Dear Colleague

NON-STATUTORY GUIDANCE: MODERN FOREIGN LANGUAGES

The twentieth century has seen the progressive extension of modern foreign languages teaching in secondary schools. The introduction of MFL in the National Curriculum in the autumn of 1992 marks the climax of this process with the entitlement of an MFL for all pupils.

This pack contains non-statutory guidance to support the teaching of modern foreign languages (MFL) in the National Curriculum.

The issues raised in NCC's consultation on MFL helped shape the contents of the guidance. NCC's MFL Task Group has played an important role in planning, writing and editing the document. I am extremely grateful to the group and also to those teachers, advisers and teacher trainers who contributed materials or commented on earlier drafts.

Council would also wish me to thank officers from the DES, HMI, CCW, SEAC and NCET for their involvement in the production of this non-statutory guidance.

One special feature of this publication is that it includes three posters setting out the attainment targets, programmes of study and information technology activities. The posters are designed to be of practical use to teachers planning schemes and units of work, and reflect the practical nature of the publication as a whole.

Sincerely,

David Pascall
### MODERN FOREIGN LANGUAGES

**NON-STATUTORY GUIDANCE**

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K GLOSSARY OF ABBREVIATIONS

POSTER 1 MODERN FOREIGN LANGUAGES PROGRAMME OF STUDY (MODEL A)

POSTER 2 MODERN FOREIGN LANGUAGES ATTAINMENT TARGETS (AND STATEMENTS OF ATTAINMENT)

POSTER 3 MODERN FOREIGN LANGUAGES EXAMPLES OF INFORMATION TECHNOLOGY — RELATED TASKS
From August 1992 all pupils in Year 7 will study a National Curriculum modern foreign language (MFL). Non-statutory guidance (NSG) is designed to help schools prepare for this.

NSG is intended for use by practising teachers, student teachers and returners to the profession, working on their own or in groups. Sections II and I are also relevant to members of senior management and school governors.

Section B explains key features of MFL attainment targets and programmes of study. Other sections examine aspects of policy, planning and practice. They can be used in any order. **It is not expected that NSG will be read in its entirety at one sitting.** Individual teachers and departments can use it as a resource to refer to as the need arises.

Each section begins with a summary outlining its contents to help you use it selectively. Sections B and C include tasks for use in departmental discussion, INSET sessions and initial teacher training (ITT).

Although NSG covers both Key Stages 3 and 4, the main focus is on planning for Key Stage 3. It is worth remembering that in the autumn term of 1992, the statutory requirements only apply to pupils in Year 7. Schools have a further three years in which to prepare for Key Stage 4.
This section:

- states the aims of MFL teaching in the National Curriculum;
- explains attainment targets, programmes of study and the relationship between them;
- includes some tasks for use in ITT and INSET.

1.0 THE EDUCATIONAL PURPOSES OF TEACHING A MODERN FOREIGN LANGUAGE

1.1 The MFL Working Group, in its final report (Modern Foreign Languages for Ages 11 to 16, DES/JO/HSO, October 1990), identified the following reasons for teaching an MFL in schools:

- 'to develop the ability to use the language effectively for purposes of practical communication;
- to form a sound base of the skills, language and attitudes required for further study, work and leisure;
- to offer insights into the culture and civilisation of the countries where the language is spoken;
- to develop an awareness of the nature of language and language learning;
- to provide enjoyment and intellectual stimulation;
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations;
- to promote learning skills of more general application (e.g. analysis, memorising, drawing of inferences);
- to develop pupils' understanding of themselves and their own culture.'

1.2 The National Curriculum builds on the developments of Graded Objectives in Modern Languages (GOML), the General Certificate of Secondary Education (GCSE) and the Technical and Vocational Education Initiative (TVEI). It extends opportunities and experiences for pupils by promoting:

- maximum use of the target language;
- the integration of language skills;
- imaginative and creative tasks and activities;
- the use of authentic materials to develop cultural as well as linguistic awareness;
the use of information technology (IT) and other resources to develop learners’
independence;

- the establishment of links with other schools (at home or abroad);
- links between MFL and other subjects;
- links with the world of work.

1.3 For teachers of MFL, the National Curriculum supports good practice by encouraging:
- the development of schemes of work which take full account of individual needs;
- progression and continuity in teaching and learning;
- regular and systematic assessment, recording and reporting of pupils’ progress;
- attention to pupils’ personal and social development as well as their linguistic
capability.

1.4 MFL in the National Curriculum consists of two elements: attainment targets and
programmes of study. They are interdependent for planning purposes.

2.0 ATTAINMENT TARGETS

2.1 Attainment targets (ATs) define in broad terms ‘the knowledge, skills and understanding’
which pupils are expected to acquire in learning an MFL from age 11 to 16.

There are four ATs.

Table 1

<table>
<thead>
<tr>
<th>AT1: Listening</th>
<th>The development of pupils’ ability to understand and respond to spoken language</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT2: Speaking</td>
<td>The development of pupils’ ability to communicate in speech</td>
</tr>
<tr>
<td>AT3: Reading</td>
<td>The development of pupils’ ability to read, understand and respond to written language</td>
</tr>
<tr>
<td>AT4: Writing</td>
<td>The development of pupils’ ability to communicate in writing</td>
</tr>
</tbody>
</table>

2.2 AT1 and AT3 require pupils to respond in order to demonstrate understanding. The
following tables suggest a range of responses and links with other ATs.
Table 2

<table>
<thead>
<tr>
<th>AT1: Speaken stimulus</th>
<th>Response</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. questions</td>
<td>A non-linguistic response (e.g. action or mime)</td>
<td>1</td>
</tr>
<tr>
<td>statements</td>
<td>Speaking in the target language</td>
<td>2</td>
</tr>
<tr>
<td>opinions</td>
<td>Reading in the target language</td>
<td>3</td>
</tr>
<tr>
<td>commands</td>
<td>Writing in the target language</td>
<td>4</td>
</tr>
<tr>
<td>instructions requests</td>
<td>Interpreting, using another language in some or all of the response</td>
<td>2, 4</td>
</tr>
<tr>
<td>explanations exclamations announcements jokes poems</td>
<td>Responding in more than one of these ways, in combination</td>
<td>1–4</td>
</tr>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>AT3: Written stimulus</th>
<th>Response</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. questions</td>
<td>A non-linguistic response (e.g. match symbols to words)</td>
<td>3</td>
</tr>
<tr>
<td>statements</td>
<td>Speaking in the target language</td>
<td>2</td>
</tr>
<tr>
<td>letters requesting information</td>
<td>Writing in the target language</td>
<td>4</td>
</tr>
<tr>
<td>graphs or pie-charts instructions rules stories</td>
<td>Interpreting, using another language in some or all of the response</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>Responding in more than one of these ways, in combination</td>
<td>1–4</td>
</tr>
</tbody>
</table>

2.3 AT2 and AT4 require pupils to:

- respond to a variety of stimuli;
- initiate communication.

