** tennis; il fait **de la** danse, **du** vélo, etc.	**Week 5** Written presentation based on Units 1–3 using substitution techniques. Simple past tense patterns.
7S9 Using simple sentences	Produce sentences about going to different places using aller with au and à la.	
	Teaching and learning (additional)	
	Everyday vocabulary: leisure activities; places in a town.	
	Continue to develop spontaneous talk: refer to checklist for Year 7 Term 1.	

4 Basic lesson plan

John's lesson plan shows which objectives he will work on and how. It is set out below as an illustration of how Foundation Subjects MFL lessons can be planned. It is offered as an example, not as a model which has to be followed.

Date: 1/12/–   **Teacher: John**   **Class: 7P**

Framework objectives	Teaching and learning
7S9 Using simple sentences (linked to 7W4 Gender and plural)	*tu vas... je vais...* with accurate use of *au/à la*
7W5 Verbs present (+ past)	*aller:* 1st and 2nd person singular
	Teaching and learning (additional)
	Apply knowledge of high-frequency words: *à, où*
	Apply knowledge of sound–spelling link to complete a rhyming poem

Lesson objectives for pupils

- Produce sentences featuring nouns you have been learning and using. (Discuss and agree what good-quality work here will look like.)

- Begin to use a new and very important verb.

Homework

<u>Must</u>: complete poem in writing. (Remember to give marking criteria.)

<u>Could</u>: memorise poem.

STARTER

Whiteboards: pairs produce lists of masculine and feminine place names.

TEACHING SEQUENCE

1. Careful look at *je vais/tu vas.*

2. Practise questions and answers using (i) *je vais, tu vas;* (ii) *au, à la;* (iii) places in town.

3. Guess card by asking question in a full sentence. Emphasis on accuracy. Clear responses from me to start. Hand over to Alex or Reshma.

4. Answer questions e.g. *Tu aimes (la natation). Tu vas où?* in full sentences. Participation must increase.

5. Careful look at *Tu vas où?*

6. Complete poem (rhyme and accuracy).

PLENARY

(After activity 5.) How did the starter help you meet the lesson's objectives/improve the quality of your sentences? What new verb have we been using? Can you give me any other contexts in which we might use *aller (to go)*? (Able pupils might spot use in *going to do* something.)

Look ahead to building longer sentences later in the unit and possibly to use of *aller* for immediate future.

5   Annotated lesson plan

This version of John's lesson plan has been modified to show in the annotations what John was thinking about as he planned and what he wanted to bring about.

Framework objectives identified for the lesson

Points of language that relate to the Framework objectives

Elements of **other Framework objectives** that will feature in the lesson

Lesson objectives that pupils will understand, made explicit so they can see their progress

Homework includes differentiation

Modelling of correct and authentic pronunciation and full responses **helps gifted and talented pupils**

Activities are **carefully sequenced** to help pupils to practise and to apply their learning

Aim for **interaction** in target language

Brisk **starter** primes pupils for work later in the lesson

Pace, variety, challenge

Pupils actively involved in taking the lesson forward

Bringing pupils **back to the lesson objectives** and **checking progress** against them

Assessment for learning

Any useful points for me to bear in mind for the **future**?

Use of wait time is helping more pupils to respond. Good impact on behaviour and motivation.

Pupils need to produce more extended answers in the plenary.

Teaching strategies promote **inclusion**

LESSON PLAN

Date: 1/12/–   Teacher: John   Class: 7P

Framework objectives	Teaching and learning
7S9 Using simple sentences (linked to 7W4 Gender and plural)	*tu vas... je vais...* with accurate use of *au/à la*
7W5 Verbs present (+ past)	*aller:* 1st and 2nd person singular
	Teaching and learning (additional)
	Apply knowledge of high-frequency words: *à, où*
	Apply knowledge of sound–spelling link to complete a rhyming poem

Lesson objectives for pupils

• Build sentences featuring nouns you have been learning and using. (Discuss and agree what good-quality work here will look like.)
• Begin to use a new and very important verb.

Homework

<u>Must</u>: complete poem in writing. (Remember to give marking criteria.)

<u>Could</u>: memorise poem.

STARTER

Whiteboards: pairs produce lists of masculine and feminine place names.

TEACHING SEQUENCE

1. Careful look at *je vais/tu vas*.
2. Practise questions and answers using (i) *je vais, tu vas*; (ii) *au, à la*; (iii) places in town.
3. Guess card by asking question in a full sentence. Emphasis on accuracy. Clear responses from me to start. Hand over to Alex or Reshma.
4. Answer questions e.g. *Tu aimes (la natation). Tu vas où?* in full sentences. Participation must increase.
5. Careful look at *Tu vas où?*
6. Complete poem (rhyme and accuracy).

PLENARY

(After activity 5.) How did the starter help you meet the lesson's objectives/improve the quality of your sentences? What new verb have we been using? Can you give me any other contexts in which we might use *aller (to go)*? (Able pupils might spot use in *going to do* something.)

Look ahead to building longer sentences later in the unit and possibly to use of *aller* for immediate future.

6 Year 7 French lesson taught by John

This blow-by-blow account shows what John and his class actually did in the lesson. This is a description of a good, standard lesson, including practice that is often found already but clarifying and strengthening key points of learning.

Essential prior learning

The pupils have already learned the names of places in a town: *le cinéma, la gare, le parking, la piscine, le parc, le centre sportif, le café, la bibliothèque, la pizzeria, le centre commercial, la crêperie, la poste.* They have been taught the pronunciation, spelling and gender of these nouns, as well as their meaning. They learned all this quickly and efficiently because John taught them useful techniques (in line with objective 7W7) which they can now use regularly and with increasing independence.

Current teaching context

Leisure activities and places in a town. John is basing his work on an existing unit (*En ville*) from a current course-book. When the department produced its long-term plan for Year 7, it agreed that this unit would be ideal for launching and reinforcing a number of Framework objectives (see medium-term plan).

The previous lesson

In their last lesson John taught the pupils that *à*:

- is an important high-frequency word that can be used in different contexts, for example:
  J'habite à (Nottingham),
  À neuf heures, j'ai maths,

- combines with *le* to create *au*.

The pupils also listened to a simple conversation containing exchanges such as:

- *Tu vas au cinéma?*
  Non, je vais à la pizzeria.

- *Tu vas où?*
  Je vais au parc.

While listening, pupils followed the transcript in their textbooks.

The lesson

Starter activity

The lesson begins with a simple starter activity that has been planned to check how well the pupils have remembered the gender of the twelve nouns naming places in a town.

Pupils are divided into pairs and each pair is given a mini-whiteboard. A list of the twelve places is displayed on the board without the definite article. Pupils are given two minutes to copy carefully the masculine nouns, prefixed with *le*, on one side of the board and the feminine nouns, prefixed with *la*, on the other. They then display their answers so that John can see at a glance how they have managed.

John needs this information to inform his teaching for the lesson, which will aim at building on pupils' prior knowledge of these nouns to help them form accurate sentences. As a result of what he has seen John is able to quickly re-emphasise the correct gender of one or two nouns that have caused problems for a small number of pupils.

Lesson objectives

John then presents the lesson objectives to the class. He explains to them that they are going to learn to:

- produce sentences featuring nouns they have been learning and using;

- begin to use a new and very important verb.

He does not present the pupils with Framework objectives, but he has a clear picture of the objectives that he will address in the lesson, namely:

7S9 (reinforce): How to understand and produce simple sentences containing familiar language for routine classroom or social communication

> John has decided to use the context of places in a town to reinforce this objective. Pupils will need to understand how the gender of the nouns they use will affect the way they form sentences to describe where they go: in this way he links the work to 7W4 (Gender and plural).
>
> The launch of the objective will be extended later in the unit when pupils are taught to produce compound sentences using previously learned language, for example *et/ou/où/mais/avec (ma soeur)/à (midi)/le (samedi)/j'aime ça.*
>
> It will also help pave the way for work later in the term on formulating questions.

7W5 (launch): Present tense forms of high-frequency verbs, examples of past and other tense forms for set phrases

> Pupils can already confidently use a few high-frequency regular and irregular verbs as a result of their work in Units 1 and 2. They are also aware of a regular *-er* verb pattern in the first and second person singular forms. However, John has waited until Unit 3 to launch this objective explicitly; it will permeate the unit and feature in a number of lessons in the following ways:
>
> - the concept of regular and irregular verbs;
>
> - some new *-er* verbs (*surfer*, *retrouver*, *danser*) in the first, second, third person singular;
>
> - *faire* and *aller* in the first, second, third person singular;
>
> - a simple past tense pattern using *aller*, *faire*, *jouer*, *regarder*, *écouter* in the first person singular only.

John presents the lesson objectives in a challenging way, saying that by the end of the lesson their sentences should be of the highest possible quality. He asks the pupils how they might define quality. The class agrees that quality will need to involve accuracy (having all the right words in the right place) and perfect pronunciation.

The objectives have been written on the board so that John can refer back to them as the lesson progresses. John reminds the class that it will help their accuracy if they keep referring back to their work in the starter activity as the lesson progresses.

Main teaching phase

1

John begins the lesson by displaying the following exchange on the overhead projector:

> **Tu vas** au cinéma?
>
> Non, **je vais** à la pizzeria.

He checks that pupils understand that:

- *vais* and *vas* are different parts of a verb (about going);

- the form of the verb changes when the subject changes from the first person (*je*) to the second person (*tu*).

He also models the pronunciation of these new verb forms and gets pupils to emulate the model.

2

John then displays six flashcards representing the following places in the town:

> *la pizzeria*
>
> *le centre sportif*
>
> *la piscine*
>
> *le cinéma*
>
> *la bibliothèque*
>
> *le parc*

and works intensively with the class at practising:

- related questions *Tu vas au parc?/à la piscine?*, etc.

- related statements *Je vais au parc/à la piscine*, etc.

- making accurate use of *au* and *à la*.

3

John then removes the flashcards from view, selects one and keeps it concealed from the class. He asks the question *Je vais où?*

Pupils are invited to guess where John is going (i.e. which card John is holding) by asking the question they were practising in the previous activity (e.g. *Tu vas [au parc]?*).

> During the first term of Year 7, teachers accept that pupils will use the familiar (*tu*) form when addressing all people. The polite (*vous*) form will be introduced in the second term.

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John provides a model of a full answer to the question: *Oui, je vais (au parc)* or *Non, je ne vais pas (au parc).*

The activity is deliberately kept low-key. John does not want the pupils to become over-excited so that the activity becomes solely focused on guessing the card rather than demonstrating quality pronunciation and accurate recall.

After a while John asks an able pupil to replace him. He steps to the side of the room and monitors the activity as it continues. He has decided to intervene only if absolutely necessary, for example if the pupil at the front is struggling with the negative verb form *je ne vais pas….*

At the end of the activity John comments briefly on the quality of what he has heard, referring back to the criteria of accuracy and pronunciation.

4

John now moves on to a slightly more demanding activity based on accurate recall and thoughtful application of new learning.

He begins by inviting the class to answer the question: *Tu aimes la natation. Tu vas où?*

John waits for at least eight seconds for the class to think of a response.

A small number of pupils raise their hands. One of them is chosen and she provides the answer *à la piscine.*

John indicates that he would like a full sentence. The pupil develops her answer to *Je vais à la piscine.*

John knew that his question would challenge pupils but that the risk was worth taking, as a good response would provide a powerful demonstration of how to create meaning by combining prior knowledge of *aimer* and *la natation* with new learning.

In the event of the class being unable to meet his challenge, John was prepared to prompt them with some alternative answers to his question (e.g. *à la gare? au parc? à la piscine?*) and to work with them to develop an answer in a full sentence.

John goes on to ask the following questions:
> *Tu adores les films. Tu vas où?*
> *Tu aimes le vélo et le skate. Tu vas où?*
> *Tu aimes la lecture. Tu vas où?*
> *Tu aimes la natation. Tu vas où?*
> *Tu adores le coca-cola. Tu vas où?*
> *Tu adores le sport. Tu vas où?*
> *Tu aimes la pizza. Tu vas où?*
> *Tu aimes le shopping. Tu vas où?*

The activity is rhythmic, uncluttered and purposeful, with an emphasis on accuracy. Grammatical errors and poor pronunciation are addressed and pupils are given time to adjust their responses.

The class grows in confidence as this short activity progresses, with an increasing number of pupils volunteering a response.

5

John then consolidates the learning from the previous activity by presenting the following exchange on the overhead projector:

Tu vas où?
Je vais au parc.

He quickly checks that one or two lower-attaining pupils understand that *tu* means *you* and *où* means *where* (not vice versa) thus ensuring that they are not literally translating the question as *Where are you going?*

He also asks them if *où* is a new word or if they have used it before.

The pupils are able to explain previous use of *où* when using the question *Tu habites où?* in an earlier unit.

The five activities above are conducted almost exclusively in French, supported by good use of body language. The pupils know that they are expected to speak clearly, to look and listen carefully to the teacher and to each other, to expect cues and prompts and to think for themselves. Because of this, John does not need to introduce simple activities with detailed, complicated explanations, either in English or in the target language.

Plenary

At this point John leads the class into a short plenary in English. By careful questioning he gets the class to:

- see the link between the starter activity and the lesson objectives;
- recall that they have been introduced to a part of a very important verb (he now names the verb as *aller – to go*);
- predict that they will be able to use this verb in other contexts (such as going on holiday, or going to do things in the future);
- reflect on how the accuracy of their sentences was dependent on their recall of the gender of the nouns they were using.

John also explains to the class that in future lessons they will be expected to build on the simple sentences they have been using by producing longer, compound sentences.

Final activity

The lesson ends with an activity in which pupils are able to consolidate their learning further while demonstrating their knowledge of the sound–spelling relationship.

John displays an overhead transparency containing part of the text of a poem. He wants the pupils to complete each line with a rhyming phrase, for example:

Tu vas où, Christine?
*Moi, je vais **à la piscine**.*

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> **Poème**
>
> *Tu vas où, Christine?*
>
> *Moi, je vais…*
>
> *Tu vas où, Marc?*
>
> *Moi, je vais…*
>
> *Tu vas où, Asif?*
>
> *Moi, je…*
>
> *Tu vas où, Patricia?*
>
> *Moi, je…*
>
> *Tu vas où, Amina?*
>
> *Moi,…*
>
> *Tu vas où, Amélie?*
>
> *Moi,…*
>
> *Tu vas où, Hervé?*
>
> *…*

John does not explain the activity. Instead he simply points to the transparency, says *Voici un poème* and waits for a volunteer to complete the second line (i.e. *Moi, je vais **à la piscine***).

John then asks the class to discuss in pairs how they might complete the other couplets.
After two minutes, pupils' suggestions are fed back to the whole class. John has some suggestions ready to complete the rhymes: *Christine / à la piscine*; *Marc / au parc*; *Asif / au centre sportif*; *Patricia / à la pizzeria*; *Amina / au cinéma*; *Amélie / à la crêperie*; *Hervé / au café*.

Homework

For homework pupils are given a copy of the text displayed on the overhead transparency and are asked to write out the poem in full. John shares his marking criteria with the pupils. The criteria are:

- accurate copying of what is already printed;
- gaps filled with appropriate place names;
- accurate use of *au* and *à la*;
- quality of handwriting.

A few lower-attaining pupils receive a copy of the poem with extra support in the form of the missing phrases (*au café, à la pizzeria, au centre sportif,* etc.) printed in a box at the bottom of the page.

Pupils are presented with a further optional challenge: to commit the full poem to memory.

