

Key Stages 2–3

# Modern foreign languages

in the National Curriculum for Wales



# Modern foreign languages in the National Curriculum for Wales

- Audience** Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
- Overview** This document sets out the Welsh Assembly Government's requirements for modern foreign languages in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
- Action required** Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
- Further information** Enquiries about this document should be directed to:  
Curriculum Division  
The Education Directorate  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
e-mail: [curriculumdivision@wales.gsi.gov.uk](mailto:curriculumdivision@wales.gsi.gov.uk)
- Additional copies** This document can be accessed from the Learning Wales website at [gov.wales/learning](http://gov.wales/learning)

# Contents

Foreword	2
Including all learners	4
Skills across the curriculum	6
Learning across the curriculum	8
Progression in modern foreign languages	10
Key Stage 3 Programme of Study	12
Attainment targets	16
National curriculum outcomes	22
Modifications for pupils learning Chinese (Cantonese or Mandarin) and Japanese	24
Appendix – Key Stage 2: a non-statutory framework for modern foreign languages	26

## Foreword

This document sets out the revised national curriculum for **modern foreign languages** in Wales.

### The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows\*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

\* The key stages are defined precisely in Section 103 of the Education Act 2002.

## Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

## Implementation dates

The revised programmes of study and attainment targets for **modern foreign languages** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 7 and 8
- 1 August 2009 for Year 9.

From these dates the existing national curriculum for **modern foreign languages** is superseded.

**Welsh Assembly Government**  
**January 2008**

## Including all learners

### Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

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

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

## Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

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

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

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

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

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

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

### Developing thinking

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

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

### Developing communication

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

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



## Developing ICT



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

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

## Developing number



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

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

## Learning across the curriculum

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

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

### Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

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

### Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

**Modern foreign languages** contribute to learners' personal and social education through their awareness of other cultures and ways of life. Learners work cooperatively and respect the contributions of others.

## Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **modern foreign languages**, learners should be given opportunities to develop awareness of the importance of languages in the world of work, the global economy and for their future careers. Learners can use languages in work-related contexts and schools can make pupils aware of the role of languages in a range of jobs through visits, local business links and other work-related resources.

## Progression in modern foreign languages

At Key Stage 3, learners develop communication skills in a modern foreign language which build on and support their literacy and oracy skills in English and Welsh. They may also build on skills, knowledge and understanding developed in Key Stage 2, where modern foreign languages are part of the curriculum (See Appendix, page 26, for Key Stage 2: a non-statutory framework).

Learners develop skills in oracy, reading and writing in the foreign language and communicate with increasing confidence and independence. They develop intercultural understanding, a sense of global citizenship and learn to appreciate different cultures and communities and compare them with their own.

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

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

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

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

## **Languages that may be taught at Key Stage 3**

Schools may offer European or world languages such as Arabic, French, German, Japanese, Mandarin, Russian, Spanish, Urdu. Schools may choose which languages they teach taking into account demand, interest, progression routes and resources.





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

## Skills



### Oracy

Pupils should have opportunities to:

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





### Reading

Pupils should have opportunities to:

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

## Writing

### Pupils should have opportunities to:

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







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

## Range



### Intercultural understanding

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

1. celebrate, compare and appreciate differences and similarities between their own culture and community and that of the target language
2. develop sensitivity towards different peoples, their customs, values and perspectives 
3. interact with native speakers and learners of the target language who have a recent and active experience of the language, e.g. *visits, exchanges, partner schools, foreign language assistants, language students, texting, e-mail, video conferencing* 
4. access authentic materials, e.g. *film, DVD, TV, drama, radio, magazines, adverts, internet, books, realia, songs, newspapers, literature*
5. appreciate the importance of languages in the global society of the twenty-first century and for the world of work 
6. develop their awareness of current events, news, people and issues in relation to the countries and communities of the target language. 

### Language learning strategies




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

1. take risks and experiment with language
2. acquire techniques for memorising and recording words, phrases and structures
3. practise new language in and outside the classroom
4. identify patterns in language, formulate rules and test their findings
5. increase their confidence in language use and triple literacy skills by building on skills already acquired through their learning of English and Welsh 
6. make comparisons with English, Welsh and other languages, exploring similarities and differences in vocabulary and structure 
7. use and apply positive techniques for self and peer evaluation to encourage progress and confidence in using the language
8. discuss their language learning
9. analyse what they need to know in order to carry out a task.



## Activities and contexts

**Pupils should have opportunities to develop their language skills through:**

1. using language in a variety of relevant, engaging and up-to-date contexts that may be related to other areas of the curriculum
2. language games and solving puzzles, using ICT as appropriate 
3. working in pairs and groups to take part in face to face dialogues, conversations and discussions
4. responding to and joining in songs, rhymes, story-telling activities and drama, interviews and other spoken language
5. responding to a range of texts, including stories, poems, literature, non-fiction, and using the internet 
6. producing factual, descriptive and narrative texts as well as personal information/letters, diaries and creative pieces
7. reading, viewing and listening to integrated sources including video/DVD, audio, internet, CD-ROM for personal interest and pleasure as well as for information 
8. using language creatively, independently and for real purposes
9. activities in which they use two or more skills in combination.

# Attainment targets

## Level descriptions

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

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

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

## Attainment target 1: Oracy

### Level 1

Pupils show understanding of some familiar words and a few simple statements and questions. They sometimes require support such as repetition, gesture and visual cues. They respond in single words and short simple phrases to what they see and hear, and imitate correct pronunciation with some success.