For example:

Table 4

<table>
<thead>
<tr>
<th>Respond</th>
<th>Initiate</th>
<th>Initiate and respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce short, simple responses to what is seen or heard.</td>
<td>give a short presentation or prompted talk on everyday activities, interests or future plans.</td>
<td>seek and respond to opinion. . . .</td>
</tr>
<tr>
<td>(AT2/2a)</td>
<td>(AT2/4b)</td>
<td>(AT2/7b)</td>
</tr>
<tr>
<td>express a range of responses and attitudes to events, issues and opinions.</td>
<td>write a small number of related sentences from memory to find out and convey simple information or feelings.</td>
<td>write a short non-factual text, responding to and developing the content of something read, seen or heard.</td>
</tr>
<tr>
<td>(AT4/9a)</td>
<td>(AT4/4a)</td>
<td>(AT4/8a)</td>
</tr>
</tbody>
</table>
Task

This task will help you consider the relationship between language skills in the four ATs.

The tables in 2.2 suggest a variety of responses to spoken or written stimuli. What range of responses could the following stimuli produce?

a) A holiday photo.
b) A recipe.
c) A pie-chart which shows the different amounts of time spent by a class on homework.
d) A film or television preview.

Which ATs do these involve?

Levels and statements of attainment

2.4 Each AT has 10 levels of attainment which apply to both Key Stages 3 and 4. At each level there are statements of attainment (SoA) which serve as:

- teaching and learning objectives;
  
  SoA provide a framework for planning progression in pupils' learning. Different SoA relate to different aspects of progression. This is illustrated in Section D.

- assessment objectives.
  
  SoA also describe what pupils will need to know and do at a particular level for assessment purposes. At each level, learners will be expected to continue to demonstrate the knowledge, skills and understanding previously acquired.

For example:

Table 5

<table>
<thead>
<tr>
<th>AT2/5c</th>
<th>speak confidently and intelligibly when using familiar language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This builds on earlier statements:</td>
<td></td>
</tr>
<tr>
<td>AT2/3a</td>
<td>initiate and respond with intelligible pronunciation using memorised language.</td>
</tr>
<tr>
<td>AT2/4a</td>
<td>initiate and respond in conversation or role-play on familiar topics using appropriate forms of personal address.</td>
</tr>
</tbody>
</table>
**Task**

The purpose of this task is to familiarise you with the SoA and the relationship between SoA at different levels

a) Take the following SoA and examine how each one is a development from statements at earlier levels and how it develops at the next level.
   
   AT1/5b  
   AT2/6a  
   AT3/8b  
   AT4/3b

b) Choose another statement at random and trace its development in a similar way.

c) Examine the SoA in all four ATs at two different levels (e.g. levels 3 and 6). What sort of pupil profile do these statements collectively suggest? Match these profiles to individual pupils you currently teach.

2.5 The 10-level scale provides opportunities for all pupils to progress, normally over a period of five years.
   
   - Level 1 represents the first step which might mark measurable progress.
   - Most pupils should make fairly swift progress through the lower levels which provide worthwhile goals for all pupils.
   - Progression becomes steeper through the middle levels.
   - The majority of pupils should achieve at least level 6 after five years’ study.
   - Levels 9 and 10 represent what could be attained by very able pupils after five years’ study (though outstanding pupils might get there sooner).
   - The upper levels are designed to meet the needs of pupils who start an MFL which is completely new to them, and of bilingual pupils with some prior knowledge of the language studied.

   (Summary of paras. 4.18 and 4.19 of the final report of the MFL Working Group.)

2.6 Individual learners may demonstrate different levels of attainment in different ATs. In most cases, however, progress in one AT is likely to match progress in the other three, because of the close linking of the four language skills.

**Non-statutory examples**

2.7 Most SoA are accompanied by an example, printed in italics next to the statement.

For example:

*Table 6*

| AT2/3a | initiate and respond with intelligible pronunciation using memorised language. | Take part in a brief prepared ‘first-meeting’ conversation with someone of the same age met on holiday. |

The examples are an illustration, not a unique or definitive interpretation of the SoA.
**Task**

This task is designed to emphasise the non-statutory nature of the examples which illustrate the SoA.

Choose one SoA from each of the four ATs. Read each statement and consider the non-statutory example which accompanies it.

a) Devise other examples for each statement.

b) Think of ways in which these examples might be developed to involve more than one AT.

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**3.0 PROGRAMMES OF STUDY**

3.1 The programmes of study (PoS) set out 'the matters, skills and processes' which enable pupils to reach the targets specified by the ATs and SoA in Key Stages 3 and 4. Part I covers skills and processes. Part II defines the content and contexts for learning and using a foreign language. Both parts are prefaced by General requirements which make important statements about the use of the target language, IT, communication skills and provision for pupils with special educational needs (SEN).

**Part I: Learning and using the target language**

3.2 Part I consists of six sections. These are numbered 1–6 throughout this document for ease of reference.

<table>
<thead>
<tr>
<th>Table 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
</tr>
<tr>
<td>Section 2</td>
</tr>
<tr>
<td>Section 3</td>
</tr>
<tr>
<td>Section 4</td>
</tr>
<tr>
<td>Section 5</td>
</tr>
<tr>
<td>Section 6</td>
</tr>
</tbody>
</table>

3.3 Each section shows links with ATs. Sections 1 and 2 have the most direct links with particular ATs. The main AT is shown first; other related ATs follow. These links underline the interdependence of language skills.
For example:

Table 8

**Part I Section 1**

<table>
<thead>
<tr>
<th>Links with:</th>
<th>In speaking the target language, pupils should have regular opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT2 and AT1/AT3</td>
<td>- summarise and report the main points of spoken or written texts.</td>
</tr>
</tbody>
</table>

3.4 Sections 3–6 of PoS Part I set out opportunities for developing skills which can be provided through most combinations of ATs. In planning tasks and activities, teachers should consider how to **combine opportunities from different sections in Part I** (see Section G of NSG).

3.5 Most of these opportunities should be provided for pupils on a regular basis during both key stages. Three are specific to Key Stage 4. They relate as much to pupils' age and maturity as to expectations of greater linguistic competence. They require pupils to:
- investigate, discuss and report on aspects of the language and culture of these countries or communities (Section 4);
- work on extended joint assignments with other members of a group (Section 5);
- use the target language in a real or simulated adult working environment (Section 5).

The statutory Order (*Modern Foreign Languages in the National Curriculum*, DES/WO/HMSO, November 1991) does not preclude the provision of these opportunities at Key Stage 3 where teachers consider this to be appropriate.

**Task**

*The purpose of this task is to encourage you to reflect on your own practice, and relate it to the requirements of the PoS.*

a) Think back to a lesson which you have recently taught or observed. Which of the opportunities from PoS Part I did it provide for pupils?

b) Compare this lesson with another one which involved pupils in a different year group. How did the range of opportunities differ?

c) What other opportunities could have been provided?
Part II: Areas of experience

Part II consists of seven areas of experience (AoE).