Appendix 2 Name tags

This appendix is to be used solely as an aide-mémoire. These abbreviated versions of the objectives are for use in planning sheets and temporary notes. However, they must be used carefully and only after teachers are familiar with the full wording of the objectives. As an example, objective 7W1 (Words 1 in Year 7) states that pupils should 'build and re-apply a stock of words…'. This implies not only that pupils should be taught a range of words but also that this will be an ongoing process: the concepts of building and re-applying are central to the objective and must be transmitted to pupils. The name tag 'Everyday words' identifies simply the type of words involved in this particular objective as opposed to those in, for example, objective 7W2 'High-frequency words'.

Year 7

Words	Sentences	Texts: reading and writing	Listening and speaking	Cultural knowledge and contact
7W1 Everyday words	**7S1** Typical word order	**7T1** Reading using cues	**7L1** Sound patterns	**7C1** Geographical facts
7W2 High-frequency words	**7S2** Sentence gist	**7T2** Reading aloud	**7L2** Following speech	**7C2** Everyday culture
7W3 Classroom words	**7S3** Adapting sentences	**7T3** Checking before reading	**7L3** Gist and detail	**7C3** Contact with native speakers
7W4 Gender and plural	**7S4** Basic questions	**7T4** Using resources	**7L4** Classroom talk	**7C4** Stories and songs
7W5 Verbs present (+ past)	**7S5** Basic negatives	**7T5** Assembling text	**7L5** Spontaneous talk	**7C5** Social conventions
7W6 Letters and sounds	**7S6** Compound sentences	**7T6** Texts as prompts for writing	**7L6** Improving speech	
7W7 Learning about words	**7S7** Time and tenses	**7T7** Improving written work		
7W8 Finding meanings	**7S8** Punctuation			
	7S9 Using simple sentences			

Year 8

Words	Sentences	Texts: reading and writing	Listening and speaking	Cultural knowledge and contact
8W1 Adding abstract words	**8S1** Word, phrase and clause sequencing	**8T1** Meanings in context	**8L1** Listening for subtleties	**8C1** Historical facts
8W2 Connectives	**8S2** Connectives in extended sentences	**8T2** Expression in text	**8L2** Media listening skills	**8C2** Famous people
8W3 Words about progress	**8S3** Modal verbs	**8T3** Language and text types	**8L3** Relaying gist and detail	**8C3** Daily life and young people
8W4 Word endings	**8S4** Question types	**8T4** Dictionary use	**8L4** Extending sentences	**8C4** Poems, jokes, songs and stories
8W5 Verb tenses	**8S5** Negative forms and words	**8T5** Writing continuous text	**8L5** Unscripted speech	**8C5** Colloquialisms
8W6 Sound–spelling exceptions	**8S6** Substituting and adding	**8T6** Text as model and source	**8L6** Expression in speech	
8W7 Dictionary detail	**8S7** Present, past and future	**8T7** Checking inflections and word order		
8W8 Non-literal meanings	**8S8** Using high-frequency words and punctuation clues			

Year 9

Words		Sentences		Texts: reading and writing		Listening and speaking		Cultural knowledge and contact	
9W1	Word discrimination	**9S1**	Changing emphasis	**9T1**	Understanding complex language	**9L1**	Listening for inferences	**9C1**	Demographic facts
9W2	Connectives in complex sentences	**9S2**	Order of elements in sentences	**9T2**	Features for effect	**9L2**	Recognising rhetorical devices	**9C2**	Work of famous artists
9W3	Words about language	**9S3**	Different tense modals	**9T3**	Authentic texts as sources	**9L3**	Reporting and paraphrasing	**9C3**	Youth attitudes to sport/popular culture
9W4	Main inflections	**9S4**	Building answers from questions	**9T4**	Using support materials	**9L4**	Questions/text as stimulus to talk	**9C4**	Well-known features of the country
9W5	Verb tenses (+ conditional)	**9S5**	Less common negatives	**9T5**	Simple creative writing	**9L5**	Extended/frequent contributions to talk	**9C5**	Region of the country
9W6	Meanings of syllables	**9S6**	Multiple-clause sentences	**9T6**	Adapting for audience	**9L6**	Formality of language		
9W7	Independent work on words	**9S7**	Different tenses in sentences	**9T7**	Checking work				
9W8	Using grammar to understand words	**9S8**	Inflections as aid to comprehension						

Appendix 3 High-frequency words

One aim of the Key Stage 3 MFL Framework is to help teachers clarify issues relating to **pupils' learning of vocabulary**. Learning a language involves more than just learning lists of words. However, learners' communicative competence and confidence will be boosted by knowing that they have at their disposal:

- a range of securely known words for receptive and productive use, drawn from a number of useful contexts (Words objective 7W1);

- an understanding of what it means to know a word (Words objective 7W7);

- the ability to use their vocabulary and other strategies to understand text containing unfamiliar words (Words objective 7W8).

Learners need to develop the size and range of their vocabulary over time and improve their control of it – that is, their ability to understand and apply it at will in an increasing range of contexts.

The **range of vocabulary that pupils will meet over Key Stage 3 in any language is likely to be within the following broad categories** (some overlap is inevitable):

- words specific to a range of standard contexts mainly from the personal and educational domains (as in Words objective 7W1);

- words relating to the process of language learning (Words objective 7W3);

- high-frequency words likely to be met in a wide range of contexts (Words objective 7W2).

The objectives mentioned above are developed in successive years.

The notes in this section are mainly concerned with **high-frequency words**. Words objective 2 in each year states that pupils should be taught:

- (7W2) how to learn, use and appreciate the importance of some basic high-frequency words found in many contexts;

- (8W2) connectives to support sentence building and linking and how to use them;

- (9W2) to extend the range of connectives to support the understanding and composition of complex sentences and text.

These objectives are designed to draw teachers' and learners' attention to the importance of **a body of vocabulary which does not always receive the attention it needs**. The standard topic-based approach to MFL learning enables language to be linked to a specific and meaningful context; this is helpful for (mainly) nouns, verbs and adjectives which clearly have a home there. However, if while working in this way, little attention is given to what might be called the 'small change of language' – those high-frequency words which appear regularly almost regardless of context or topic – pupils may remain unclear about their meaning and application. These high-frequency words then come to represent blockages both to understanding and to language production. This situation is made worse because pupils often cannot work out the meaning and use of these words. Strategies such as cognate linking do not help: the

German word *Oktober* is readily accessible but others such as *an* or *um* or *ihm* are not. Even apparently obvious cognates such as German *in* have complications in terms of range of use and grammatical implications. Such words are not context-specific and remain elusive and problematic for many pupils.

These words and others like them appear regularly but because they often do not receive the same emphasis as, for example, the words for numbers, or month names, or colour adjectives, and because they are often literally **little** words, they can seem to learners to be relatively unimportant. The truth is in fact the very opposite: failure to appreciate the value of these words is a major problem and results in the common situation of pupils knowing large numbers of topic-related words (mainly nouns) with which they can actually **do** very little. The Framework suggests a shift of focus to address this. It is not vital or achievable for all pupils to learn and master all such words: what does matter is that they see them in their true light as crucial aids to communication.

So **what *is* a high-frequency word?** By definition this can never be an absolute for all languages in all contexts and for all users. However, common sense and observation would suggest that the frequency of use of a given word is in inverse proportion to its specificity of meaning and use. A technical word such as *pollination* (or its equivalent in other languages) will be found relatively rarely. Words such as *November* or *sunshine* will occur more often because they will be needed more regularly. But very few nouns feature in the list of, for example, the one hundred most commonly used words in the major European languages. Instead, words such as the various equivalents of *be, is, and, so, but, now, do, have, go, then, the, a/an, with, for, it, me, they* occur much more frequently.

The Words 2 objectives listed above highlight the need to **ensure that enough time and attention are given to high-frequency words** such as articles, prepositions, adverbs, and a range of miscellaneous words used to communicate details of meaning, define the relationship between words, clauses and sentences, or add emphasis to spoken and written language. Clearly this will not be to the exclusion of other vocabulary: instead it will help learners to use their other vocabulary better.

Here are some **general categories** of high-frequency words. Some categories are larger and more important in some languages than in others; teachers must use their judgement and subject knowledge appropriately:

- articles (definite/indefinite)
- prepositions
- conjunctions
- personal pronouns
- adverbs and adverbial phrases
- interrogative words
- possessive adjectives
- common verbs
- impersonal verbs/expressions
- negative words
- ordinal and cardinal numbers (equivalents of *one, two / first, second*, etc.)
- relative pronouns

Pupils may meet words in these categories at any point in the language learning process. For that reason, and because of the grammatical complexities that may be involved in any given language, they are not linked precisely to specific years in the Framework. However, since two groups (conjunctions and relative pronouns) function as connectives, and others can do so, the three Words 2 objectives (7W2, 8W2, 9W2) indicate how knowledge of these words can support progression in the understanding and structuring of sentences and hence of extended texts.

Some of these words are relatively easy to understand and use, especially if they have a simple basic meaning and are not inflected. Examples are French *puis*, Spanish *hoy*, German *sehr*. These words do not necessarily need intensive work and practice, but it is important for learners to recall them readily as they meet them in different contexts.

Others are much harder for learners to remember, understand and use, particularly those which:

- have more than one meaning or application such as French *de*;

- involve inflections such as articles or possessive adjectives in some languages;

- are similar to other words in the target language or in English. Examples here are French *entre* meaning *between*, as opposed to a form of the verb *entrer* (*to enter*); and German *weil* (= English *because*, not *while*), or *wer* (English *who*, not *where*).

Ideally, **these words call for repeated and intensive attention over time**, especially those which, for example, have multiple forms or influence noun case or word order. Teachers will need to use their judgement when deciding whether pupils have sufficient control of them at any given point to handle a specific task.

For example, **the use of pronouns** of various types is bound to be challenging in languages where aspects such as gender, case and position vary from English. Much time and practice would be required both in and beyond Key Stage 3 for learners to become fluent and accurate in their use; even experienced and skilled MFL speakers do not always achieve this. However, the fact remains that pronouns occur in almost every sentence, and learners need to know this and make progress in their use. Similarly items such as possessive pronouns (equivalents of *mine*, *yours*, etc.) are usually more complex than in English (*le mien; der meinige*) because individual forms are gender-, number- and (in German) case-dependent. Yet they are needed and used even by young children in everyday talk (*that's mine!*), where their communication value can be very high. Teachers should not ignore this type of word but consider how best to teach the language function of expressing possession, whether through known alternatives (*c'est mon ballon!/c'est à moi!*) or at least by ensuring that concepts of gender and number patterns are embedded early.

In some cases these words cause problems because they do not have word-for-word equivalents in other languages; or there may be a choice. For example, relative pronouns in English are the words *who*, *whom*, *which* and *that*. The relative pronoun can even be omitted (or 'understood') if it is a direct object of the relative clause, as in *the man I saw yesterday*. In other languages the relative pronoun cannot be omitted and indeed it may call for gender, number and case agreement. Teachers

must use their professional judgement as to how far such work can be taken. Difficulties can also relate to non-literal uses (as in French *une glace **au** chocolat*), or to the fact that a word features in one language but not in others (*faire du sport/Sport treiben/to do sport*).

Other problems arise because **words found in English are not used – or at least not in the same way – in other languages**. Verbs are a case in point: English has multiple forms of tenses (*I go/am going; he has played/has been playing; he did not look at me*). Learners often try to find the foreign equivalent of *am, been, did*; they need much help and practice in understanding these differences.

Conversely it may help pupils to learn that **native speakers tend to avoid complex linguistic forms**: in French, *c'est à moi* is more common than *c'est le mien* (though in fact the two have slightly different meanings).

Teachers should bear in mind that **many of these words are much easier to recognise than to recall and use**, notably those with multiple forms or inflections (articles, pronouns, verbs). So when such words are introduced and reinforced the emphasis should be on receptive use (recognition and basic understanding) before any productive use, which could itself then cover a restricted range of use and forms.

Lists of high-frequency words are given here for **French, German and Spanish**. It is hoped that teachers of different languages will see the points of commonality and develop similar lists in ways most helpful to them. Some examples of usage are offered, especially where words have more than one use. This is not a formal grammar reference section. Those wishing to check how a given pronoun is used or how a verb form changes in French, for example, should refer to a specialist grammar or usage guide. The fact that high-frequency words manifest themselves differently in different languages means that the categories of words are not exactly parallel in the three languages represented here. Pupils learning more than one foreign language should be helped to understand and use these similarities and differences as aids to learning and to what the Common European Framework calls 'plurilingualism': a capacity to draw on a range of knowledge from different languages to enable them to work in or with any given one.

These lists are neither prescriptive nor exhaustive, nor do they show every possible application of a word. The lists expand on the examples given in the Framework objectives and are offered as a guide to the kind of word which pupils often find difficult to recall and use.

The most useful and common words in each list are in **bold**.

French

Most common words in **bold**.

1 Articles (*les articles*)

un/une/des (indefinite)	a/an/some
le/la/l'/les (definite)	the
	je regarde le match
	also in e.g. *j'aime le chocolat; le matin;*
	j'ai les yeux bleus
du/de la/de l'/des (partitive)	some
	du café
de/d' (with negative)	(not) any
	je n'ai pas de frère

2 Personal pronouns (*les pronoms personnels*)

Subject forms

je/j'/tu/il/elle	I/you/he/she/it
on (impersonal)	one, they, we
	(= they) *en France, on joue beaucoup au*
	basket; (= we) *on va faire un poster en classe*
nous/vous/ils/elles	we/you/they

Direct/indirect object forms

me/te/le/la	me/you/him/her/it
moi/toi/lui	me/you/him – her
nous/vous/les/leur	us/you/them

Emphatic/disjunctive pronouns

moi/toi/nous/vous	I – me/you/we – us/you
	moi, je préfère le cinéma; chantez avec moi; répétez
	après moi
	also in e.g. *c'est à nous* (it's our turn)
eux/elles	they / them

Relative pronouns

qui	who/which (subject)
que	whom/which (object)
dont	whose/of whom/of which

3 Prepositions (+ *articles/verbs*) (*les prépositions*)

à	to, at *j'habite/je vais à Paris; à cinq heures;* *à gauche/droite*
au/à la/à l'/aux	to the/at the *j'habite/je vais au cinéma/aux États-Unis* also in e.g. *jouer au tennis; une glace au chocolat;* *au nord*
en	in *en juillet; en anglais; en France; en ville; en salle 40* also in e.g. *en voiture*
chez	to, at (the house/premises of) *je vais chez moi; il est chez le dentiste*
de/d'	of *les parents de Grégory; un kilo de pommes*
de/du/de la/de l'/des	from (variously) *je viens de Paris/du Sénégal/des États-Unis* also in e.g. *faire de la natation*
pour	for *pour mon anniversaire* (with infinitive) in order (to) *pour faire du ski*
avec/sans	with/without
dans/sur/sous	in(side)/on (top of)/under
devant/derrière/entre	in front of/behind/between
avant /après/pendant	before/after/during
jusqu'à	until, up to
par	by (way of)/per *par exemple; trois fois par jour*
comme	like *j'aime les séries comme* Casualty
sauf	except (for)

4 Conjunctions (*les conjonctions*)

et	and
ou	or
mais	but
parce que	because
quand	when
si	if *si tu veux; si possible*
que	that *je trouve que…; je sais que…*

5 Adverbs and adverbial/prepositional phrases
(*les adverbes; les locutions adverbiales/prépositionnelles*)

Place

ici	here
là	there
tout près	nearby
loin	far, a long way off
près de/loin de/à côté de	near to/a long way from/next to
à 20 km de	20 km from
à gauche/droite de	to the left/right of
en face de	opposite
au nord de	north of
dans le nord de	in the north of

Time

maintenant	now
aujourd'hui	today
demain/demain soir	tomorrow/tomorrow evening
hier/hier matin	yesterday/yesterday morning
d'abord/après/finalement	first(ly)/after(wards)/finally
ensuite/puis	next/then
déjà	already

Frequency

toujours	always/still
souvent	often
quelquefois	sometimes
rarement	rarely, not often
le matin/tous les matins	in the morning/every morning
une fois/encore une fois	once/once again
une fois par jour/semaine	once a day/week

Quantity/degree

assez	quite, fairly, rather (+ adjective)
	il est assez timide
très	very
	elle est très amusante
trop	too
	je suis trop bavarde
beaucoup	a lot, much
	j'aime beaucoup le sport

bien	quite, really (+ verb)
	j'aime bien les maths
seulement	only
	j'ai seulement une sœur
plus/moins	more/less
	also in e.g. *douze plus quinze*
aussi	also
surtout	especially
environ	about, approximately
beaucoup/assez/trop de	a lot/enough/too much (of)
plus/moins de	more/less of
plus/moins/aussi… que	more/less/as (+ adjective) as
	il est aussi grand que moi

6   Interrogative words and phrases (*les mots interrogatifs/les locutions interrogatives*)

qui/avec qui?	who?/with whom?
combien (de)?	how much/many?
pourquoi/pourquoi pas?	why/why not?
est-ce que/qu'?	(used to turn a statement into a question)
	Est-ce que tu sors ce soir?
qu'est-ce que/qu'?	what?
qu'est-ce qu'il y a?	what's the matter?
où?	where/where to?
quand?	when?
quel/quelle?	what/which? (+ noun)
	quel âge?; quelle heure?; quelle page?
comment?	how? what (is s.o./sthg.) like?
	ça s'écrit comment? comment est ta chambre?
	comment va ton frère?
	also in e.g. *comment? répétez, s'il vous plaît*

7   Possessive adjectives (*les adjectifs possessifs*)

mon/ma/mes	**my**
ton/ta/tes	**your**
son/sa/ses	**his/her/its**
notre/nos/votre/vos/leur/leurs	our/your/their

8   Demonstrative adjectives/pronouns (*les adjectifs et les pronoms démonstratifs*)

ce/cette/ces	**this/that/these/those**
celui/celle/ceux/celles	the one/the ones
-ci/-là	(added to *celui* etc. to mean this one/that one etc.)