### Level 2

Pupils show understanding of familiar statements and questions but sometimes need items to be repeated. They give short simple responses to what they see and hear, and their meaning is usually clear. Their pronunciation shows an awareness of sound patterns.

### Level 3

Pupils show understanding of short simple passages, dialogues and other sources of familiar language. They ask and answer questions responding appropriately using familiar words and phrases. They occasionally substitute words to vary their language. Their pronunciation is mostly correct.

## Level 4

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

## Level 5

Pupils show understanding of different types of spoken material in various familiar contexts, containing a variety of structures. In conversations and presentations they can vary the structures they use, sometimes producing more extended responses. Although there may be some mistakes, their communication is usually clear.

## Level 6

Pupils show understanding of a variety of spoken material containing a range of structures, including familiar language in less familiar contexts and some longer items. They adapt previously learned language and use a wider variety of structures. They produce more extended and detailed responses. Pupils make themselves understood with little or no difficulty and with increasing confidence.

## Level 7

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

## Level 8

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

## Exceptional Performance

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

# Attainment targets

## Attainment target 2: Reading

### Level 1

Pupils show understanding, recognise and read out single words in a familiar context. They sometimes require visual support.

### Level 2

Pupils show understanding of familiar phrases. They show understanding of sound patterns, common letter strings or symbols and syllables by reading aloud familiar words and phrases. They begin to use books and glossaries to find out the meaning of new words.

### Level 3

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

### Level 4

Pupils show understanding of texts containing familiar language and different sentence patterns. In addition to using bilingual glossaries or dictionaries, they are beginning to use context to work out the meaning of unfamiliar words. They sometimes use what they read to develop their own productive language.

### Level 5

Pupils show understanding of different types of texts in various familiar contexts, containing a variety of structures. They are beginning to use the techniques of skimming, scanning and detailed reading to locate information. They are generally more confident in reading aloud, and in their use of reference materials. They continue to develop their use of what they read to enhance their own productive language and to use context and other cues to work out the meaning of unfamiliar language.

### Level 6

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

## Level 7

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

## Level 8

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

## Exceptional Performance

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

# Attainment targets

## Attainment target 3: Writing

### Level 1

Pupils copy single words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

### Level 2

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

### Level 3

Pupils write simple sentences with support. They are beginning to substitute words to vary their language. When writing from memory their spelling is readily understandable and they show some awareness of the punctuation conventions of the target language.

### Level 4

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

### Level 5

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

### Level 6

Pupils produce different types of texts including some more extended writing and sometimes use paragraphs to structure what they write. They adapt previously learnt language and use a variety of structures. Although there may be a few mistakes, the meaning is usually clear. They continue to develop their use of reference materials to enhance the quality of their writing. They are beginning to evaluate and sometimes redraft their writing to improve its accuracy.

## Level 7

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

## Level 8

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

## Exceptional Performance

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

## National curriculum outcomes

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

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

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

### Outcome 1

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

### Outcome 2

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



### Outcome 3

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

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

## Chinese (Cantonese or Mandarin)

The level descriptions for Oracy assume that Chinese may be spoken at a slower speed and that the range may be more limited.

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

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

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

## Japanese

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

Level 1: hiragana symbols

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

Level 3: hiragana and katakana symbols and modifications

Level 4: hiragana, katakana and 20 – 40 kanji.

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

	<b>Reading</b>	<b>Writing</b>
Level 5:	40 – 90 kanji	40 – 60 kanji
Level 6:	90 – 140 kanji	60 – 90 kanji
Level 7:	140 – 200 kanji	90 – 140 kanji
Level 8:	200 – 270 kanji	140 – 220 kanji
Exceptional Performance:	270 or more kanji	220 or more kanji

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

# Appendix

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

### **Rationale**

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

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

### **A positive early experience**

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

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

## Using the framework

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

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




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

## Skills


### Oracy

Pupils should have opportunities to:

1. use and respond to incidental language in everyday classroom activities
2. listen carefully and respond appropriately to different types of spoken language
3. speak with correct pronunciation and intonation
4. communicate with each other and their teacher
5. understand and take part in simple conversations
6. use and respond to language relevant to their personal interests and immediate environment 
7. use previously learnt structures and language patterns to create new language.

### Reading

Pupils should have opportunities to:

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

### Writing

Pupils should have opportunities to:

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








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

## Range


### Intercultural understanding


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


1. celebrate, compare and appreciate differences and similarities between their own culture and community and that of the target language, drawing upon work in other areas of the primary curriculum 
2. develop sensitivity towards different peoples, their customs, values and perspectives 
3. appreciate the importance of other languages and language learning in a global society 
4. work with authentic materials
5. interact with native speakers and learners of the language, e.g. *visits from speakers of the language, visits to the country, town-twinning links and Comenius Projects, the exchange of materials with partner schools via letter, e-mail, interactive use of ICT and class projects.*   


### Language learning strategies

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






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

3. compare and appreciate differences and similarities between English, Welsh and the target language, developing their triple literacy skills and confidence in language use 

4. use self evaluation to encourage progress and confidence in using the language. 

### Activities and contexts

Pupils should have opportunities to develop their language skills through:

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

2. responding to and joining in with songs, poems, rhymes, drama and stories
3. listening to video/DVD, audio, native speakers and other language learners
4. big books, the internet, and CD-ROM activities 
5. physical activities, including dance
6. ICT to support independent learning 
7. art work including displays, signs and posters
8. working in pairs and groups producing and practising dialogues and sketches
9. using language in a range of creative activities. 

## Using the level descriptions at Key Stage 2

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

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



### **My language record – Oracy**

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

### **My language record – Reading and Writing**

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

## Notes