Table 9

<table>
<thead>
<tr>
<th>Area</th>
<th>Everyday Activities</th>
<th>Personal and Social Life</th>
<th>The World Around Us</th>
<th>The World of Education, Training and Work</th>
<th>The World of Communications</th>
<th>The International World</th>
<th>The World of Imagination and Creativity</th>
</tr>
</thead>
</table>

3.6 In the statutory Order, each of the seven AoE is defined in bold type on the left-hand side of the boxed section. Non-statutory examples of topics are shown in italics on the right. These are not compulsory - others can be substituted or added. For example, in Area C the following topics are possible: endangered species; pollution; acid rain; famous buildings; the wonders of the world.

3.7 Pupils must explore all seven AoE over the period of each key stage, though the frequency and depth of exploration of each AoE are not specified in the Order. Different aspects of a topic may provide opportunities to explore different AoE.

For example:

Table 10

**Topic: Pollution**

<table>
<thead>
<tr>
<th>Aspects of the topic</th>
<th>AoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily routines</td>
<td>A</td>
</tr>
<tr>
<td>health and fitness</td>
<td>B</td>
</tr>
<tr>
<td>local business, industry and commerce</td>
<td>D</td>
</tr>
<tr>
<td>advertising</td>
<td>E</td>
</tr>
<tr>
<td>international organisations</td>
<td>F</td>
</tr>
<tr>
<td>designing and making</td>
<td>G</td>
</tr>
</tbody>
</table>

3.8 Topics can also be treated at different levels of sophistication and made accessible to pupils of different ages and abilities. Guidance on progression in AoE is given in Section D.

**Task**

This task encourages you to explore the relationship between topics and AoE.

a) Choose any AoE. Consider the suggested examples which accompany it. List other topics of your own choosing which relate to this AoE.

b) Take one of these topics. Which other AoE could it relate to? List possible AoE and reasons for your decisions.
Areas E and G

3.9 There are two AoE which need special attention, because they provide contexts for exploring other AoE as well as content in their own right.

Area E

3.10 Area E covers the world of communications. Pupils might, for instance, learn the language and conventions of using the telephone in a foreign country, or of writing letters.

3.11 However, through Area E, pupils might also:
- use a database to produce a survey of prices in different retail outlets (Area A);
- skim newspapers for articles of interest to a teenager (Area B);
- make a video to publicise local tourist attractions (Area C);
- use a computer to display the results of a survey on pocket money (Area D);
- use electronic mail or fax to seek information from a firm (Area D);
- book hotel accommodation by letter, fax or telephone (Area F);
- listen to a story on cassette, following the text in an illustrated reader (Area G);
- use satellite television to record a particular programme or series of programmes (e.g. quiz show) (Area G);
- use desktop publishing to produce a page for a class magazine written for younger pupils (Area G).

Area G

3.12 The interest and motivation of learners can be stimulated by topics which relate to play and leisure — themes of fantasy, fiction and fun. Area G – The World of Imagination and Creativity — should pervade the other AoE.

3.13 PoS Part I requires activities to be practical as well as creative. Such activities might include:
- reading and performing short plays;
- improvising scenes;
- reading or writing short stories or poems;
- watching television programmes or excerpts;
- listening to radio programmes or excerpts;
- predicting what happens next, or what has gone before, in a story, play, film extract, etc.;
- inventing people, towns, etc.;
- making a cassette or video;
- making up or doing puzzles, games, quizzes;
- cooking and experimenting;
- describing hobbies and interests;
- making artefacts, models, etc;
• reading and making up cartoons;
• compiling magazines;
• making leaflets, brochures, posters, advertisements (printed or for radio or television);
• singing, making music, reciting, e.g. tongue-twisters.

3.14 The table below illustrates possible links between Area G and topics from the other six areas.

Table 11

<table>
<thead>
<tr>
<th>AoE/topic</th>
<th>Link with Area G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A</td>
<td></td>
</tr>
<tr>
<td>• food and drink</td>
<td>Design a dinner menu for an important foreign visitor</td>
</tr>
<tr>
<td>Area B</td>
<td></td>
</tr>
<tr>
<td>• special occasions</td>
<td>Read or hear about a piece of folklore or history connected with link town</td>
</tr>
<tr>
<td>Area C</td>
<td></td>
</tr>
<tr>
<td>• the man-made environment</td>
<td>Respond to magazine or television advertisements, giving reasons for wanting to</td>
</tr>
<tr>
<td></td>
<td>buy or for rejecting the products</td>
</tr>
<tr>
<td>Area D</td>
<td></td>
</tr>
<tr>
<td>• jobs, occupations and future</td>
<td>Play a mime-game in which pupils guess jobs, places of work, etc.</td>
</tr>
<tr>
<td>career plans</td>
<td></td>
</tr>
<tr>
<td>Area E</td>
<td></td>
</tr>
<tr>
<td>• newspapers, magazines, comics</td>
<td>Speculate on or invent the story behind a headline</td>
</tr>
<tr>
<td>Area F</td>
<td></td>
</tr>
<tr>
<td>• foreign contacts, travel and</td>
<td>Solve a 'holiday-theme' crossword or wordsearch</td>
</tr>
<tr>
<td>holidays</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

3.15 The task which follows will help you become more familiar with the ATs and PoS.

Task

The best way to get to know the statutory Order is to use it for a real purpose, such as curriculum planning and review.

There may be other reasons for referring to the Order, such as those suggested below.

Choose one or more of the situations which might apply to you or your department in the next few months. List elements from the ATs and PoS which would inform your discussions, or which are relevant to the task.

a) You are asked at a parents' evening about the similarities and the differences between GCSE and MFL in the National Curriculum.

b) You decide to review a selection of resource material (e.g. textbook, tape, computer program) which is in current use in the department, and assess how well it fits into the National Curriculum MFL framework.

c) You are asked to justify employing a foreign language assistant (FLA) for the following year.

d) You wish to explain to your FLA the types of help which he/she can offer to pupils learning to use the target language.

e) Your department wishes to organise a trip abroad during term time. You have been asked to justify this as a valid use of pupils' time.

f) All departments have been asked to identify references to IT in the statutory Order for their subject.

g) Your school's SEN co-ordinator wishes to know how you might work together to support each other in providing a suitable scheme of work for pupils with special needs.

h) You are asked by a member of the English department about the extent to which National Curriculum MFL helps pupils acquire language awareness and general language skills.

i) You are asked by the school's work experience co-ordinator about work-related contexts in MFL.

j) The school parent teacher association (PTA) has offered to buy a satellite dish for the school but the headteacher shows some reluctance to support the idea. How would you justify the purchase?

3.16 The remaining sections of NSG address some of these tasks and develop further the main ideas in this introduction.
C USING THE TARGET LANGUAGE

This section:
• highlights the need for a departmental policy on the use of the target language;
• examines the use of the target language by teachers and pupils;
• suggests practical ways in which the use of the target language can be planned and extended.