9   Verbs (*les verbes*)

This is not a comprehensive list. The following verbs are listed purely on the basis of likely frequency of use in the early stages of language learning. They include regular and irregular verbs and modals (e.g. *pouvoir*). The various forms are not listed, but learners who know all forms of these verbs will have a sound basis for adding and using others over time. Specific forms of some verbs are particularly useful (e.g. *je voudrais*).

acheter	to buy
aller	to go
aimer	to like
apprendre	to learn
avoir	to have
boire	to drink
commencer	to begin
comprendre	to understand
devoir	to have to, 'must', 'ought'
donner	to give
écouter	to listen (to)
écrire	to write
entendre	to hear
être	to be
faire	to make, do
finir	to finish
habiter	to live
lire	to read
jouer	to play
manger	to eat
parler	to speak
pouvoir	to be able to, 'can', 'may'
prendre	to take
regarder	to look at
rester	to stay, remain
savoir	to know
travailler	to work
venir	to come
voir	to see
vouloir	to want (to)

Teachers will need to deal with other aspects of verbs such as the use of key verbs as auxiliaries (*avoir, être)* and the use of *de* and *à* with some infinitives.

10 Negatives (*la négation*)

(as used with verbs)

ne/n'… pas (du tout)	not (at all)
	je ne sais pas
ne/n'… rien	nothing
ne/n'… personne	no one
ne/n'… jamais	never
ne/n'… que	only

11 Miscellaneous

oui/non/(si)	yes/no/(yes in contradiction – 'oh yes I do!')
d'accord/peut-être	fine, OK., agreed/maybe, perhaps
zut!/ben/euh	drat!/well…/er…
bof	(expresses low opinion of s.o./sthg.)
tu sais	you know
à mon avis	in my opinion
alors	in that case
ça	it, that
	j'aime ça; ça va
c'est/c'était	it is/it was
il y a/il y avait	there is – are/there was – were
je voudrais	I would like
	je voudrais une glace
il faut (+ infinitive)	I/you/we etc. must

German

Most common words in **bold**.

1 Articles (*Artikel*)

der/die/das/die (definite)   the
ein/eine/ein (indefinite)   a/an
kein/keine/kein (negative indefinite)   not a, no (+ noun)

Other forms of these as appropriate.

2 Pronouns (*Pronomen*)

Subject pronouns

ich/du/er/sie/es   I/you (familiar sing.)/he/she/it
man (impersonal)   one, they, we
wir/ihr/sie   we/you (familiar plur.)/they
Sie   you (polite sing./plur.)

Direct/indirect object forms as appropriate.

3 Prepositions (*Präpositionen*)

bis	*Akkusativ*	until, up to
durch	*Akkusativ*	through
für	*Akkusativ*	for
gegen	*Akkusativ*	against
ohne	*Akkusativ*	without
um	*Akkusativ*	at (+ time by clock); around
aus	*Dativ*	out of, from (a town/country)
mit	*Dativ*	with
nach	*Dativ*	to (city, country)
von	*Dativ*	from; of
zu	*Dativ*	to

The following prepositions can take either the *Akkusativ* (motion) or the *Dativ* (location), depending on their meaning in the sentence:

an	*Akkusativ oder Dativ*	at, to (vertically or horizontally)
auf	*Akkusativ oder Dativ*	on
hinter	*Akkusativ oder Dativ*	behind
in	*Akkusativ oder Dativ*	in, into
neben	*Akkusativ oder Dativ*	beside
über	*Akkusativ oder Dativ*	above
unter	*Akkusativ oder Dativ*	under; among
vor	*Akkusativ oder Dativ*	in front of; before
zwischen	*Akkusativ oder Dativ*	between

Common contracted forms (preposition + definite article)

am	**(an + dem)**
ans	(an + das)
aufs	(auf + das)
im	**(in + dem)**
ins	**(in + das)**
vom	**(von + dem)**
zum	**(zu + dem)**
zur	**(zu + der)**

4   Conjunctions (*Konjunktionen*)

Coordinating conjunctions (conjunctions which if used to start a clause do not send the verb to the end of the clause)

und	and
aber	but
denn	as (in sense of 'because')
oder	or

Subordinating conjunctions (conjunctions which if used to start a clause do send the verb to the end of the clause)

als	when (once in the past); can also mean 'than' in comparatives; and 'as' (e.g. *Sie arbeitet als Lehrerin*)
bevor	before
bis	until
da	as (in the sense of 'because')
daß	that
ob	whether
weil	because
wenn	if; when(ever)

5   Adverbs (*Adverbien*) and adverbial phrases

jetzt	now, at this moment
nun	now; 'Well now,…'
immer	always
oft	often
dort/da	there
hier	here
noch	still, yet (still going on); even (even worse)
schon	already
dann	then, next
zuerst	first/at first
rechts	on the right
links	on the left
weit	far
in der Nähe	nearby
heute	today
morgen	tomorrow

gestern	yesterday
sehr	very
genug	enough
zu	too (much)
auch	also
ganz	quite
ziemlich	rather, fairly

6 Interrogatives (*Interrogativpronomen/-adverbien*)

wann?	when?
warum?	why?
wer?	who?
was?	what?
wie?	how? pardon? / sorry? (also in *wie heißt du?* – what is your name?)
wo?	where?
wen/wem?	whom?
wohin?	where to?
woher?	where from?
was für [+ Akk.] ?	what sort of …? (e.g. *was für einen Computer?*)

7 Relative pronouns (*Relativpronomen*)

der/die/das/die	who, which, that, etc.

Other cases as appropriate.

8 Possessive adjectives (*Possessivadjektive*)

mein/dein/sein/ihr/sein	my/your/his/her/its
unser/euer/ihr/Ihr	our/your/their/your

9 Verbs (*Verben*)

This is not a comprehensive list. The following verbs are listed purely on the basis of frequency of use. They include weak, strong and irregular verbs and modals. The various forms are not listed, but learners who know all forms of these verbs will have a sound basis for adding and using others over time.

anfangen/beginnen	to begin
ansehen/anschauen	to look at
arbeiten	to work
bleiben	to stay, remain
dürfen	to be allowed to, 'may'
essen	to eat
fahren	to go (by some means of transport); travel
geben	to give
gehen	to go (on foot)
haben	to have
hören	to hear
kaufen	to buy
kommen	to come

können	to be able to, 'can'
lernen	to learn
lesen	to read
machen	to make, do
mögen	to like
müssen	to have to, 'must', 'ought'
nehmen	to take
schreiben	to write
sehen	to see
sein	to be
sollen	to be supposed to, to be meant to, to be due to
spielen	to play
sprechen	to speak
trinken	to drink
verstehen	to understand
werden	to become; 'will'
wissen	to know
wohnen	to live
wollen	to want to
zuhören	to listen

Other verb aspects

The following are not high-frequency words in the full sense but learners may perceive them as being word-level points or problems.

Reflexive verbs, e.g. sich setzen, sich waschen

Separable prefixes, e.g. ab, an, auf, aus, ein, fern, um

Ich spüle ab.	I wash the dishes.
Sie räumt auf.	She tidies up.
Wie sieht er aus?	What does he look like?
Er sieht fern.	He watches television.
Sie ziehen um.	They are moving house.
Steht auf! Hört zu!	Stand up! Listen!
Einsteigen, bitte!	All aboard!

Prefixes and reflexives combined

Ich ziehe mich um.	I get changed.

Infinitive form with *zu*

Hast du Lust, Tennis zu spielen?	Do you feel like playing tennis?

Impersonal verbs

es gibt (+ Akkusativ)	there is, there are (e.g. *es gibt einen Fernseher*)
es gefällt (+ Dativ)	it is pleasing to (e.g. *es gefällt mir*)

10 Negative words and expressions (*die Negation*)

kein/keine/kein	not a, no
nein	no
nicht	not
gar nicht	not at all
nichts	nothing

nie	never
niemand	no one

11 Miscellaneous

ab	as of; departing at; (used when something is being removed)
alle (plural)	all, every
also	therefore, thus, so
alt	old
beide	both
besonders	especially
bitte	please; you're welcome
danke	thank you
dieser/diese/dieses	this
doch	however, yet; surely (used to contradict a negative statement)
ein paar	a few
einige	some, a few
einmal	once, once upon a time
erst	(at) first; only (in the sense of 'not until', 'only recently')
etwa	roughly
etwas	something
fast	almost, nearly
fertig	finished, complete
ganz	whole (e.g. *den ganzen Tag* – all day long)
gerade	straight; just (as in 'I just did this')
gern (+ Verb)	used with a verb to express 'like'/'enjoy' doing something (e.g. *Ich spiele gern…* – I like playing…)
groß	big, tall
gut	good, well
ja	used in a sentence to mean: after all; really; of course
ja	yes
klein	little, small
letzt	last
mehr	more
müde	tired
neu	new
noch ein/e	another
plötzlich	sudden(ly*)*
schnell	quick(ly), fast
schön	nice, pretty

so	like this; in this way
sonst	otherwise, or else
später	later
und zwar	in fact, actually
viel/viele	much/many
vielleicht	perhaps
wenig/wenige	not much, little/not many, few
wie	how; like (as in 'similar(ly)'), as (in comparisons)
wieder	again
zurück	back (e.g. *zurückkommen*)
zusammen	together

Spanish

Most common words in **bold**.

1 Articles (*artículos*)

Definite articles

el/la/los/las		the
		el libro; la mesa; los libros; las mesas

Contracted forms:

al	(a + el)	to/at the
del	(de + el)	of/from the

Indefinite articles

un/una/unos/unas	a/an
	tengo un hermano

2 Personal pronouns (*pronombres personales*)

Subject forms

yo/tú/él/ella	I/you/he/she/it
usted/nosotros	you/we

Object forms

me, mí	(to) me
te, ti	(to) you

3 Prepositions (*preposiciones*)

a/al	to/at
	voy a la playa; a las once; escucha a Sara
con	with
	café con leche
	conmigo (with me)
	contigo (with you)
de/del	of, from
	un vaso de agua; soy de Colombia; la mesa del profesor
desde	from, since (point in time/space)
	desde hoy
en	in, on
	Laura está en España; voy en tren
entre	between, among
hasta	until
	hasta mañana
para	for; (+ infinitive) (in order) to
	el helado es para mi padre; para comer quiero queso

por	for, on behalf of, because of also in *por la mañana*
sin	without *agua sin gas*
sobre	on, above

Prepositional phrases of place

al final de	to/at the end of *al final de la calle*
al lado de	to the side of
debajo de	under(neath)
delante de	in front
detrás de	at the back
dentro de	inside
encima de	on top of, over
al fondo de	at the bottom

4   Conjunctions (*conjunciones*)

y	and *leche y cereales*
o	or *¿Quieres un pastel o un bocadillo?*
pero	but *hace frío pero hace sol*
porque	because
si	if
cuando	when
ni	nor *no me gusta el té ni el café*

5   Adverbs (*adverbios*)

Place

aquí	here
allí	there
cerca	near, close
lejos	far (away)

Time

hoy	today
mañana	tomorrow
ayer	yesterday
ahora	now
después	then, later
luego	then, later
entonces	then, at that time

Quality

muy	very
	es muy simpático
bien	well
	estoy bien
mal	ill, bad, wrong
regular	so-so

Quantity

mucho	a lot, much
	me gusta mucho
poco	little, not much
	me duele un poco
todo	all
nada	nothing
bastante	enough

Affirmative and negative adverbs

sí	yes
no	no, not
bueno	OK, all right
claro	of course
también	too, also, as well
nada	(not) at all
tampoco	either/neither

6 Interrogative pronouns (*pronombres interrogativos*)

¿cómo?	how?
¿cuál?	which?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos/cuántas?	how many?
¿dónde?	where?
¿quién?	who?
¿qué?	what?
¿por qué?	why?

7 Relative pronouns (*pronombres relativos*)

que	who, which, that
quien	(formal) who, whom

8   Possessive adjectives (*adjetivos posesivos*)

mi/tu/su – mis/tus/sus	my/your/his/her/its/their
nuestro/nuestra etc.	our
vuestro/vuestra etc.	your

9   Verbs (*verbos*)

This is not a comprehensive list. The following verbs are listed purely on the basis of likely frequency of use in the early stages of language learning. They include regular and irregular verbs and modals. The various forms are not listed, but learners who know all forms of these verbs will have a sound basis for adding and using others over time.

acabar	to finish
aprender	to learn
beber	to drink
comprar	to buy
comenzar	to begin
entender	to understand
dar	to give
escuchar	to listen (to)
escribir	to write
oír	to hear
ser	to be
estar	to be
hacer	to make, do
ir	to go
vivir	to live
leer	to read
jugar	to play
comer	to eat
hablar	to speak
poder	to be able to, 'can'
quedarse	to stay, remain
querer	to want; to love
mirar	to look at
saber	to know
tener	to have
tomar	to take
trabajar	to work
venir	to come
ver	to see

Impersonal verb

hay	there is/are
	hay muchos estudiantes

10 Negatives (*negación*)

nadie	nobody
nada	nothing
nunca	never

11 Miscellaneous

Possessive pronouns

mío/tuyo/suyo

mine/yours/his/hers
el libro es mío

Indefinite pronouns

algo

something
quiero comer algo

Indefinite adjectives

cada

every
cada día

todos/todas

all
todos los días

otro

another

Comparatives and superlatives

más	more
menos	less
mejor	better
mayor	more, greater
menor	less

Adjectives of quantity

mucho/mucha/muchos/muchas	a lot, much
poco/poca/pocos/pocas	a little, few

Demonstrative adjectives

este/esta/estos/estas	this, these
ese/esa/esos/esas	that, those

Demonstrative pronouns

éste/ésta/éstos/éstas/esto	this one, these
ése/ésa/ésos/ésas/eso	that one, those

Appendix 4 Glossary of terms

This glossary lists and explains some of the terms used in the MFL Framework and some terms used in the teaching of English and literacy in primary and secondary schools. It is based on the National Literacy Strategy *Framework for teaching* and associated training materials and is designed to give teachers of all languages including English access to common interpretations of linguistic terms.

Some of the NLS items have been omitted because they are unlikely to need definition or to be relevant to most MFL teachers at Key Stage 3. The great majority of the comments and examples relate to English. A few MFL-specific references have been added where relevant.

The definitions in this glossary may not always match those traditionally used by MFL teachers, but they are offered in good faith as an aid to consistency. They will also give MFL teachers an indication of the terms which pupils may be meeting in their English and literacy teaching at both primary and secondary. In this sense, they provide an indicator of what primary pupils are learning about language. MFL teachers need to know this if they are to gain real benefit from pupils' prior learning about language and how it works.

Undefined terms

The following terms are not included in the main glossary: they are well known and no definition is likely to be needed by MFL teachers. They are listed here simply to show that teachers and pupils working on primary literacy are likely to be familiar with them.

- cliché
- colloquial
- comprehension
- consonant
- dialogue
- direct and indirect speech
- draft
- exclamation
- exclamation mark
- fable
- fact
- fairy tale
- fiction
- hyphen
- infinitive
- paragraph
- poem

- proverb
- punctuation
- question mark
- rhyme
- slang
- vowel

A

accent

Features of pronunciation which vary according to the speaker's regional and social origin. All oral language, including standard English, is spoken with an accent. The term 'accent' refers to pronunciation only.

In MFL an accent can also be a **diacritic** mark used above some vowels to denote sound or spelling changes. Technically 'accent' refers only to the three marks known as grave, acute and circumflex, as with *è, é* and *ê*.

see also **dialect**

active and passive

Many verbs can be active or passive. For example, *bite*:

The dog bit Ben. (active)
Ben was bitten by the dog. (passive)

In the active sentence, the subject *(the dog)* performs the action. In the passive sentence, the subject *(Ben)* is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.

All passive forms are made up of the verb *be* + **past participle**:

active	*Somebody <u>saw</u> you.*
	We must <u>find</u> them.
	I <u>have repaired</u> it.
passive	*You <u>were seen</u>.*
	They <u>must be found</u>.
	It <u>has been repaired</u>.

In a passive sentence, the 'doer' (or agent) may be identified using *by…*:

Ben was bitten <u>by the dog</u>.

But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified:

The computer <u>has been repaired</u>.

Passive forms are common in impersonal, formal styles. For example:

*It was agreed that… (*compare *We agreed that…).*

Application forms may be obtained from the address below.

In other European languages the passive is used less often than in English, at least in spoken and/or informal language. The indefinite pronouns *on* and *man* are used in French and German respectively much more often than the English *one* (much as English uses 'they've moved the sign' rather than 'the sign has been moved').

adjective

An adjective is a word that describes somebody or something. *Old*, *white*, *busy*, *careful* and *horrible* are all adjectives. Adjectives in English come either before a noun, or after verbs such as *be*, *get*, *seem*, *look* (linking verbs):

a *busy* day	I'm *busy*
nice shoes	those shoes look *nice*

Adjectives (and adverbs) can have comparative and superlative forms. The comparative form is adjective + *-er* (for one-syllable and some two-syllable adjectives) or *more* + adjective (for adjectives of two or more syllables):

old – older
hot – hotter
easy – easier
dangerous – more dangerous

The corresponding superlative forms are *-est* or *most…*:

small – smallest
big – biggest
funny – funniest
important – most important

In other languages adjectives are commonly inflected to agree with nouns. This may apply wherever the adjective is placed, but in German an adjective used predicatively (following verbs such as *sein*, *werden*, *aussehen*) is not inflected.

The position of adjectives in other languages may differ from the pattern in English: they may precede or follow the noun. As a rule, however, the English principle exemplified in the phrase *a little green car* (as opposed to *a green little car*) applies in other languages too.

adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence:

I *really enjoyed* the party.	(adverb + verb)
She's *really nice*.	(adverb + adjective)

> *He works <u>really slowly</u>.*   (adverb + adverb)
>
> <u>*Really, he should do better*</u>.   (adverb + sentence)

Many adverbs are formed by adding *-ly* to an adjective, for example *quickly*, *dangerously*, *nicely*, but there are many adverbs which do <u>not</u> end in *-ly*. Note too that some *-ly* words are adjectives, not adverbs (e.g. *lovely*, *silly*, *friendly*).

In many cases, adverbs tell us:

how (manner)	*slowly, happily, dangerously, carefully*
where (place)	*here, there, away, home, outside*
when (time)	*now, yesterday, later, soon*
how often (frequency)	*often, never, regularly*

Other adverbs show:

degree of intensity:

<u>*very*</u> *slow(ly)* <u>*fairly*</u> *dangerous(ly)* <u>*really*</u> *good/well*

the attitude of the speaker to what he or she is saying:

perhaps   obviously   fortunately

connections in meaning between sentences (see **connective**):

however   furthermore   finally

An **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: *by car, to school, last week, three times a day, first of all, of course*:

> *They left <u>yesterday</u>.* (adverb)
>
> *They left <u>a few days ago</u>.*
> (adverbial phrase)

> *She looked at me <u>strangely</u>.* (adverb)
>
> *She looked at me <u>in a strange way</u>.*
> (adverbial phrase)

Similarly, an **adverbial clause** functions in the same way as an adverb. For example:

> *It was raining <u>yesterday</u>.* (adverb)
>
> *It was raining <u>when we went out</u>.* (adverbial clause)

Other languages form adverbs in different ways. In French the **suffix** *-ment* is added to the feminine adjective form (though there are numerous exceptions); in German the adjective is used in its basic form with no suffix.

---

affix

A **morpheme** that is not in itself a word, but is attached to a word. An affix can be a **prefix** (*<u>in</u>tolerant*, *<u>dis</u>like*) or a **suffix** (*kind<u>ness</u>*, *play<u>ing</u>*).

---

agreement (or concord)

In some cases the form of a verb changes according to its **subject** (so the verb and subject 'agree'). This happens with the verb *be*:

> *I am/he is/they are*
> *I was/you were*

and the third person singular (*he/she/it*) of the present tense:

> *I like/she likes*
> *I don't/he doesn't*

Note that singular collective **nouns** (e.g. *team, family, government*) can take a singular or a plural verb form. For example:

> *The team (= it) <u>is</u> playing well.*
> *The team (= they) <u>are</u> playing well.*

There are a few cases where a **determiner** must agree with a noun according to whether it is singular or plural. For example:

> *this house   <u>these</u> house<u>s</u>*
> *much traffic <u>many</u> car<u>s</u>*

Agreement in some other languages is a much more significant feature than in English, applying not only to verbs – and with a wider range of endings – but also to adjectives and articles as a function of **gender** and **case**.

see also **inflection**

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analogy

Perception of similarity between two things; relating something known to something new; in spelling, using known spellings to spell unknown words: *night–knight–right–sight–light–fright*; in reading, using knowledge of words to attempt previously unseen words.

---

apostrophe (')

An apostrophe is a punctuation mark used to indicate either omitted letters or possession.

omitted letters

We use an apostrophe for the omitted letter(s) when a verb is contracted (= shortened). For example:

> *I'm (I am)*   *who's (who is/has)*
> *they've (they have)*   *he'd (he had/would)*
> *we're (we are)*   *it's (it is/has)*
> *would've (would have)* *she'll (she will)*

In contracted negative forms, *not* is contracted to *n't* and joined to the verb: *isn't, didn't, couldn't,* etc.

In formal written style, it is more usual to use the full form.

There are a few other cases where an apostrophe is used to indicate letters that are in some sense 'omitted' in words other than verbs, for example *let's* (= *let us*), *o'clock* (= *of the clock*).

Note the difference between *its* (= 'belonging to it') and *it's* (= 'it is' or 'it has'):
> *The company is to close one of its factories.* (no apostrophe)
> *The factory employs 800 people. It's (= it is) the largest factory in the town.*
> (apostrophe necessary)

possession
We use an apostrophe + *s* for the possessive form:
> *my mother's car*
> *Joe and Fiona's house*
> *the cat's tail*
> *James's ambition*
> *a week's holiday*

With a plural 'possessor' already ending in *s* (e.g. *parents*), an apostrophe is added to the end of the word:
> *my parents' car*
> *the girls' toilets*

But irregular plurals (e.g. *men, children*) take an apostrophe + *s*:
> *children's clothes*

The regular plural form (-*s*) is often confused with possessive -*'s*:
> *I bought some apples.* (not *apple's*)

Note that the possessive words *yours, his, hers, ours, theirs* and *its* are not written with an apostrophe.

Apostrophe use in other languages mainly indicates omitted letters though the details of application may vary.

article
A, *an* and *the* are articles. *A* (*an* before a vowel sound) is the **indefinite article**; *the* is the **definite article**. Articles are a type of **determiner**.

audience

The people addressed by a text. The term refers to listeners, readers of books, film/TV audiences and users of information technology.

auxiliary verbs

These are verbs that are used together with other verbs. For example:

> *we are going*
> *Lucy has arrived*
> *can you play*

In these sentences, *going*, *arrived* and *play* are the main verbs. *Are*, *has* and *can* are auxiliary verbs, and add extra meaning to the main verb.

The most common auxiliary verbs are *be*, *have* and *do* (all of which can also be main verbs).

> *Be* is used in continuous forms (*be + -ing*) and in passive forms:
> *We are going away. Was the car damaged?*

> *Have* is used in perfect verb forms:
> *Lucy has arrived. I haven't finished.*

> *Do* is used to make questions and negatives in the simple present and past tenses:
> *Do you know the answer? I didn't see anybody.*

More than one auxiliary verb can be used together. For example:

> *I have been waiting for ages.* (*have* and *been* are both auxiliary verbs)

The remaining auxiliary verbs are **modal verbs** (e.g. *can*, *will*).

B

blend

The process of combining **phonemes** into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words: *st*, *str*, *nt*, *pl*, *nd*.

C

case

a That aspect of a **noun** or **pronoun** which relates to its function in a sentence. The standard relationship is:

> subject = nominative
> direct object = accusative
> indirect object = dative
> possessive case = genitive.

In most European languages nouns no longer have many different forms to reflect cases. In German (which has four cases) the various **determiners** (articles, etc.) have a number of endings which indicate case, and endings are in some instances applied to the noun itself (e.g. the dative plural always ends in -*en*). In English the genitive persists in the possessive form marked with the -*'s* or -*s'* (*John's coat; my sisters' books*).

In many languages, pronouns still have forms that reflect a case aspect: *he/him/him; il/le/lui; er/ihn/ihm* all indicate nominative/accusative/dative respectively.

b In relation to single letters or characters in written language: **upper case** = capital letters, **lower case** = non-capital letters.

clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*).

Note how a clause differs from a **phrase**:

a big dog	(a phrase – this refers to 'a big dog' but doesn't say what the dog did or what happened to it)
a big dog chased me	(a clause – the dog did something)

A sentence is made up of one or more clauses:

It was raining.	(one clause)
<u>*It was raining*</u> *and* <u>*we were cold*</u>*.*	(two main clauses joined by *and*)
It was raining <u>*when we went out*</u>*.*	(main clause containing a subordinate clause – the subordinate clause is underlined)

A main clause is complete on its own and can form a complete sentence (e.g. *It was raining.*). A **subordinate clause** (*when we went out*) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined:

> *You'll hurt yourself* <u>*if you're not careful*</u>*.*
> <u>*Although it was cold*</u>*, the weather was pleasant enough.*
> *Where are the biscuits* <u>*(that) I bought this morning*</u>*?*
> *John,* <u>*who was very angry*</u>*, began shouting.*
> <u>*What you said*</u> *was not true.*

Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb *be* can be understood. For example:

> *The weather,* <u>*although rather cold*</u>*, was pleasant enough.*
> *(= although it was rather cold)*

When in Rome, do as the Romans do.
    (= when you are in Rome)
Glad to be home, George sat down in his favourite armchair.
    (= he was glad to be home)

Clause use in other languages, notably German, may involve issues of word order and punctuation.

see also **adverbial clause** (under **adverb**), **noun clause** (under **noun**), **participle**, **phrase**, **relative clause**, **sentence**

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cloze

An exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, for example adjectives, conjunctions, or randomly (every *n*th word). Cloze procedure can be used to measure readability.

---

cognate

Technically means 'from the same root or origin'. In MFL, the term is commonly used to denote words which are identical with or very close to their English equivalent in spelling and meaning: *important* in English and French; *house* and *Haus* in English and German. Words may be technically cognates but their use or meaning may have diverged from English over time (e.g. English and German *so*).

---

coherence and cohesion

An effective text needs to be coherent and cohesive.

The term **coherence** refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so that the reader can follow the meaning.

The term **cohesion** refers to the grammatical features in a text which enable the parts to fit together. One way of creating cohesion is the use of **connectives**:
    I sat down and turned on the television. Just then, I heard a strange noise.

The phrase *'just then'* relates these events in time.

Cohesion is also achieved by the use of words (such as **pronouns**) that refer back to other parts of the text. In these examples, such words are underlined:
    There was a man waiting at the door. I had never seen him before.
    We haven't got a car. We used to have one, but we sold it.
    I wonder whether Sarah will pass her driving test. I hope she does. (= I hope Sarah passes her driving test)

---

colon (:)

A colon is a punctuation mark used to introduce a list or a following example (as in this glossary). It may also be used before a second clause that expands or illustrates the first:

He was very cold: the temperature was below zero.

comma (,)

A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.

In particular we use commas:

to separate items in a list (but not usually before *and*):
My favourite sports are football, tennis, swimming and gymnastics.
I got home, had a bath and went to bed.

to mark off extra information:
Jill, my boss, is 28 years old.

after a subordinate clause which begins a sentence:
Although it was cold, we didn't wear our coats.

with many connecting adverbs (e.g. *however, on the other hand, anyway, for example*):
Anyway, in the end I decided not to go.

In some languages the comma plays a grammatical role, for example in clause demarcation in German.

complement

In the sentences *Lisa is a fast runner* or *Lisa is very fit*, *'Lisa'* is the **subject** and *'is'* is the **verb**. Neither sentence has an **object**. The rest of the sentence (*a fast runner/very fit*) is called a complement. A complement usually tells you something about the subject of the sentence (especially after the verb *be* but also after other linking verbs such as *seem, look, get, become*). In these examples, the complement is underlined:

These apples are delicious.   *Why did you become a teacher?*
You don't look very well.   *This is John. He's a friend of mine.*

A complement can also refer to the object of a sentence. For example:

I found the book very interesting. (*very interesting* refers to *the book*, which is the object of *found*)

compound word

A word made up of two other words: *football, headrest, broomstick.*

Compound words in other languages may be formed with hyphens (as in French) or based on some variant of the English pattern (as in German).

conditional

A conditional sentence is one in which one thing depends upon another. Conditional sentences often contain the **conjunction** *if*:

> *I'll help you if I can.*
> *If the weather's bad, we might not go out.*

Other conjunctions used in conditionals are *unless*, *providing*, *provided* and *as long as*.