1.0 THE TARGET LANGUAGE

1.1 Use of the target language as the principal means of communication in the classroom is a thread running through the ATs and PoS.

1.2 'In ATs 2 and 4, pupils are required to express themselves in the target language. In ATs 1 and 3, where a response is spoken or written, it should be in the target language ...' (Modern Foreign Languages in the National Curriculum, DES/WO/HMSO, November 1991, p.1).

1.3 'PoS Part I covers the skills which should be developed through activities in the target language. Part II sets out the content of the modern foreign language curriculum as areas of experience which should be explored through the target language' (Modern Foreign Languages in the National Curriculum, DES/WO/HMSO, November 1991, p.21).

1.4 The MFL Working Group's final report (Modern Foreign Languages for Ages 11 to 16, DES/WO/HMSO, October 1990) stated that when the target language is accepted as the natural means of communication from the very beginning, 'learners will see that the language is not only the object of study but also an effective medium for conducting the normal business of the classroom.'

1.5 The classroom provides the main context in which most pupils encounter the foreign language. It is important to create an ambience which simulates the foreign country or community.

1.6 Exposure to the target language also helps learners develop a sensitivity to pronunciation, intonation, structure and meaning. This supports pupils' language acquisition without overt teaching.

1.7 Departments should agree on a policy for consolidating or extending the use of the target language by teachers and pupils, to ensure that the target language is used consistently by all members of the department with shared expectations of pupils' use of it.

1.8 When establishing such a policy, teachers may feel that they wish to introduce the use of the target language in a modest way, perhaps starting with one class or year group (e.g. Year 7 pupils, taking these pupils through to Key Stage 4).
2.0 TEACHER USE OF TARGET LANGUAGE

2.1 The use of the target language must be carefully planned, so that meaning is conveyed effectively. It is not necessary for every single word to be understood by all pupils. One way of developing comprehension skills further is to intersperse the familiar with the unfamiliar. However, random use of the target language without recognition of learners' existing competence is inappropriate.

2.2 The meaning of spoken language can be reinforced by:
- body language (gesture, mime, facial expression);
- visual clues (signs, symbols, pictures, flashcards, sketches);
- variation in speed of delivery;
- tone;
- paraphrase;
- use of cognates and compounds;
- written support (e.g. wall displays of commonly used words and phrases).

2.3 The meaning of written language can be reinforced by:
- visual clues (signs, symbols, pictures);
- use of charts, tables, diagrams to support prose;
- verbal support (e.g. paraphrase);
- use of cognates and compounds;
- use of reference books (e.g. dictionaries).

Many of the regular opportunities listed in PoS Part I (Sections 1–3) offer further support.

3.0 PUPIL USE OF TARGET LANGUAGE

3.1 Pupils too should communicate in the target language not only within the subject-matter of the lesson, but also when engaging in 'classroom business'. AoE A specifically requires the teaching of the language of the classroom. Table 12 shows examples of possible development in pupils' use of the target language.

Table 12

<table>
<thead>
<tr>
<th>First lessons</th>
<th>Later lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response of one word or a short phrase;</td>
<td>Longer statements;</td>
</tr>
<tr>
<td>a simple or short question;</td>
<td>more complicated questions;</td>
</tr>
<tr>
<td>a request for help or explanation;</td>
<td>opinions;</td>
</tr>
<tr>
<td>a comment;</td>
<td>reasons;</td>
</tr>
<tr>
<td>a greeting;</td>
<td>suggestions;</td>
</tr>
<tr>
<td>set phrases</td>
<td>explanations;</td>
</tr>
<tr>
<td></td>
<td>negotiation of tasks, with the teacher or with each other</td>
</tr>
</tbody>
</table>
3.2 As is stated in the first Note in the introduction to the ATs in the Order, there are times when another language has a natural place in the classroom. This is also reflected in Section 3 of PoS Part I, which requires pupils to have opportunities to interpret in both directions between the target language and another language (probably pupils' mother tongue or first language). For example, the task might be to summarise orally the main points of a hotel brochure for a parent or neighbour who is unfamiliar with the target language.

3.3 Teachers should develop a sympathetic approach to pupils' use of the target language and show tolerance of error. Correction of error is likely to be most constructive when pupils are practising and perfecting language rather than when they are using it more freely. Factors such as the pupil's age, maturity, sensitivity and capability should be taken into consideration when responding to error.

3.4 Diagrams 1 and 2 show how the target language serves both the subject matter of the lesson and the 'language of the classroom' which make up the whole lesson. They also illustrate how this will prepare pupils for using the target language in other situations outside school.

4.0 TARGET LANGUAGE IN PRACTICE

4.1 Example One (establishing a habit)

There is no better time to launch good habits than in the very first foreign language lesson, to which pupils usually come with great enthusiasm and a strong willingness to learn.

The first lesson (or part of a lesson) might include:
- simple instructions supported by gesture (e.g. 'stand up; close the door');
- a greeting (e.g. 'hello');
- giving and asking names.

Pupils might show their understanding by means of:
- non-verbal responses (e.g. obeying instructions, imitating the teacher);
- imitative spoken responses (e.g. giving their own name following the teacher's example).

There is no need to check comprehension by translating because this is clearly demonstrated by pupils' responses. Pupils will feel a sense of achievement from their first lesson, and the pattern of using the target language will have been established.

**Task**

Tape some or all of your first lesson with a group of Year 7 pupils (or other beginners). Afterwards, analyse how you used the target language and how pupils responded to this.

Consider how you reinforced meaning by using some of the strategies outlined in para. 2.2.
Diagram 1

An overview of the target

Diagram 2

A detailed view of the target
4.2 Example Two (giving instructions)

A later lesson might involve a taped exercise in which pupils tick boxes to show comprehension. The teacher needs to explain the task. A carefully structured explanation in the target language might follow the sequence below.

‘Here’s a cassette’ (spoken in target language, as teacher holds up cassette).
‘You will hear the cassette’ (teacher gestures to indicate hearing).
‘Here’s a sheet’ (teacher holds up paper).
‘There are boxes on the sheet’ (teacher points to boxes reproduced on overhead projector or blackboard).
‘Put a cross in the correct square’ (teacher shows what pupils have to do).
‘Listen to this example’ (teacher plays an example on cassette, and indicates example completed on sheet).
‘Do you understand?’ (phrase likely to have been taught already).

The language is simple, has been carefully selected, and is supported by gesture and visual clues.

**Task**

a) Work out a sequence of instructions similar to the one above in the language(s) which you teach. Plan this sequence for a beginners’ class.

b) Devise a similar sequence of classroom language for pupils in their second or third year of learning the target language.

c) Compare the two sequences. How do they differ and why?

**NB** All the examples in NSG are given in English. You should adapt them, wherever possible, to the language(s) taught in your school.