A conditional sentence can refer to an imaginary situation. For example:

> *I would help you if I could.* (but in fact I can't)
> *What would you do if you were in my position?*
> *If the weather had been better, we could have gone to the beach.*

The term 'conditional' is sometimes used to refer to the form *would* + verb: *would go*, *would help*, etc.

see also **auxiliary verbs**

conjunction

A word used to link **clauses** within a sentence. For example, in the following sentences, *but* and *if* are conjunctions:

> *It was raining <u>but</u> it wasn't cold.*
> *We won't go out <u>if</u> the weather's bad.*

There are two kinds of conjunction:

a Coordinating conjunctions (*and*, *but*, *or* and *so*). These join (and are placed between) two clauses of equal weight.

> *Do you want to go now <u>or</u> shall we wait a bit longer?*

And, *but* and *or* are also used to join words or phrases within a clause.

b Subordinating conjunctions (e.g. *when, while, before, after, since, until, if, because, although, that*). These go at the beginning of a subordinate clause:

> *We were hungry <u>because</u> we hadn't eaten all day.*
> *<u>Although</u> we'd had plenty to eat, we were still hungry.*
> *We were hungry <u>when</u> we got home.*

see also **clause**, **connective**

connective

A connective is a word or phrase that links clauses or sentences. Connectives can be **conjunctions** (e.g. *but*, *when*, *because*) or connecting **adverbs** (e.g. *however*, *then*, *therefore*).

Connecting adverbs (and adverbial phrases and clauses) enable a writer or speaker to give cohesion to a text in several ways, including:

addition	*also*, *furthermore*, *moreover*
opposition	*however*, *nevertheless*, *on the other hand*
reinforcing	*besides*, *anyway*, *after all*
explaining	*for example*, *in other words*, *that is to say*
listing	*first(ly)*, *first of all*, *finally*
indicating result	*therefore*, *consequently*, *as a result*
indicating time	*just then*, *meanwhile*, *later*

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses:

First of all, I want to say…

I didn't think much of the film. Helen, on the other hand, enjoyed it.

Connecting adverbs and conjunctions function differently. Conjunctions (like *but* and *although*) join clauses <u>within a sentence</u>. Connecting adverbs (like *however*) connect ideas but the clauses remain <u>separate</u> sentences:

I was angry <u>but</u> I didn't say anything. (*but* is a conjunction – one sentence)

<u>Although</u> I was angry, I didn't say anything. (*although* is a conjunction – one sentence)

I was angry. <u>However</u>, I didn't say anything. (*however* is an adverb – two sentences)

Connectives help foreign language learners to follow the flow of a text they read or hear and to link sentences together when assembling text themselves. Other words such as **relative pronouns** can also act in the same way as other connectives.

---

contraction

see **apostrophe**

---

cue

A source of information. In reading, pupils may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.

D

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dash (–)

A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes). Dashes may be used to replace other punctuation marks (colons, semicolons, commas) or brackets:

It was a great day out – everybody enjoyed it.

decode

Literally, this means to convert a message written/spoken in code into language that is easily understood. In reading, this refers to pupils' ability to read words – to translate the visual code of the letters into a word.

determiner

Determiners include many of the most frequently used words in English or other languages, for example *the*, *a*, *my*, *this*, or their foreign equivalents. Determiners are used with **nouns** (*this book*, *my best friend*, *a new car*) and they limit (i.e. determine) the reference of the noun in some way.

Determiners include:

articles	*a*, *an*, *the*
demonstratives	*this*, *that*, *these*, *those*
possessives	*my*, *your*, *his*, *her*, *its*, *our*, *their*
quantifiers	*some*, *any*, *no*, *many*, *much*, *few*, *little*, *both*, *all*, *either*, *neither*, *each*, *every*, *enough*
numbers	*three*, *fifty*, *three thousand*, etc.
some question words	*which* (*which car?*), *what* (*what size?*), *whose* (*whose coat?*)

When these words are used as determiners, they are followed by a noun (though not necessarily immediately):

> *this book is yours*
> *some new houses*
> *which colour do you prefer?*

Many determiners can also be used as **pronouns**. These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun – their reference includes the noun:

> *this is yours* (= this book, this money, etc.)
> *I've got some*
> *which do you prefer?*

diacritic

A diacritic mark is a point, sign or mark above, below or attached to a letter to show a change of sound or (sometimes) a change in spelling that has taken place over time: à â é ç ü ñ å ë

dialect

A dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:

> non-standard subject + verb patterns (*I knows*, *you was*, *he like*)
> past tense forms (*I done*, *I seen*)
> various individual words and expressions (*owt/nowt* for *anything/nothing*)

digraph

Two letters representing one **phoneme**: *ba<u>th</u>*; *tr<u>ai</u>n*; *<u>ch</u>/<u>ur</u>/<u>ch</u>.*

diminutive

A term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word (e.g. Tiny Tim, Little Dorrit) or may be created by the addition of a **suffix** to a name or noun (e.g. *lamb<u>kin</u>*, *star<u>let</u>*, *kitchen<u>ette</u>*).

discrimination

Discrimination is the ability to perceive the difference between two things, for example **phonemes**. Some pairs of sounds are more difficult for children to discriminate between, for example *k/g, t/d* and *p/b.* Discrimination is important for following speech in foreign languages.

E

edit

To modify written work in preparation for publication. It follows the stages of drafting, revising, proof-reading.

elision

The omission of a syllable or vowel at the beginning or end of a word, especially when a word ending with a vowel is followed by one beginning with a vowel. For example:

> *J'ai; l'animal* (French); *hab' ich* (German)

Elision may be carried over into formal written language, as in the French examples above.

ellipsis

Ellipsis is the omission of words in order to avoid repetition. For example:

> *I don't think it will rain but it might.* (= it might rain)
> *'Where were you born?' 'Bradford.'* (= I was born in Bradford)

An ellipsis is also the term used for three dots *(…)* which show that something has been omitted or is incomplete.

F

figurative language

Use of metaphor or simile to create a particular impression or mood. A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army, such as *he was something of a loose cannon* (**metaphor**)*; he rifled through the papers; his arm shot out; he marched into the room; he paraded his knowledge.* To link a character with a bird, he or she may use: *he*

flew down the stairs; they twittered to each other; he perched on his chair; his feathers were definitely ruffled.

format

The way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audiotape. May also relate to the structure of the text, for example the use of headings and subheadings, diagrams/photographs with captions.

function

In MFL terms, the nature of a sentence or utterance in relation to its purpose: question, statement, request, invitation, description, etc. In the Framework, the term also refers to the role fulfilled by a noun, etc. in a sentence (e.g. subject, direct object).

G

gender

In the grammatical sense, gender is an aspect of **nouns**. It features to different extents and in different ways in different languages. In English gender normally applies only in the case of those nouns which refer literally to a masculine or feminine person or animal. There may be separate words (*man/woman*, *boy/girl*, *uncle/aunt*) or one of a number of mainly feminine **suffixes** may be used (*actor/actress*, *hero/heroine*; *widow/widower*). Some nouns referring to inanimate objects or concepts are traditionally feminine, for example ships, nations and countries.

In the other main European languages gender is a central feature of nouns. Every noun, not only those referring to living things, has a gender which must be known if the noun is to be used accurately. Most languages have two genders – masculine and feminine; German additionally has neuter.

A noun may be of a certain gender for a number of reasons. It may indicate the actual gender, as in English, though this is not an absolute. Usually the reason is etymological and relates to the noun's origins in Latin, Greek, Anglo-Saxon or other defunct language. This link gives rise to common patterns of spelling, so that the gender of a noun can in many cases be identified by its ending. For example, in French:

feminine endings

-ité	*cité*
	vérité
-eur	*pudeur*
	rigeur
-tion	*section*
	régulation

masculine endings

-eau	*chapeau*
-ment	*arrondissement*

Such patterns are useful short-cuts to learning genders but as a rule the gender must simply be learned with the noun, usually by learning an article with it.

Many **determiners** have different forms for each gender (French *le/la*; German *der/die/das*). The determiner both indicates and reflects the gender of the noun. Other words must also agree with or match the noun gender: depending on the language, these may include **pronouns**, **adjectives**, **participles**, relative pronouns. There may also be article/preposition contractions: French *du*, German *zum*. The situations in which agreement is necessary vary from language to language. Gender is a fundamental aspect of most languages and is one of the earliest concepts which pupils need to identify and understand if later points of language are to make sense and be rapidly mastered.

genre

This term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or reader interest area – the types of books individuals particularly choose to read: adventure, romance, science fiction.

Texts with these specific features – often related to story elements, patterns of language, structure, vocabulary – may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills.

Texts may operate at different levels, and so represent more than one genre; some will be combinations, for example historical romance.

gist

The main substance of a written or spoken text or argument; the main point of information in a written or spoken statement.

glossary

Part of a text, often an appendix, which defines terms the writer/editor considers may be unfamiliar to the intended audience. In MFL a glossary is a word list specific to a single text or unit of work – technically with definitions given in the target language.

grammar

The conventions which govern the relationships between words in any language. Includes the study of word order and changes in words, use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication.

grammatical boundary

The edge of a grammatical unit (a sentence, clause or phrase) which, in writing, may be indicated by a punctuation mark such as a **comma**, full stop, **colon**, **semicolon** or **dash**.

grapheme

A written representation of a sound which may consist of one or more letters. For example the **phoneme** *s* can be represented by the graphemes *s, se, c, sc* and *ce* as in *sun, mouse, city, science.*

guided reading

A classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini-lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Guided reading sessions have a similar format:

a The teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information.

b Pupils read independently, solving problems as they read through the text. More fluent readers read silently. The teacher is available to offer help when it is needed. He or she then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter.

c The teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

guided writing

A classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini-lesson'. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

H

homograph

Words which have the same spelling as another, but different meaning: *the calf was eating/my calf was aching; the North Pole/totem pole/he is a Pole.* Pronunciation may be different: *a lead pencil/the dog's lead; furniture polish/Polish people.* A **homonym**.

homonym

Words which have the same spelling or pronunciation as another, but a different meaning or origin. May be a **homograph** or **homophone**.

homophone

Words which have the same sound as another but a different meaning or different spelling: *read/reed; pair/pear; right/write/rite.* A **homonym**.

I

idiom

An idiom is an expression which is not meant literally and whose meaning cannot be deduced from knowledge of the individual words. For example:

> You look a bit _under the weather_ this morning. Are you all right?
>
> Try and keep to the point of the discussion. You're always introducing _red herrings_.
>
> You and I have the same problems – we're _in the same boat_.
>
> That name _rings a bell_. I've heard it before somewhere.

imagery

Use of language to create a vivid sensory image – often visual. May include:

vocabulary	choice of synonym, for example _sprinted/ran/raced_, selection of adjectives and adverbs
simile	_he ran like the wind_
metaphor	_his feet had wings_

see **figurative language**

imperative

see **sentence**

inflection

Inflection is a change to the ending of a word to indicate tense, number or other grammatical features such as **gender**. For example:

> walk – walk_s_/walk_ed_/walk_ing_
>
> shoe – shoe_s_
>
> old – old_er_/old_est_

The extent to which inflection features in different languages varies considerably. English has relatively few inflected forms compared with other European languages.

see also **suffix**

interjection

An interjection is a word, remark or exclamation such as _Ouch!, Oh!_ or _Wow!_ expressing an emotion such as pain, surprise or admiration. An interjection is followed by an exclamation mark (!).

intonation

Intonation is the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements

(as in *Sure? Sure!*), or indicate contrastive and emotive stress (as in *I said <u>two</u>, not three*, or *I just <u>hate</u> that advertisement!*).

L

letter string

A group of letters which together represents a **phoneme** or **morpheme**.

literacy

Communication skill. The term 'literacy' originally, and most often, applied to written communication; however, it can also be applied to other forms, as in *media literacy, computer literacy.*

M

metalanguage

The language we use when talking about language itself. It includes words like *sentence, noun, paragraph, preposition.* Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly written language.

metaphor

Where the writer writes about something as if it were really something else. Fowler describes it as an 'imaginative substitution'. For example: *he is an ass; love's meteor. A poisoned apple passed along from generation to generation* (McGough)*.*

mnemonic

A device to aid memory, for instance to learn particular spelling patterns or spellings: *<u>I</u> <u>G</u>o <u>H</u>ome <u>T</u>onight; There is a <u>rat</u> in sep<u>ara</u>te.*

modal verb

Modal verbs are a type of **auxiliary verb**. In English they are:

> *can/could*
> *will/would*
> *shall/should*
> *may/might*
> *must/ought*

These auxiliary verbs are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the infinitive, and *ought* is followed by *to* + infinitive:

> *I <u>can help</u> you.*
> *We <u>might go</u> out tonight.*

You <u>ought to eat</u> something.

Stephanie <u>will be</u> here soon.

I <u>wouldn't do</u> that if I were you.

I <u>must go</u> now.

These verbs can occur with other auxiliary verbs (*be* and *have*):

I'<u>ll be</u> leaving at 11:30.

You <u>should have</u> asked me.

They <u>must have been</u> working.

In this context *have* is unstressed and therefore identical in speech to unstressed *of*; hence the common misspelling *of* for standard *have* or *'ve.*

modelling

In literacy, this refers to demonstration of an aspect or process of reading or writing by an expert for learners. This would support direct instruction.

morpheme

The smallest unit of meaning. A word may consist of one morpheme (*house*), two morphemes (*house/s; hous/ing*) or three or more morphemes (*house/keep/ing; un/happi/ness*). **Suffixes** and **prefixes** are morphemes.

N

noun

A noun is a word that denotes somebody or something. In the sentence *My younger sister won some money in a competition*, *'sister'*, *'money'* and *'competition'* are nouns.

Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one), for example *sister/sisters*, *problem/problems*, *party/parties*. Other nouns (mass nouns) do not normally occur in the plural, for example *butter*, *cotton*, *electricity*, *money*, *happiness*.

A **collective noun** is a word that refers to a group, for example *crowd*, *flock*, *team.* Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say *The team <u>have</u> won all <u>their</u> games so far*, we think of *'the team'* as *'they'* (rather than *'it'*).

Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter: *Amanda, Birmingham, Microsoft, November.*

Noun phrase is a wider term than noun. It can refer to a single noun (*money*), a pronoun (*it*) or a group of words that functions in the same way as a noun in a sentence. For example:

a lot of money

my younger sister

a new car

the best team in the world

Similarly, a **noun clause** functions in the same way as a noun. For example:

<u>The story</u> *was not true.* (noun)

<u>What you said</u> *was not true.* (noun clause)

see also **gender**

O

object
see **subject and object**

onset
The onset of a word or syllable is the initial consonant or consonant cluster: <u>*cl*</u>*ang*; <u>*tr*</u>*ike*; <u>*s*</u>*un.* Some words or syllables have no onset: *or*; *out*; *end*; *at*; *on*; *earth.*

see **rime**

P

parenthesis
A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between dashes or commas:

Sam and Emma (his oldest children) are coming to visit him next weekend.

Margaret is generally happy – she sings in the mornings! – but responsibility weighs her down.

Sarah is, I believe, our best student.

The term 'parentheses' can also refer to the brackets themselves.

part of speech
see **word class**

participle
Verbs have a present participle and a past participle.

present participle
The present participle ends in *-ing* (*working, reading, going*, etc.). Although it is called 'present', it is used in all continuous forms: *she <u>is</u> going, she <u>was</u> going, she <u>will be</u> going, she <u>would have been</u> going*, etc.

The -ing ending is also used for a verb functioning as a noun, for example *I enjoy reading*, *reading is important*. (*'Reading'* is used as a noun in these examples.) This -ing form is sometimes called a verbal noun or a gerund.

In most other European languages the present participle is not used nearly as much as in English because there is usually no continuous form of tenses.

past participle

The past participle often ends in -ed (e.g. *worked*, *played*) but many common verbs are irregular and have other endings, for example -t (*kept*), -n (*flown*), and -en (*stolen*).

Past participles are used:

a after *have* to make perfect forms: *I've worked*, *he has fallen*, *we should have gone*

b after *be* (*is/was*, etc.) to make passive forms: *I was asked*, *they are kept*, *it has been stolen*

Here too, the name is misleading, because passive forms need not refer to the past: *A toast will be drunk*.

Participles (present and past) are sometimes used as **adjectives**: *the falling leaves, stolen goods*. They can also be used to introduce **subordinate clauses**, for example:

Being a student, Tom doesn't have much money.
Written in 1923, the book has been translated into twenty-five languages.

Participles in other languages may be used less frequently than in English and may be subject to specific rules: agreement in French, word order in German.

see also **active and passive**, **tense**, **verb**

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passive

see **active and passive**

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person

In grammar, a distinction is made between first, second and third person.

One uses the first person when referring to oneself (*I/we*); the second person when referring to one's listener or reader (*you*); and the third person when referring to somebody or something else (*he/she/it/they/my friend/the books*, etc.).

In some cases the form of the verb changes according to person:

I/we/you/they know	*he/she knows*
I/we/you/they have	*he/she/it has*
we/you/they were	*I/he/she/it was*

see also **agreement**

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phoneme

A phoneme is the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word *little* are variants of the phoneme /l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined):

> t<u>o</u>
>
> sh<u>oe</u>
>
> thr<u>ough</u>

phrase

A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog*, *a big dog* or *that dog over there* are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence *Dogs are nice*, *'dogs'* and *'nice'* are both one-word phrases.

A phrase can function as a **noun**, an **adjective** or an **adverb**:

a noun phrase	*a big dog*, *my last holiday*
an adjectival phrase	*(she's not) as old as you*, *(I'm) really hungry*
an adverbial phrase	*(they left) five minutes ago*, *(she walks) very slowly*

If a phrase begins with a **preposition** (like <u>*in* a hurry</u>, <u>*along* the lane</u>), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

adjectival	*(I'm) in a hurry*, *(the man) with long hair*
adverbial	*(they left) on Tuesday*, *(she lives) along the lane*

plural

see **singular and plural**

predicate

The predicate is that part of a sentence which is not the **subject** but which gives information about the subject. So, in the sentence *Clare went to school*, *'Clare'* is the subject and *'went to school'* is the predicate.

prefix

A prefix is a **morpheme** which can be added to the beginning of a word to change its meaning. For example:

> <u>in</u>edible
>
> <u>dis</u>appear
>
> <u>super</u>market
>
> <u>un</u>intentional

preposition

A preposition is a word like *at, over, by* and *with*. It is usually followed by a **noun phrase**. In these examples, the preposition and the following noun phrase are underlined:

> *We got home <u>at midnight</u>.*
>
> *Did you come here <u>by car</u>?*
>
> *Are you coming <u>with me</u>?*
>
> *They jumped <u>over a fence</u>.*
>
> *What's the name <u>of this street</u>?*
>
> *I fell asleep <u>during the film</u>.*

Prepositions often indicate time (*<u>at</u> midnight/<u>during</u> the film/<u>on</u> Friday*), position (*<u>at</u> the station/<u>in</u> a field*) or direction (*<u>to</u> the station/<u>over</u> a fence*). There are many other meanings, including possession (*<u>of</u> this street*), means (*<u>by</u> car*) and accompaniment (*<u>with</u> me*).

In questions and a few other structures, prepositions often occur at the end of the clause:

> *Who did you go out <u>with</u>?*
>
> *We haven't got enough money to live <u>on</u>.*
>
> *I found the book I was looking <u>for</u>.*

In formal style, the preposition can go before *whom* or *which* (*with whom, about which*, etc.):

> *<u>With whom</u> do you wish to speak?*

Many prepositions (e.g. *on, over, up*) can also be used as **adverbs** (without a following noun or pronoun):

> *We got on the bus.* (preposition – followed by a noun phrase)
>
> *The bus stopped and we got <u>on</u>.* (adverb – no following noun or pronoun)

In other languages preposition use may be linked to **gender** aspects (French *du, de la*) and/or **case** (German *mit dem/mit der; zum/zur*).

pronoun

There are several kinds of pronoun, including:

personal pronouns

I/me, you, he/him, she/her, we/us, they/them, it

<u>I</u> like <u>him</u>. <u>They</u> don't want <u>it</u>.

possessive pronouns

mine, yours, his, hers, ours, theirs, its

Is this book <u>yours</u> or <u>mine</u>?

reflexive pronouns

myself, herself, themselves, etc.

I hurt <u>myself</u>. Enjoy <u>yourselves</u>!

indefinite pronouns

someone, anything, nobody, everything, etc.

<u>Someone</u> wants to see you about <u>something</u>.

interrogative pronouns

who/whom, whose, which, what

<u>Who</u> did that? <u>What</u> happened?

relative pronouns

who/whom, whose, which, that

The person <u>who</u> did that… The thing <u>that</u> annoyed me was…

Many **determiners** can also be used as pronouns, including *this/that/these/those* and the quantifiers (*some, much*, etc.). For example:

<u>These</u> are mine.

Would you like <u>some</u>?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:

I saw your father but I didn't speak to <u>him</u>. (= your father)

'We're going away for the weekend.' 'Oh, are you? <u>That's</u> nice.' (= the fact you're going away)

prose

Written language that does not follow poetic or dramatic forms.

R

rap

A form of oral poetry which has a very strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures, it has now been assimilated into other literary traditions. Rap is often used in modern music.

relative clause

A relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with **relative pronouns** (*who/whom/whose/which/that*):

Do you know the people <u>who live in the house on the corner</u>? (defines *'the people'*)

The biscuits <u>(that) Tom bought this morning</u> have all gone. (defines *'the biscuits'*)

Our hotel, <u>which was only two minutes from the beach</u>, was very nice. (gives more information about the hotel)

In other languages the form of the relative pronoun may be defined by agreement with the noun to which it refers, as well as by its function in the relative clause.

rhetorical expression

An utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a listener who is unaware of the conventions of the language. For example, *Do you know his name?* is a question which seems to require a yes/no response; in fact, the speaker is asking *What is his name?* Rhetorical expressions are often questions disguising imperatives: *Would you like to get out your English books?* usually means *Get out your English books.*

rime

That part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: *at* in *cat*; *orn* in *horn*; *ow* in *cow*. Some words consist of rime only: *or, ate, eel.*

see **onset**

root word

A word to which **prefixes** and **suffixes** may be added to make other words; for example in *unclear, clearly, cleared*, the root word is *clear.*

S

scan

This word has two meanings:

a to look over a text very quickly, trying to locate information by finding a key word;

b a line of poetry which conforms to the rhythm (metre) of the rest of the poem is said to scan.

semicolon (;)

A semicolon can be used to separate two main **clauses** in a sentence:

> *I liked the book; it was a pleasure to read.*

This could also be written as two separate sentences:

> *I liked the book. It was a pleasure to read.*

However, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semicolon rather than two separate sentences.

Semicolons can also be used to separate items in a list if these items consist of longer phrases. For example:

> *I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.*

In a simple list, **commas** are used.

sentence

A sentence can be simple, compound or complex.

A simple sentence consists of one **clause**:

> *It was late.*

A compound sentence has two or more clauses joined by *and*, *or*, *but* or *so*. The clauses are of equal weight (they are both main clauses):

> *It was late* but *I wasn't tired.*

A complex sentence consists of a main clause and one or more subordinate clauses:

> *Although it was late, I wasn't tired.* (subordinate clause beginning with *although* underlined)

Simple sentences can also be grouped as follows according to their structure:

> declarative (for statements, suggestions, etc.):
> *The class yelled in triumph. Maybe we could eat afterwards.*
>
> interrogative (for questions, requests, etc.):
> *Is your sister here? Could you show me how?*
>
> imperative (for commands, instructions, etc.):
> *Hold this! Take the second left.*
>
> exclamative (for exclamations):
> *How peaceful she looks. What a pity!*

In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

shape poem

A poem in which the layout of the words reflects an aspect of the subject. There is a huge variety of shape poems.

shared reading

In shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of **cues** and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading, singly or chorally, and are later encouraged to reread part or all of the text.

shared writing

A classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition,

re-drafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

simile

The writer creates an image in readers' minds by comparing a subject to something else: *as happy as a lark*; *as strong as an ox.* Many similes are idiomatic: *he smokes like a chimney.*

singular and plural

Singular forms are used to refer to one thing, person, etc. For example: *tree, student, party.*

Many **nouns** (countable nouns) can be singular (only one) or plural (more than one). The plural is usually marked by the ending -*s*: *trees, students, parties.*

Some plural forms are irregular, for example *children, teeth, mice.*

Other nouns (mass nouns) do not normally occur in the plural, for example *butter, cotton, electricity, money, happiness.*

Verbs, **pronouns** and **determiners** sometimes have different singular and plural forms:

He was late.	*They were late.*
Where is the key? Have you seen it?	*Where are the keys? Have you seen them?*
Do you like this hat?	*Do you like these shoes?*

Note that *they/them/their* (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as *anyone* or *somebody.* In such cases, *they* usually means 'he or she':

> *If anyone wants to ask a question, they can ask me later.* (= he or she can ask me)
> *Did everybody do their homework?*
> *Work with a partner. Ask them their name.*

see also **agreement**, **inflection**, **pronoun**

skim

Read to get an initial overview of the subject matter and main ideas of a passage.

spelling log

A personal, ongoing record of words which are being learned. Pupils decide, with the teacher's guidance, words to be learned. These words are kept in a folder so the pupil can work on them during the week with a partner or teacher, or at home. Once learned, the words can be added to the pupil's record.

standard English

Standard English is the variety of English used in public communication, particularly in writing. It is the

form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.

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story board

A plan for a visual text (video, film, etc.) which demonstrates the plot and critical events through a sequence of pictures. Children may do a story board after reading to demonstrate comprehension; story-boarding may also be used to plan a piece of writing.

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subject and object

In the sentence *John kicked the ball*, the subject is *'John'*, and the object is *'the ball'*.

The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action. In declarative sentences (statements), the subject normally goes before the verb; the object goes after the verb.

Some verbs (e.g. *give*, *show*, *buy*) can have two objects, indirect and direct. For example:
> *She gave the man some money.*

Here, *'some money'* is the **direct object** (= what she gave). *'The man'* is the **indirect object** (= the person who receives the direct object).

When a verb has an object, it is **transitive** (e.g. *find a job*, *like chocolate*, *lay the table*). If it has no object, it is **intransitive** (e.g. *go*, *talk*, *lie*).

In different languages, objects may be indicated by word order, the use of a preposition, or a case indicator.

see also **active and passive**, **case**, **complement**, **inflection**

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subvocalise

To sound out a word to oneself silently, in one's head, whether moving the lips or other speech organs or not.

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suffix

A suffix is a **morpheme** which is added to the end of a word. There are two main categories:

An **inflectional suffix** changes the tense or grammatical status of a word, for example from present to past (*worked*) or from singular to plural (*accidents*).

A **derivational suffix** changes the word class, for example from verb to noun (*worker*) or from noun to adjective (*accidental*).

syllable

Each beat in a word is a syllable. Words with only one beat (*cat*, *fright*, *jail*) are called **monosyllabic**; words with more than one beat (*super*, *coward*, *superficiality*) are **polysyllabic**.

synonym

A word which has the same meaning as another word, or very similar: *wet/damp.* Avoids overuse of any word; adds variety.

synopsis

A brief summary or outline of a paragraph, chapter or book.

syntax

Syntax is the study of sentence structure, that is how words are used together in a sentence.

T

tense

A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. For example:

present	**past**
I play (simple)	*I played* (simple)
I am playing (continuous)	*I was playing* (continuous)

Additionally, all these forms can be perfect (with *have*):

present perfect	**past perfect**
I have played (perfect)	*I had played* (perfect)
I have been playing (perfect continuous)	*I had been playing* (perfect continuous)

English has no specific future tense. Future time can be expressed in a number of ways using *will* or present tenses. For example:

John <u>will arrive</u> tomorrow.
John <u>will be arriving</u> tomorrow.
John <u>is going to arrive</u> tomorrow.
John <u>is arriving</u> tomorrow.
John <u>arrives</u> tomorrow.

In other languages the future and other tenses may be indicated by **auxiliary verbs** (German) or by **inflection** (French).
see also **verb**

text

Language organised to communicate. Includes written, spoken and electronic forms.

text type

This term describes texts that share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features – patterns of language, structure, vocabulary – which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Texts may consist of mixed genres: for example, a guide-book may contain procedural text (the path or route) and report (information about exhibits).

theme

The subject of a piece of writing. This may not be explicitly stated, but can be deduced by the reader. For example, many traditional stories have similar themes: the triumph of good over evil, cunning over strength, kindness over beauty.

thesaurus

A reference text which groups words by meaning. A thesaurus can help writers to select words, consider the full range of alternatives and vary words which are used frequently: *said, went, nice.*

V

verb

A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed*, *'is'*, *'wants'* and *'go'* are verbs. Sometimes two or more words make up a verb phrase, such as *are going, didn't want, has been waiting.*

Most verbs (except modal verbs, such as *can* or *will*) have four or five different forms. For example:

base form or infinitive	+ -s	+ -ing (present participle)	simple past	past participle
wait	*waits*	*waiting*	*waited*	
make	*makes*	*making*	*made*	
drive	*drives*	*driving*	*drove*	*driven*

A verb can be present or past:

> *I wait/she waits* (present)
> *I waited/she waited* (past)

Most verbs can occur in simple or continuous forms (*be* + *-ing*):

I make (simple present)/*I'm making* (present continuous)

she drove (simple past)/*she was driving* (past continuous)

A verb can also be perfect (with *have*):

I have made/*I have been making* (present perfect)

he had driven/*he had been driving* (past perfect)

If a verb is regular, the simple past and the past participle are the same, and end in *-ed*. For example:

want<u>ed</u>

play<u>ed</u>

answer<u>ed</u>

Verbs that do not follow this pattern are irregular. For example:

make/*<u>made</u>*

catch/*<u>caught</u>*

see/*<u>saw</u>*/*<u>seen</u>*

come/*<u>came</u>*/*<u>come</u>*

see also **active and passive**, **auxiliary verbs**, **inflection**, **modal verb**, **participle**, **person**, **tense**

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voice

see **active and passive**

W

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word class

The main word classes are **verb**, **noun**, **adjective**, **adverb**, **pronoun**, **determiner**, **preposition** and **conjunction**.

Note that a word can belong to more than one class. For example:

play	verb (*I play*) or noun (*a play*)
fit	noun (*a fit*), verb (*they fit*) or adjective (*I'm fit*)
until	preposition (*until Monday*) or conjunction (*until I come back*)
like	verb (*I like*) or preposition (*do it like this*)
hard	adjective (*it's hard work*) or adverb (*I work hard*)
that	determiner (*that book*) or pronoun (*who did that?*) or conjunction (*he said that he …*)

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writing frame

A structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.

Section

4

Section 4 Additional guidance on inclusion

Inclusion

The National Curriculum handbook for Key Stages 3 and 4 contains in its introduction a statutory statement on inclusion, which sets out guidance for teachers on the provision of effective learning opportunities for **all** pupils. Three principles are established as essential to the development of an inclusive curriculum:

1 Setting suitable learning challenges

Setting suitable learning challenges means the teaching of knowledge, skills and understanding in ways which maintain high expectations while also meeting the abilities and learning needs of pupils.

This may entail reference to MFL Framework objectives from an earlier or later year group and, in the case of pupils working significantly below age-related expectations, the use of programmes of study as a resource for planning appropriate learning experiences.

2 Responding to pupils' diverse learning needs

To respond to pupils' diverse learning needs, schools need to provide an environment for learning that gives opportunities for all pupils to achieve, and recognises the differing interests, experiences and strengths that will influence their learning.