4.3 Example Three (using visual clues)

Visual stimuli can be used effectively to convey meaning or stimulate language. These could include:

- classroom objects or objects from home;
- photographs;
- pictures (e.g. on flashcards, OHP, blackboard);
- drawings (e.g. symbols);
- acting or miming by teacher or pupil.
Task

Departments could develop an agreed stock of symbols for use by all staff.
   a) Discuss what can be communicated easily by symbols.
   b) Design (or ask pupils to design) a set of symbols for use by the department.
   c) Try these out and discuss their effectiveness.

4.4 Example Four (pupil—teacher)

From an early stage, pupils can be encouraged to develop phrases and questions relating to class tasks and activities. These could include:
   • asking for something (e.g. a pen) in preparing for a task;
   • seeking clarification (e.g. about a task) or permission (e.g. to work with a particular person or group);
   • responding when receiving homework;
   • commenting on routine matters such as the weather;
   • making observations about unexpected events or aspects of school life.

4.5 Example Five (pupil—pupil)

This aspect of the use of the target language is likely to be the most difficult to monitor and maintain. It might also be the time when pupils 'cheat' or take short cuts. Establishing positive attitudes as well as good practice will encourage pupil—pupil exchanges in the target language. In the early stages, pupils should be taught to use set phrases, for example:
   • to say 'It's your turn', 'I've won', when playing a game;
   • to ask for something to be repeated;
   • to ask another pupil for something (e.g. a dictionary);
   • to encourage or help a partner.

Pupils' set phrases can be added to as their familiarity with the language grows or as the nature of tasks becomes more complex. In addition, growing competence to transfer language to new situations will enable pupils to feel more confident in speaking to each other. Their confidence can be further increased through contact with a wider audience (e.g. FLA and native speakers; pupils from link schools) in varied situations.

Task

a) Draw up an agreed list of set phrases for pupils in Year 7 to use.
   b) How can pupils' use of the target language be extended during their first year and beyond?
   c) Discuss ways of encouraging pupils to keep using the target language when working independently of the teacher.
   d) Consider the suggested approach to error in para. 3.3. Do you agree? Is there a departmental policy on error?
5.0 PROBLEMS AND REMEDIES

5.1 'I haven't got the confidence to start.'
- Concentrate on one group of pupils initially.
- Set limited targets at first for yourself and for pupils.
- Watch and listen for positive responses.
- Praise pupils' responses or creative use of the target language.

Success will bolster the confidence of the teacher and pupils.

5.2 'I'm not good enough at the language to sustain its use.'
- Keep the language simple (as the less fluent teacher is likely to do).
- Advance by small steps, and assess your own progress frequently.
- Extend the range of language used as your confidence increases.
- Practise the language outside the classroom (e.g. with colleagues, FLA, by listening to the radio).
- Invite a more experienced colleague to observe you in action and to comment critically.

5.3 'I'm frightened that the pupils won't understand.'
- Keep language tightly structured in the early stages.
- Use visual clues or gesture in support.
- Repeat.
- Rephrase.
- Speak more slowly.
- Use cognates and paraphrase.
- Use the context as a pointer to meaning.
- Reinforce with the spoken/written word as appropriate.
- Ask a pupil to interpret on your behalf.

5.4 'The pupils will misbehave if I speak to them in a foreign language.'
- Grade the language for easier comprehension.
- Support language with non-verbal clues.
- Have reasonable but challenging expectations of the pupils.
- Encourage a feeling of satisfaction by setting manageable tasks.
- Promote and reward positive achievement.
- Use the target language to praise, and to rebuke when necessary.
5.5 ‘It’s quicker to use English.’

- Be patient; eventually it will be just as quick, but more satisfying, to use the target language.
- Remember, not all pupils will have English as their mother tongue or first language.
- Train pupils to expect transactions to take place in the target language.

The more pupils are exposed to the target language in a systematic and structured way, the more they are likely to absorb. In the long run, this will have a positive effect on pupils’ language development and enjoyment in learning and using the language.
1.0 PROGRESSION IN AREAS OF EXPERIENCE AND TOPICS

1.1 The AoE are not in themselves a scheme of work or syllabus. They provide a framework for planning the content of the MFL curriculum, and need to be considered in combination with PoS Part I and the four ATs.

1.2 Each AoE should be explored by pupils during each key stage. Some AoE may feature more prominently than others at different times in the two key stages; the aim should be to provide a balanced experience over each key stage as a whole.

1.3 Departments will need to identify, through the AoE, opportunities to:
   - broaden the learners' knowledge and understanding of different topics and subject areas (progression in content);
   - enable learners to practise, develop and extend language skills (progression in skills);
   - revise and reinforce vocabulary and structures learnt previously in a similar or different context (linguistic progression);
   - compare their own way of life with that of the other language community (the development of cultural awareness).

1.4 The examples of non-statutory topics listed with each of the AoE provide a basis for planning detailed units of work based on topics. Topics may involve more than one AoE. Larger projects in particular might embrace several AoE.

1.5 A topic may be appropriate in both key stages at a range of levels. It is the depth of exploration of the topic, reflecting pupils' growing linguistic competence and intellectual maturity, which indicates progression. The table below suggests some examples of this, matching progression in a topic to progression in the SoA.

---

1 The MFL Working Group's final report (Modern Foreign Languages for Ages 11 to 16, DES/ WO/HMSO, October 1990, Chapter 6) identified some elements of progression in cultural awareness, but this is probably most meaningful in the context of a specific topic, as illustrated in table 14 of this section of NSG.
There are different kinds of progression within topics, including:

concrete  >  abstract ideas;
simple     >  complex aspects;
specific   >  general themes;
factual    >  non-factual topics;
classroom  >  wider experiences;
familiar   >  unfamiliar contexts;
less       >  more controversial aspects.

This should be seen as a guide not a fixed rule. There may be times when a topic treated in Year 7 or 8 will start with a more abstract idea or begin with something imaginative.

Chapter 6 of the MFL Working Group’s final report gave a number of examples of sequencing within topics (paras. 6.33 and 6.34).