In order to respond to the diverse needs of pupils, teachers are required to:

- create an effective learning environment, that is one in which pupils will feel secure and that their contributions are valued;

- secure motivation and concentration, for example by varying content and presentation to match learning needs (e.g. presenting work related to cultural experience, setting appropriate challenges for those whose ability, interest and understanding are in advance of their language skills);

- provide equality of opportunity through teaching approaches, for example by facilitating access through the use of appropriate supports, aids or intervention;

- use appropriate assessment approaches;

- set targets for learning.

3 Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To overcome potential barriers, schools need to recognise and address particular learning and assessment requirements.

Broad groups of pupils are:

- pupils with special educational needs (SEN) and disabilities;

- pupils who are learning English as an additional language (EAL);

- gifted and talented pupils.

This additional guidance provides general advice on provision for these groups.

Including pupils with special educational needs (SEN) and disabilities

Curriculum planning and assessment for pupils with special educational needs should take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases the needs of the individual will be met through greater differentiation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches, or to alternative or adapted activities. This may be augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in special circumstances, by provision through a statement of special educational need.

Some pupils are capable learners but need special educational provision to access the curriculum. Not all pupils with disabilities have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use for everyday life, such as a wheelchair, a hearing aid, a radio microphone, electronic communicator or equipment to aid vision. As well as signs, symbols and Braille, some pupils need to use ICT to assist them with recording or reading their work. This kind of individual resource is provided through the SEN Framework. Although pupils often need time to become proficient with aids – to operate them at lesson speed, complete tasks and respond in lessons – expectations should remain high and energy focused on maximum access and independent learning. These pupils should generally be supported in the mainstream classroom, tackling objectives suitable to their age group. Teachers need to take action in their planning to ensure that these pupils are able to take part as fully and effectively as possible in the National Curriculum. Further advice on selecting appropriate Framework objectives can be found in section 1 of this folder.

Cleo attends a mainstream secondary school. Each year group is divided into two bands and she is in the upper band. She is learning French but has a specific learning difficulty. She is very articulate and able to generate good ideas within her writing. However, she has significant problems in recording her work. She is reluctant to put pen to paper although she is often prepared to describe her ideas orally. She has a laptop but does not always have it when she needs it. There are no additional adults in the class to help with scribing the work. The teacher uses a range of strategies to overcome the writing difficulties: these are particularly acute when extended writing is necessary. The department has a computer, which will take speech recognition software, and Cleo has been trained to use this. She also uses a tape recorder to tape her thoughts and this material is typed and given to her on disk to amend and re-draft. Sometimes she works with another pupil to produce a piece of joint work. A target in her Individual Education Plan (IEP) is to write one page independently each week.

Cleo has one MFL lesson per week with a special needs teacher. These lessons are planned with the class teacher to ensure that they coincide with a lesson when pupils are undertaking a piece of extended writing; they take place in the MFL classroom. One piece of work has to be handwritten for each module; this is usually completed during the lesson with a special needs teacher.

James attends a mainstream secondary school and is taught in a mixed-ability Year 7 class for French. He uses a Brailling machine and needs appropriate printing and other ICT devices, including a talking dictionary and thesaurus. In most respects he can work independently with the rest of the class. The teacher also ensures that key learning points are repeated at the end of a whole-class session discussion and again at the end of the lesson. This benefits a number of pupils who have difficulty in recording or retaining key facts.

James has one MFL lesson a week with a special needs teacher who has some knowledge of French. She ensures that James has understood the key learning points from the previous week's work. She plans this lesson with the class teacher to coincide with a time when pupils are involved in independent writing tasks. Sometimes she works with James in the class and is able to advise on any additional strategies that are necessary. A learning support assistant is given the texts for the current module of work and he prepares a Braille version prior to the lesson. James is unable to interpret the visual cues needed to learn the vocabulary in the foreign language presented as flashcards or on OHP. During these times, the teacher ensures that James's friend Sam describes quietly the visual cues to assist his understanding. For example, in a lesson on hobbies in French, the teacher may show the class a flashcard representing a girl playing tennis. Sam explains this to James.

Potential areas of difficulty need to be identified and addressed when pupils start learning a foreign language rather than having recourse to the formal provisions for disapplication.

Communication is the key to achievement in all subjects. Every pupil is entitled to our highest expectations and the opportunity of a challenging curriculum. The Government is committed to challenging every child to achieve the best possible progress, no matter how far behind or ahead of their peers they lie.

Pupils with special educational needs and disabilities are educated in a range of settings including mainstream and special schools and units attached to mainstream schools or some combination of these. The National Curriculum 2000 in its 'General teaching requirements' sets out statutory expectations for the inclusion of pupils with special educational needs and those with disabilities. This guidance offers advice on the teaching of language skills to a variety of pupils.

The MFL Framework, with its similarity to the English Framework, allows pupils to build on their language skills, developed in English lessons and across the curriculum, and offers further opportunities for reinforcement. The teaching approaches suggested in section 1 of this folder (pages 26–31) reflect the principles of the Foundation Subjects strand as a whole, as set out on page 12. They offer the same well-paced, highly focused and explicit teaching. The Framework will allow MFL teachers to concentrate on laying firm foundations in Year 7, in particular with regard to pupils' knowledge of those high-frequency words in the foreign language (see section 3 appendix 3) that make the language more accessible to learners and allow their learning to accelerate through Key Stage 3.

The accompanying training folder contains an article on the Framework and its value for pupils with special educational needs. See also section 1 (pages 29–30), which sets out particular emphases and teaching techniques helpful for pupils with SEN who are learning a foreign language.

Pupils who are out of step – that is, working well below national expectations for their age group

Another group of pupils will be working well below national expectations, sometimes because they have SEN or lack some relevant prior knowledge. Teachers will recognise a need to adapt their teaching and modify their objectives. Teachers need to consider each of the objectives for the work in hand and decide which ones are appropriate for these pupils, and which are not. Where objectives are appropriate, they need to be taught. Section 1 of this folder gives ideas on identifying key objectives for learners at different stages and who may need to focus on particular types of Framework objective. The main task then is to decide what kind of differentiation strategy will support them. However, it may be that part or all of an objective is unsuitable because vital foundation skills are missing. In the first place, teachers could consider whether the objective can be simplified.

Jason in Year 7 French will find it difficult to manage the objective 7S7:

'To look for time expressions and verb tense in simple sentences referring to present, past or close future events.'

His teacher judges that he could achieve: 'close future events' only using *aller* followed by an infinitive, for example *je **vais jouer** au football*.

For groupwork time, the teacher gathers a group of three children for whom this is also a suitable objective, and helps them to go over a recent piece of written work, amending the underlined verbs to an immediate future tense. This is a guided writing group, which she will revisit over the next few weeks. She sets the simplified objective as a group target.

Sometimes the objective cannot be simplified because the pupil lacks the underpinning skills or prerequisite knowledge. In this case, it is appropriate to cast back for foundation objectives on which to build. For example, a pupil might need to do foundation work on the alphabet and common letter strings, moving on to memorising spelling, sound, meaning and main attributes of words. To succeed, pupils may need extra reinforcement, a helper where possible, or a programme of additional support materials. Such support might be deployed during MFL time if the planning allows. For example, if available, additional adults could be effectively deployed when other pupils are pursuing independent work. Ideally, such helpers would have MFL skills but if they lack them, they could still provide general help in areas such as learning strategies, classroom conventions or handwriting. Another alternative is to commit extra curriculum time to allow additional teaching. This is often difficult in MFL but has the benefit of allowing pupils time in the lesson to consolidate the work in hand: it is not in their interests to miss out on important work.

Pupils working significantly below age-related expectations

Another group of pupils will be working pre-level 1 for the majority of their secondary education.

'For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and the requirements of their pupils.'

Inclusion statement, National Curriculum 2000

For such pupils the communication skills taught daily in MFL are vital and help their language development. Pupils benefit from the experience of shared activities based on texts, group oral work, shared reading and communicating through images, ICT and drama. All these experiences contribute to MFL and to the development of language across the curriculum.

Pupils with emotional and behavioural difficulties

Many pupils with emotional and behavioural difficulties have poor language skills as a result of their inability to maintain concentration and persevere with tasks. Their classroom behaviour may be an attempt to disguise their difficulties. (A useful document on this area is *Inclusive schooling: special educational needs*, ref. DfES 0774/2001.) When this group is given work which is pitched at too low a level, they become demotivated and disaffected. The MFL Framework will ensure high expectations of their learning and offer structured lessons where the expectations and routines are well established.

The structured lesson provides pace and routine. Pupils who have difficulty in concentrating have more opportunities to change activities and maintain interest and motivation. Teachers need to invest time in establishing routines of work in the lesson, particularly at the transition between one activity and another. Plenaries at the end of the lesson can be used to review pupils' behaviour as well as their work.

Pupils with communication difficulties

Pupils with communication difficulties face particular challenges in MFL and language in general. The emphasis needs to be on enabling their progress through clear, effective teaching, which builds confidence and participation. Pupils who have autistic spectrum disorders require well-structured lessons with clear routines and predictable parts. Such pupils work best when teaching is explicit and challenges are direct and well focused. Some pupils with speech and language impairments have no other developmental difficulties and MFL lessons provide an opportunity for these pupils to work alongside their peers, practising and discovering strategies to overcome their difficulties.

Individual education plans (IEPs)

Where IEPs are used, they could include short-term language objectives if pupils have difficulties in this area. It is helpful if these objectives are drawn from the MFL Framework. Teachers need to evaluate pupils' progress regularly and check that targets are sufficiently challenging and broken down into appropriately small steps.

Members of the MFL team need to work closely with the SEN coordinator to ensure that any additional support, or particular intervention provided, is identified within a pupil's IEP. The MFL team can also contribute to evaluating pupils' progress in relation to language-focused targets.

Roles and responsibilities

Where there is additional adult support for pupils within MFL lessons, the roles and responsibilities of the adults need to be clearly understood. The aim is still to enable pupils to participate as independently as possible. The support should not be seen as a substitute for careful thinking about appropriate teaching strategies for including everyone in the lesson.

The success of this strategy depends on good working relationships between the MFL department and special needs colleagues. The staff need to work together to clarify roles and ensure that their skills and resources are used effectively to support pupils. Where SEN colleagues teach MFL to certain groups, care is needed to ensure these pupils have access to the full MFL programme of study. The school's senior managers need to plan and monitor the timetable carefully to get the best from staff resources.

Many MFL departments and SEN colleagues will need to consider their timetabling arrangements in the light of this guidance. The withdrawal of pupils from MFL should be avoided if possible as it offers further opportunities to maintain the development of their language skills along with the rest of the class. More than most, pupils with SEN need to consolidate what they have learned as well as addressing new skills.

Pupils learning English as an additional language (EAL)

The inclusion of pupils learning EAL is a fundamental principle articulated in the National Curriculum 2000. It sets out statutory expectations for their inclusion. MFL Framework objectives and the suggested teaching and learning approaches provide a focus on clear, unambiguous objectives in ways that engage pupils in active learning.

Pupils for whom English is an additional language have diverse needs in terms of the support they need for English language learning. However, such pupils may be able to offer insights into language learning which may benefit both their own learning of MFL and that of other pupils who have English as a first language. Pupils with EAL may need support with those aspects of the MFL Framework and the National Curriculum programme of study in MFL which deal with comparisons between the target language and English. Planning needs to take account of such factors as the pupil's age, previous educational experience and skills in other languages. Each pupil's progress in the acquisition of English as well as of target language skills, subject knowledge and understanding needs to be carefully monitored to confirm that no learning difficulties are present. The ability of such pupils to take part in the National Curriculum may be ahead of their communication skills in English. Teachers of MFL are well placed to offer learning opportunities that develop these pupils' MFL and English skills and enhance their ability to participate in all areas of the curriculum.

The MFL Framework provides for planned progression in language skills, understanding and competence. It encompasses the ability to recognise, understand, use and manipulate the conventions of both oral and written language. Reinforcement of objectives enables pupils to revisit insecure areas of learning while continuing to develop other aspects of language with which they are confident.

Clear learning objectives will support pupils learning EAL when they are used in a context that builds on prior attainment, and when pupils are fully aware of the substance and purpose of the work. Furthermore, the delivery of objectives through teaching which is highly interactive, and which allows for participative whole-class and group work, will help pupils learning EAL, especially if teachers take full account of their specific needs.

This guidance offers general support to mainstream and specialist teachers and to language support staff and will be useful to those responsible for the management of literacy at whole-school level.

Inclusive teaching of pupils learning EAL

A broad and varied population of pupils learns EAL and they are especially valued in MFL. Some will be literate in other languages: awareness of languages and cultures other than English allows them to make a valuable contribution to MFL lessons, where their learning will be at the same level or even ahead of other pupils of the same age. It is important that all their teachers have information about their educational history and their literacy skills in their first language, as these will be significant factors for their progress in learning MFL. This information is vital in planning how best to teach these pupils and in assessing their progress within all subjects.

Mohammed has been in the UK for two years. He is an able pupil in Year 7 whose native language is French. He is learning Spanish. His oral expression in his home language – and increasingly in English – is sophisticated. He is able to retell a narrative text with great understanding and attention to detail. His oral response in English in all subject areas shows evidence of good levels of understanding, but he finds it difficult to express his thoughts and ideas in open-ended written exercises. Mohammed's teachers in his various subjects have found that he can clearly articulate his knowledge and understanding in written form when provided with a supportive framework. Visual aids such as photographs, and questions which guide his thinking, enable him to demonstrate a more realistic view of his knowledge. His Spanish teacher uses all this information to help Mohammed make good progress in his lessons.

Beginner learners of EAL and newly arrived pupils can benefit from the earliest stage from the whole-class and small-group activities characteristic of MFL Framework lessons. Effective teaching strategies for the inclusive teaching of pupils learning EAL benefit all learners and include an emphasis on oral language through:

- carefully planned and structured teacher talk;

- ensuring pupils have ample opportunities to listen to a well-spoken model of language and to engage in whole-class and small-group activities before being asked to make a spoken or written individual response;

- developing pupils' spoken language through activities which require them to listen to, and engage in, increasingly extended talk in settings where their efforts can be supported and developed (e.g. through collaborative work in small groups);

- making links between spoken and written language which clarify explicitly the similarities and differences between the target language, their home language and English.

'At present classrooms are rather like crowded swimming pools. Those who are competent dive in. Some take things slowly and concentrate on improving their style and performance, while others are there for a good time and do not mind making waves that disturb others. Those who are less competent may try to get in but are quickly discouraged and remain on the edges. Those who are learning have little support from the others and stand timidly on the sides waiting for the right time to enter. Sometimes they might dip their toes in but most often they walk away without getting wet. Rather than pushing people in or leaving them to fend for themselves, the situation needs to be organised so that everyone gets the opportunity to develop their skills and enjoy themselves without hindering the progress of others. I would therefore make the following proposals:

- all teachers need to be aware of how talk is used in class; by teachers themselves and by different groups of pupils;

- all teachers need to monitor the talk of their pupils and aim to improve the oral skills of all pupils in a range of styles and contexts;

- all teachers should set up ground rules for talk. There should be 'zero tolerance' of peer hostility;

- all teachers should use structured, planned talk as a learning tool linked to other activities including reading and writing;

> - talk activities should happen regularly and be evaluated rigorously;
> - there is a need to overcome the attitude prevalent among pupils that talk does not count as real work.'
>
> *Head of school EAL department praised by Ofsted in 1999*

In MFL lessons, all of the advice given above continues to apply to pupils learning EAL. Language comparisons can sometimes be extended to include references to pupils' home languages. Pupils with EAL will benefit from regular use of the target language by teachers and other pupils, and by the demonstration, modelling and investigation of language structures and functions. The MFL Framework provides for detailed progression through a planned increase in knowledge, skills, understanding and language competence through work in a range of contexts.