The following table illustrates progression within a topic. Depth of exploration of the topic is matched by a growing complexity of tasks, and of language structures. Language content will largely be determined by the tasks and topic as well as the particular linguistic features of the National Curriculum language studied. The topic content also provides opportunities for developing cultural awareness.
Table 14

<table>
<thead>
<tr>
<th>Level</th>
<th>Tasks</th>
<th>Topic content</th>
<th>Language content (possible examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Naming</td>
<td>Dates, names, saints</td>
<td>Nouns; dates; noun-phrases</td>
</tr>
<tr>
<td>2</td>
<td>Describing</td>
<td>Presents for a special occasion</td>
<td>Nouns; adjectives</td>
</tr>
<tr>
<td>3</td>
<td>Relating</td>
<td>A family meal for an occasion</td>
<td>Present tense of verbs, first person singular/plural</td>
</tr>
<tr>
<td>4</td>
<td>Sharing experiences</td>
<td>Survey of how other people celebrate birthdays</td>
<td>Second and third persons, plus negatives of verbs</td>
</tr>
<tr>
<td>5</td>
<td>Comparing</td>
<td>A religious event in other countries or communities</td>
<td>Plurals; making comparisons; adverbs</td>
</tr>
<tr>
<td>6</td>
<td>Planning</td>
<td>Invitations</td>
<td>Future tense; question forms; 'modal' verbs</td>
</tr>
<tr>
<td>7</td>
<td>Reporting</td>
<td>A recent school event (e.g. gala; school musical)</td>
<td>Past tense</td>
</tr>
<tr>
<td>8</td>
<td>Imagining</td>
<td>A 'round the world' tour won in a prize competition</td>
<td>Conditional tense</td>
</tr>
<tr>
<td>9</td>
<td>Reading and comparing</td>
<td>Different reports of a national feast day or holiday</td>
<td>Complex sentences</td>
</tr>
<tr>
<td>10</td>
<td>Debating</td>
<td>Expressing opinions, with reasons, on marriage, based on a video of a wedding celebration</td>
<td>Adapting language for different audiences</td>
</tr>
</tbody>
</table>

**Progression in knowledge and use of language**

1.8 As illustrated above, progression in topic content is likely to be matched by progression in pupils' knowledge and use of vocabulary and structures. The final report of the MFL Working Group commented:

*Pupils' implicit knowledge of language will be revealed in how they understand, speak and write. The use they make of, for example, structures and word formations will be part of the evidence to demonstrate their progress up the levels of attainment. Explicit knowledge about language can be used to help pupils to understand language better. It can also help pupils to understand how they are learning, and then to apply that understanding to make even greater progress (para. 4.7).*

1.9 PoS Part I Section 3 requires pupils to have regular opportunities to develop their **awareness of language** (i.e. their understanding of the grammar and structures of the foreign language, through using it for real purposes). This understanding is a prerequisite for achieving independence in using the language.

1.10 Awareness of language should grow naturally out of the teaching and learning of the target language rather than be the subject of formal exposition out of context. However, there will be occasions when a formal grammatical explanation is appropriate: for instance, briefly summarising a 'rule' at the end of a piece of work or activity.
1.11 Most pupils beginning to learn an MFL at Key Stage 3 will bring with them a knowledge about language which they have acquired through their work in English in Key Stages 1 and 2, including some grammatical terminology. Teachers should refer to *English in the National Curriculum* (DES/WO/HMSO, May 1989) for precise details. Chapter 9 of the MFL Working Group’s final report considered these issues in more detail.

### 2.0 PROGRESSION IN PROGRAMME OF STUDY PART I

#### 2.1
PoS are not differentiated according to level of attainment, nor, with minor exceptions, by key stages. However, there is implied progression in some sections of PoS Part I, especially in Sections 1 and 2 (where the strongest links between PoS and particular ATs occur) and, to a lesser extent, in Section 3. The order in which the opportunities in Sections 1 and 2 are set out suggests an increasing complexity of skills.

#### 2.2
Learners will exercise skills at different levels of complexity, depending on their ability and confidence, and the stage that they have reached in their learning. As the MFL Working Group’s final report pointed out ‘language acquisition is a continuous but uneven process . . . pupils will progress at different rates or may even at times regress’.

#### 2.3
The frequency with which the different skills are practised will therefore need to be considered. Some will be a regular feature of lessons from the very beginning, for example:

- ask and answer questions.

Other more complex skills can be developed as pupils’ language capability grows, for example:

- summarise and report the main points of spoken or written texts.

#### 2.4
The *language learning skills* set out in PoS Part I Section 3 indicate strategies which enable pupils to become more successful language learners. Some of these strategies will be useful from the very beginning, for example:

- learn phrases by heart;
- learn how sounds are represented in writing.

Pupils will need to develop techniques of learning words and phrases by heart, so that they can build up their own stock of vocabulary efficiently. Similarly, an appreciation of the connection between spoken sounds and written forms will help learners to work out for themselves how to spell words they hear, or pronounce words they read for the first time.

#### 2.5
Other language learning skills may be acquired more gradually, or may not be developed until a later stage, because they require a more sophisticated level of competence or language awareness, for example:

- increase their awareness of different language forms and registers.

#### 2.6
Careful monitoring and planning of the opportunities provided through PoS Part I will be needed to ensure that pupils progressively develop their skills in learning and using the target language.
3.0 PROGRESSION IN ATTAINMENT TARGETS AND STATEMENTS OF ATTAINMENT

3.1 Progression in skills is most explicit in the ATs. Some aspects of progression can be traced through the 10 levels of attainment in each AT; some appear at intervals, but not at every level. The diagrams which follow illustrate the main aspects of progression as they appear in the SoA. These are in summary form and have been separated into different strands. Strands at the same level should be read in conjunction with each other. An understanding of progression in the ATs is essential for planning differentiated work (see Sections E and G).
## AT1: Listening – The development of pupils' ability to understand and respond to spoken language

<table>
<thead>
<tr>
<th>Level</th>
<th>Range and complexity of language and texts</th>
<th>Understanding/response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short familiar utterances</td>
<td>Identify individual items in a list</td>
</tr>
<tr>
<td>2</td>
<td>Simple sentences</td>
<td>Identify specific details</td>
</tr>
<tr>
<td>3</td>
<td>Short texts (e.g. instructions, messages, dialogues)/familiar language/simple sentences</td>
<td>Identify and note main points and specific details</td>
</tr>
<tr>
<td>4</td>
<td>Longer texts (as above)/familiar language/simple sentences</td>
<td>Identify and note specific and significant details</td>
</tr>
<tr>
<td>5</td>
<td>Sequences of familiar language and material/variety of contexts</td>
<td>Extract specific information or details</td>
</tr>
<tr>
<td>6</td>
<td>Wide range of familiar language/unfamiliar contexts (including short narratives)</td>
<td>Understand gist and main details/extract specific information or details</td>
</tr>
<tr>
<td>7</td>
<td>Wide range of speech (e.g. messages, news items and narratives)/simple and complex sentences and some unfamiliar material</td>
<td>Summarise gist and report specific information or details</td>
</tr>
<tr>
<td>8</td>
<td>Variety of types of speech containing opinions and different points of view</td>
<td>Draw inferences/recognise attitudes and emotions</td>
</tr>
<tr>
<td>9</td>
<td>Variety of factual and non-factual material (e.g. interviews, documentaries) expressing issues and concerns, containing opinions, argument and discussion</td>
<td>Summarise in detail/report and explain short extracts</td>
</tr>
<tr>
<td>10</td>
<td>Range of speech dealing with concrete and abstract subjects</td>
<td>Draw inferences/summarise/report/recognise and comment on variations in language and register</td>
</tr>
</tbody>
</table>
## AT2: Speaking — The development of pupils' ability to communicate in speech