Where teaching is well matched to their needs, pupils learning EAL will derive great benefit from focused MFL teaching based on the Framework, because:

- it promotes explicit attention to language learning;

- pupils have opportunities to hear the foreign language spoken often and distinctly, to speak to the teacher and to each other, and to develop knowledge about language and language use within a shared and familiar context;

- class teaching provides pupils with helpful models of spoken MFL in real contexts;

- group work provides opportunities for intensive and focused teaching matched to learning needs.

In MFL lessons pupils learning EAL will – like other pupils – need support in accessing the foreign language through the use of inclusive teaching strategies and meaningful activities. Almost all pupils in MFL will be in the same situation, at some stage, as EAL learners, who may need support in their English learning to understand inferences and allusions, differential meanings of words in context, constructions used in particular genres and culturally embedded language. The range of supportive teaching strategies valuable for pupils with EAL in this context includes:

- provision for visual support to enable pupils to conceptualise information and learning tasks when their knowledge of the subject language may be limited. This involves the use of a range of devices, for example objects, illustrations, labels, diagrams, use of video or computer graphics, provision of writing frames and grids;

- provision for pre-reading of texts where pupils can be introduced to key vocabulary and phrases and discuss the main ideas. This may, where appropriate and manageable, include the use of first language;

- provision for oral 'rehearsal' of written tasks in order to focus pupils' attention on the language required;

- probing understanding through targeted questioning and discussion;

- extending active reading tasks, for example directed activities relating to texts (DARTS), by helping them to rework content and ideas in their own words.

These strategies can inform aspects of MFL teaching and learning; at the very least, MFL teachers will be helped by knowing about them. They also need to exploit the fact that MFL can provide a unique context

in which pupils with EAL can work on a level footing with their fellow pupils and sometimes outshine them, with subsequent benefits to their self-esteem.

The role of language support staff

The role of specialist or language support staff will inevitably vary according to circumstances. However, it is essential that mainstream staff benefit from their expertise in order to provide an inclusive learning environment for pupils learning EAL, whether they are isolated learners or part of a larger group within a school.

For schools with few pupils learning EAL, support from specialist staff may be geographically remote, but the Framework objectives can provide the focus for liaison. EAL specialists will have a clear sense of the language demands upon pupils both within English lessons and across the curriculum. They may need help from MFL staff to get a clear view of specific language demands in MFL. However, if this can be provided, planning documentation can be annotated by specialist staff to indicate the specific language support required and to suggest appropriate teaching interventions.

Where specialist staff are available within the school itself, it is essential that they act in an advisory role as well as leading whole-class sessions or providing individual or small-group support to particular pupils. The recent Ofsted report *Raising the attainment of minority ethnic pupils* (1999) noted that the most effective work by EAL staff involved a clear curriculum focus and a strong ethos of partnership between EAL and mainstream staff.

Where EAL teaching and support staff are available within lessons, they will play a crucial role in the provision of advice and resources.

The place of languages other than English

Pupils learning EAL who are already literate in another language and understand principles of phonology, spelling and grammatical conventions in that language will be able to bring that knowledge to bear when acquiring language skills in English and MFL. Pupils need to develop speaking and listening skills in order to develop language skills. However, language skills also help pupils to develop speaking and listening skills.

Like all learners of MFL, pupils with EAL need to hear good examples of the spoken target language and also to refer to their first language skills to aid new learning. Knowledge of their home language enables pupils to draw on existing subject knowledge and to develop English and MFL language skills in context. For example, a group of pupils might draw on their knowledge of words in their mother tongue to develop their grasp of objective 7W7: ' … the spelling, sound, meaning and main attributes of words'. The fact that pupils learning EAL can draw upon both their mother tongue and their developing competence in English can only enhance their learning in MFL. However, MFL teachers need to be aware of and sensitive to the language context in which pupils with EAL are working and be prepared to help them build on the full range of language they bring to the classroom.

Supporting and challenging gifted and talented pupils

The National Strategy for Key Stage 3 offers an opportunity for thinking again about how to offer suitable programmes of work for gifted and talented pupils. Like other pupils, they are entitled to opportunities, support and challenges that will help them to reach their potential. Some pupils who are gifted and talented may also have special educational needs or disabilities.

Able pupils are taught in a range of groupings: some are set, some are taught in mixed-ability classes and some are vertically grouped. Whatever grouping arrangements are used by the school, able pupils will display a range of talents, including diverse reading experiences, wide-ranging interests and an astonishing array of capabilities.

Teachers can meet some of these needs by differentiating tasks, offering personal support, targeting higher-order questions, building in challenging open-ended tasks, and directing supplementary study outside the lesson. In addition, some schools use mentors and many schools allocate a responsibility allowance to staff working with this group. The focus of this guidance is on helping teachers to stimulate and direct the able language learner in everyday lessons.

Spotting the potentially able linguist

Whatever the ability profile of the school, teachers should be alert to the presence of gifted and talented pupils. The important issue for schools and MFL departments is not to quibble about labels but to be aware of the strong likelihood of a group of more able pupils in each school year, and to provide the best curriculum programmes to meet their needs. Not all of these pupils will be regarded as talented across the whole range of school subjects, but those demonstrating linguistic attainment well in advance of their peers need to be given proper attention. Teachers should also be aware that ability can be hidden, for example, among second language learners, shy pupils and those with special educational needs.

Potentially able linguists enter secondary school with some language skills already well developed. Such pupils are:

- capable of demonstrating close reading and listening skills and attention to detail;
- aware of the nuances of language;
- fluent and confident readers and speakers;
- developing incisive critical responses, demonstrating greater pleasure and involvement in language tasks than most other pupils;
- developing the ability to read between the lines, and to make good connections across texts and within texts, both written and spoken;
- usually able to articulate their intentions and choices in writing and speech;
- able to recognise the intentions of other writers and speakers;
- most importantly – able to reflect more carefully on the sorts of language and linguistic engagements they are encountering.

One group of pupils whose needs require careful consideration are pupils whose home language is the target language, or who have already learned the target language from living in a country where it is used. Their oral skills may surpass their writing and cognitive skills in some cases, but care needs to be taken to set appropriately challenging expectations.

For LEAs and schools that are implementing the Gifted and Talented strand of Excellence in Cities, the Framework should provide support for their wider strategy to improve the education of gifted and talented pupils.

Section 1 of this folder includes notes on characteristics which able language learners may display and how the MFL Framework can help them; an article in the training folder takes this further.

Any MFL department discussing and developing the advice and suggestions made here and elsewhere in the Framework and training folders will not only be more carefully addressing the needs of its most able pupils, but also enriching language learning possibilities for all its student population.

Separate web-based guidance is forthcoming on provision for gifted and talented pupils.

Gender and achievement in MFL

Over the last four years the modern foreign language results at Key Stage 3 have shown girls doing considerably better than boys. For 2002, of those achieving level 5 and above, 39% were boys and 55% were girls.

Although one must guard against generalisations, accounts by teachers suggest that boys' enthusiasm for MFL tends to decline after Years 7 and 8 and that this disaffection is not limited to boys of lower academic aptitude.

Recent research into boys' achievement in MFL suggests aspects of good practice which are consistent with the Framework, the Foundation Subjects training materials and the National Curriculum programme of study for MFL:

- providing opportunities for learners to speak to mature speakers, face to face or by e-mail, fax or website;
- teaching pupils to see how the target language can be both the medium and the object of study, building on aspects of the National Literacy Strategy;
- trialling and evaluating ideas which involve pupils more actively in their learning;
- making explicit the purpose of lesson and homework content;
- making instructions and explanations more interactive;
- making learners more responsible for their own improvement, by means of directed or independent study;

- making explicit links between first and second or other language study;

- taking a consistent departmental approach to target setting, homework and rewards and sanctions.

While especially likely to benefit boys, these elements of good practice will enhance the language learning experience for all learners.

MFL and ICT

ICT is a powerful tool for all learners and enhances the 'real-life' factor in MFL study, which often appeals to boys in particular. Research carried out by the DfES shows that achievement is higher across the curriculum where ICT is used – in some subjects by as much as 0.5 of a grade. It is worth noting that at MFL Key Stage 4, it was shown that where there was low ICT usage, grades were lower than predicted.

The National Languages Strategy document features useful reminders of the ways in which ICT can be used to motivate pupils and enhance their attainment in MFL. The website http://inclusion.ngfl.gov.uk/ is also a valuable source of guidance. The examples provided in section 2c of this folder (Framework of objectives) include numerous references to the use of ICT to support work on specific objectives; so do section 3 appendix 1 (From Framework to classroom) and the article in appendix B of the training folder: '*Framework for teaching modern foreign languages: Years 7, 8 and 9*: the place of information and communication technology'.

MFL teaching objectives

Year 7	Year 8	Year 9
Pupils should be taught:	In addition to working further on objectives from Year 7 pupils should be taught:	In addition to working further on objectives from Years 7 and 8 pupils should be taught:
7W1 How to build and re-apply a stock of words relating to everyday contexts and settings	**8W1** How to extend their vocabulary and include some abstract items	**9W1** To discriminate between words similar in meaning or appearance to others in the target language
7W2 How to learn, use and appreciate the importance of some basic high-frequency words found in many contexts	**8W2** Connectives to support sentence building and linking and how to use them	**9W2** To extend the range of connectives to support the understanding and composition of complex sentences and text
7W3 How to accumulate and apply a stock of words for use in language learning and classroom talk	**8W3** To understand and use words found in comments or advice about their work	**9W3** Words about points of language, resources and tasks set
7W4 That gender and plural patterns in nouns may differ from English and how other words can be affected	**8W4** Some regular patterns of word change linked to gender and plural forms	**9W4** To apply main points of inflection using reference materials if needed
7W5 Present tense forms of high-frequency verbs, examples of past and other tense forms for set phrases	**8W5** To use verb patterns and forms to understand and refer to present, past and close future events	**9W5** To secure regular present tense verb patterns, main past and future tenses of high-frequency verbs, and some conditional examples
7W6 The alphabet, common letter strings and syllables, sound patterns, accents and other characters	**8W6** Some common exceptions to the usual patterns of sounds and spellings	**9W6** That some letter strings and syllables have a specific function or meaning
7W7 How to find and memorise the spelling, sound, meaning and main attributes of words	**8W7** How to use detail and exemplification in dictionaries and other reference materials	**9W7** How to collect and learn words independently and form other words in same family
7W8 How to find or work out and give the meaning of unfamiliar words	**8W8** That words do not always carry their literal meaning	**9W8** How to use knowledge of word forms, patterns and context to identify meanings
7S1 How to recognise and apply typical word order in short phrases and sentences	**8S1** How the main elements of simple and complex sentences are usually sequenced	**9S1** That emphasis in a sentence can be changed by positioning words, phrases and clauses
7S2 How to work out the gist of a sentence by picking out the main words and seeing how the sentence is constructed compared with English	**8S2** How compound and complex sentences are built up using connectives, phrases and clauses	**9S2** To use knowledge of the order of words, phrases and clauses to find the meaning of a sentence
7S3 How to adapt a simple sentence to change its meaning or communicate personal information	**8S3** The basic nature of modal verbs and how to use them in simple sentences	**9S3** How verbs work together in different tenses to extend meaning
7S4 How to formulate a basic question	**8S4** To understand and use a variety of question types, including some reflecting an attitude or expectation	**9S4** To use a question as a source of language for an answer
7S5 How to formulate a basic negative statement	**8S5** To understand and use a variety of negative forms and words	**9S5** To understand and use less common negative forms
7S6 How to formulate compound sentences by linking two main clauses with a simple connective	**8S6** How to develop a sentence by adding or replacing elements, making necessary changes	**9S6** How to understand and build extended sentences with clauses of different types
7S7 To look for time expressions and verb tense in simple sentences referring to present, past or close future events	**8S7** To understand simple sentences using high-frequency verbs referring to present, past and future events	**9S7** To recognise and begin to use different tenses of familiar verbs within complex sentences or text
7S8 Punctuation and orthographic features specific to phrases and sentences in the target language	**8S8** How to use knowledge of high-frequency words and punctuation to understand sentences	**9S8** That inflections carry information which can be necessary for understanding
7S9 How to understand and produce simple sentences containing familiar language for routine classroom or social communication		
7T1 How to read and understand simple texts using cues in language, layout and context to aid understanding	**8T1** That words and phrases can have different meanings in different contexts	**9T1** How to use their knowledge of context and grammar to understand texts involving complex language
7T2 How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content	**8T2** To recognise simple features which add authenticity, expression or emphasis to a written text	**9T2** To notice simple features used for effect in written text
7T3 How to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading	**8T3** To begin to associate aspects of language with different text types	**9T3** How to use and develop their language knowledge and skills through contact with authentic texts
7T4 How to use a dictionary and other resources appropriately when working on text	**8T4** To make regular use of glossaries and dictionaries, finding the appropriate section readily	**9T4** How to select from and use appropriately a range of support materials when reading or writing
7T5 How to assemble a short text using familiar sentence structure and known vocabulary	**8T5** How to extend, link and develop sentences to form continuous text	**9T5** To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs
7T6 How to use simple texts as models or prompts for their own writing	**8T6** How to use a given text as a source of information, language and a stimulus for their own writing	**9T6** How to adapt a simple text for a different audience and purpose
7T7 How to evaluate and improve the quality of their written work	**8T7** To check routinely on points of word ending and word order	**9T7** How to check their written work for quality and accuracy
7L1 How to engage with the sound patterns and other characteristics of the spoken language	**8L1** To begin to listen for subtleties of speech and imitate them	**9L1** To begin to interpret what they hear from content and tone and listen for inferences
7L2 How to improve their capacity to follow speech of different kinds and in different contexts	**8L2** Skills they need to use when listening to media	**9L2** To recognise and begin to use rhetorical devices which make spoken language more individual
7L3 To identify gist and some detail in continuous spoken passages about specific contexts	**8L3** How to relay both the gist and relevant detail in a spoken message or item	**9L3** How to report or paraphrase what they hear
7L4 How to respond to face-to-face instructions, questions and explanations	**8L4** How to add interest to what they say by using extended sentences	**9L4** How to use questions or text as a stimulus for a spoken response
7L5 How to contribute to spontaneous talk in the target language	**8L5** How to take part in short unscripted dialogues and exchanges	**9L5** How to make extended and/or frequent contributions to classroom work and talk
7L6 How to evaluate and improve the quality and fluency of what they say	**8L6** How to recognise and add expression in speech	**9L6** How to identify and adapt the degree of formality of language to suit different situations
Pupils should:	Pupils should:	Pupils should:
7C1 Learn some basic geographical facts about the country and where its language is spoken	**8C1** Learn some basic historical facts about the country	**9C1** Learn some demographic facts about the country and its language(s)
7C2 Learn about some aspects of everyday culture and how these compare with their own	**8C2** Learn about some famous people in popular culture and history	**9C2** Meet the work of some famous figures in the artistic and cultural life of the country
7C3 Use authentic materials and experience direct or indirect contact with native speakers and writers	**8C3** Use direct contact or media to find out about daily life and young people's interests and attitudes	**9C3** Read about and report on young people's attitudes to sport or popular culture
7C4 Meet simple stories, songs or jokes, or texts based on them, in the target language	**8C4** Read, hear and share simple poems, jokes, stories and songs in the target language	**9C4** Learn and inform others about some well-known features of the country of the target language
7C5 Learn the social and linguistic conventions of common situations such as greetings	**8C5** Understand and use some simple colloquialisms in context	**9C5** Learn some simple facts about a region of the country