<table>
<thead>
<tr>
<th>Level</th>
<th>Range and complexity of language and tasks</th>
<th>Independence</th>
<th>Quality of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brief response</td>
<td>Imitate</td>
<td>Approximate pronunciation and intonation</td>
</tr>
<tr>
<td>2</td>
<td>Short simple responses/questions</td>
<td>Ask for help</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Express feelings, likes and dislikes in simple terms</td>
<td>Initiate and respond using memorised language Adapt memorised words and phrases</td>
<td>Intelligible pronunciation</td>
</tr>
<tr>
<td>4</td>
<td>Initiate and respond in conversation and role-play Use appropriate forms of personal address</td>
<td>Give short presentation or prompted talk Offer simple explanations</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Give simple descriptions/express feelings and opinions Make brief statements about recent experiences and future events</td>
<td>Maintain a short conversation/able to move between topics</td>
<td>Speak confidently and intelligibly when using familiar language</td>
</tr>
<tr>
<td>6</td>
<td>Give and seek information, about past, present, future actions and events</td>
<td>Initiate and sustain an unprompted conversation (with an element of unpredictability) Ask for and offer explanations about meanings</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Seek and respond to opinion Give clear instructions/explanations</td>
<td>Adapt language to match unpredictable elements</td>
<td>Speak with fluency, good intonation and little error on familiar topics</td>
</tr>
<tr>
<td>8</td>
<td>Discuss facts, ideas, experiences using range of language</td>
<td>Initiate/maintain conversation with unfamiliar people or unpredictable elements</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Discuss a range of material and topics (factual and non-factual) Discuss alternative courses of action/consequences</td>
<td>Speak with spontaneity Seek and offer reasons to back up statement or opinion Match language to purpose and context</td>
<td>Speak with fluency and spontaneity and consistently accurate pronunciation showing ability to vary intonation</td>
</tr>
<tr>
<td>10</td>
<td>Use a wide range of language to discuss material (factual and non-factual) Express a range of responses and attitudes</td>
<td>Talk freely . . . Match language to audience, purpose and context Develop an argument, giving reasons</td>
<td>. . . with little formal error</td>
</tr>
</tbody>
</table>
### Diagram 5

**AT3: Reading — The development of pupils’ ability to read, understand and respond to written language**

<table>
<thead>
<tr>
<th>Level</th>
<th>Range and complexity of language and tasks</th>
<th>Understanding/response</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual words in context</td>
<td>Understand and respond</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Familiar short phrases in context/individual consonants and vowels or syllables (J)</td>
<td>Understand meaning of new words ...</td>
<td>... using reference material</td>
</tr>
<tr>
<td>3</td>
<td>Short, simple sentences/familiar contexts</td>
<td>Recognise new words and phrases using knowledge of language and script (except C)</td>
<td>Choose from a pre-selected/limited range of short texts/begin to read independently</td>
</tr>
<tr>
<td>4</td>
<td>Short texts (factual and non-factual) containing short clauses and some unfamiliar language</td>
<td>Deduce meaning using knowledge of language and script</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Short narratives/some complex sentences and unfamiliar language</td>
<td>Infer meaning from context ...</td>
<td>... using appropriate reference materials, including a bilingual dictionary</td>
</tr>
<tr>
<td>6</td>
<td>Range of texts containing views and opinions</td>
<td>Understand and respond orally or in writing to a range of texts</td>
<td>Choose reading material and read independently from a range of suggested texts</td>
</tr>
<tr>
<td>7</td>
<td>Wide range of texts on familiar topics/some complex sentences and unfamiliar language</td>
<td>Identify and extract information for a specific purpose</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Range of texts with some unfamiliar subject matter</td>
<td>Understand a range of structures/idiomatic expressions using some in their own speech and writing</td>
<td>Choose reading material from a wide range of texts including fiction/Read for pleasure as well as for information</td>
</tr>
<tr>
<td>9</td>
<td>Texts in a variety of registers dealing with discussion of familiar issues</td>
<td>Understand and respond to texts ...</td>
<td>... using reference materials selectively including a monolingual dictionary or glossary</td>
</tr>
<tr>
<td>10</td>
<td>Range of factual and non-factual texts presenting contrasting points of view</td>
<td>Summarise, comment on and discuss main themes and views presented in texts</td>
<td>Plan, undertake and discuss a programme of independent reading for personal interest and information</td>
</tr>
</tbody>
</table>

(C/J) = applies to Chinese and Japanese.
### AT4: Writing — The development of pupils' ability to communicate in writing

<table>
<thead>
<tr>
<th>Level</th>
<th>Range and complexity of language and tasks</th>
<th>Independence</th>
<th>Quality of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Copy familiar words</td>
<td></td>
<td>Copy correctly</td>
</tr>
<tr>
<td>2</td>
<td>Copy familiar short phrases</td>
<td>Write individual words from memory</td>
<td>Copy correctly</td>
</tr>
<tr>
<td></td>
<td>Copy simple characters (C/J)</td>
<td></td>
<td>Correct stroke order (C/J)</td>
</tr>
<tr>
<td>3</td>
<td>Write short sentences</td>
<td>Write short phrases from memory</td>
<td>Correct stroke order (C/J)</td>
</tr>
<tr>
<td></td>
<td>Copy a range of characters (C/J)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Find out or convey simple information or feelings</td>
<td>Write a small number of related sentences from memory</td>
<td>Correct stroke order (C/J)</td>
</tr>
<tr>
<td></td>
<td>Copy a wide range of characters (C/J)</td>
<td>Adapt a simple text (by substituting individual words and set phrases)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Produce a short piece of continuous writing, with simple sentences, seeking and conveying information, feelings and opinions</td>
<td>Adapt a simple model text (by substituting phrases and simple sentences of their own)</td>
<td>Generally adopt correct word order</td>
</tr>
<tr>
<td>6</td>
<td>Write about familiar topics and experiences including future and past events using simple descriptive language Use formal and informal styles of writing</td>
<td>Apply basic elements of grammar to new contexts</td>
<td>Link sentences and structure ideas</td>
</tr>
<tr>
<td>7</td>
<td>Write a sequence of statements to give explanations or instructions Produce a short text (real or imaginary)</td>
<td></td>
<td>Give clear instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write with little error</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Redraft to achieve greater accuracy, precision, variety of expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link sentences and paragraphs</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Write a short, non-factual text</td>
<td>Develop the content of something read, seen or heard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek information or the views of others on a matter of personal significance Express ideas and opinions on a familiar topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Express a range of responses and attitudes Complete a range of tasks (factual or non-factual)</td>
<td>Develop an argument giving reasons Adapt length and style to match purpose and reader</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Write on a range of factual and non-factual topics</td>
<td>Write independently ... with little or no use of reference materials Adopt different ways of writing to change impact on reader Choose appropriate form of writing for a task</td>
<td>Produce a coherent and largely accurate piece of writing Organise content and ideas</td>
</tr>
</tbody>
</table>

(C/J) = applies to Chinese and Japanese.
1.0 DIFFERENTIATION

1.1 'Differentiation is the process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual pupils' (Science and Pupils with Special Educational Needs, NCC, 1991).

1.2 Whether pupils are taught in sets or mixed ability groups, there will be a range of attainment and interests. The presence of bilingual pupils and pupils with SEN further widens the range of language attainment in a class. Differentiation is essential if all pupils are to have opportunities to achieve their full potential.

1.3 Differentiation is linked to progression. An understanding of the main features of progression in ATs and PoS (see Section D) and detailed knowledge of pupils' attainment in each AT will help teachers plan work which matches the needs of individual pupils.

2.0 TYPES OF DIFFERENTIATION

2.1 There are three main types of differentiation in MFL:
- by text (types of reading and listening materials);
- by task (what pupils are asked to do);
- by outcome (how pupils respond to texts and tasks).

2.2 Planning for differentiation needs to take account of the complex interaction between pupils' interests and abilities on the one hand and between tasks and texts on the other.

2.3 There is considerable overlap between the main types of differentiation. Often more than one kind will operate at the same time. In addition, teachers regularly differentiate in the way they phrase questions, respond to pupils and use other routine strategies such as gesture, intonation and repetition.
**Differentiation by text**

2.4 Much of the time, pupils in a class can work productively on the same listening or reading texts using reference materials as the need arises.

2.5 There will be times, however, when teachers select different texts to match or challenge pupils' level of attainment. Some of the aspects of progression identified in Section D will influence choice of text (for example, complexity of language or ideas and length of text).

2.6 There are other aspects which will influence choice of text. For example:
- amount of background noise (AT1);
- number of speakers (AT1);
- speed of delivery (AT1);
- presence, strength and variety of regional accents (AT1);
- layout of text (AT3);
- the amount of visual and non-verbal clues (ATs 1 and 3);
- amount of repetition and redundancy (ATs 1 and 3);
- range of registers (ATs 1 and 3).

Choice of written texts needs particularly careful consideration in the case of languages which use a non-Roman script, complex characters or a combination of different alphabet and characters.

2.7 There will also be times when pupils will choose texts according to personal interest in particular topics. The variety of texts read, not just their difficulty, is an important aspect of differentiation by text.

**Differentiation by task**

2.8 This can apply to all four ATs in various combinations. Examples include:
- graded tasks (pupils work through a range of increasingly difficult tasks, or start at different points according to their level of attainment);
- differentiation by skill (pupils choose tasks relating to an AT in which they have a particular interest or need particular practice).

2.9 Even within a common activity (e.g. involving pair or group work) it is possible to set tasks which match individuals’ needs and abilities, for example:
- pupils take different parts in a role-play (pupil A follows a script; pupil B improvises);
- pupils undertake different tasks in a group project (pupil A researches and collates information; pupil B analyses and summarises; pupil C presents findings orally to the class).
Differentiation by outcome

2.10 Differentiation by outcome usually involves setting a common task which is sufficiently open-ended for all pupils to tackle at their own level.

2.11 Simple examples involving ATs 1 and 3 include filling in a grid, multiple choice or true/false exercises in response to a listening or reading text. These tasks are very structured and the scope for different outcomes is limited. There are greater possibilities for pupils to demonstrate attainment at their own level in ATs 2 and 4; for example, in the quality and range of language used when initiating and responding. Pupils might:

- continue, orally or in writing, the beginning of a story;
- describe, orally (one clue at a time) a well-known person, book, film or recent event for others to identify;
- write captions to accompany newspaper or magazine photos, or story illustrations;
- play a game of Scrabble®;
- add words, lines or whole verses to a made-up song on a topical theme;
- produce, using IT, the whole or part of a page of a newspaper based on news headlines;
- show family or holiday snap-shots to a partner, group or class making brief statements or comments about each one.

3.0 PLANNING FOR DIFFERENTIATION

3.1 Current GCSE examinations provide opportunities for differentiated papers at two or three levels. The National Curriculum will extend this approach so that differentiation becomes part of classroom practice from the start of Year 7. In most situations, it is unrealistic to provide a differentiated curriculum for every individual in a class. Differentiation can, however, be managed by planning at three broad levels:

- core objectives for the class as a whole;
- reinforcement objectives which offer some pupils more intensive practice;
- extension objectives which take some pupils a stage further on.

3.2 Diagrams 7 and 8 provide examples of such an approach. They show how differentiated tasks and activities relate to the stated objectives.
**Diagram 7**

**Target group: Year 7**

**Topic:** Receiving a visitor from abroad into your school

<table>
<thead>
<tr>
<th>Core objectives</th>
<th>Reinforcement objectives</th>
<th>Extension objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils will learn how to:</td>
<td>Pupils will learn how to:</td>
<td>Pupils will learn how to:</td>
</tr>
<tr>
<td>• greet the visitor;</td>
<td>• answer visitor’s simple questions;</td>
<td>• ask further questions after greeting a visitor;</td>
</tr>
<tr>
<td>• give directions;</td>
<td>• greet people in other situations;</td>
<td>• give supplementary information about their class/school;</td>
</tr>
<tr>
<td>• present basic information about themselves and school;</td>
<td>• follow instructions in a familiar setting;</td>
<td>• issue an invitation to a visitor.</td>
</tr>
<tr>
<td>• answer questions;</td>
<td>• use numbers in a familiar context.</td>
<td></td>
</tr>
<tr>
<td>• recognise simple words/ instructions (written and spoken);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use appropriate numbers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core tasks/activities**

These may include:

- practising language (through repetition, introducing themselves);
- listening to recordings of native speakers giving personal information;
- making labels for classroom/school;
- making signs for directions;
- designing a poster with personal details;
- writing a fact-sheet (details of self);
- reading posters and fact-sheets produced by other pupils;
- participating in listening and number games.

**Reinforcement tasks/activities**

These may include:

- direction-finding in other, familiar contexts;
- understanding personal details of other youngsters in non-school context;
- drawing and labelling plan of former primary school;
- a gap-filling exercise, using computer;
- recording interviews based on the completed fact-sheets.

**Extension tasks/activities**

These may include:

- giving a short presentation based on fact-sheet;
- making an invitation card to send to a visitor;
- giving names and ages of brothers/sisters/friends;
- designing and labelling a plan of their ideal school/classroom.
Target group: Year 10

Topic: As part of a unit of work on the environment, pupils might explore one or more of the following topics:
- beauty products; pollution; diet; traffic problems; health hazards; noise; waste - packaging, etc.

Core objectives
Pupils will learn how to:
- understand information on environmental issues;
- list, in spoken and written language, the dangers for the environment;
- answer questions about the issue.

Reinforcement objectives
Pupils will revise:
- vocabulary concerning the topic;
- how to answer simple questions about the issue;
- how to seek basic information orally and in writing.

Extension objectives
Pupils will learn how to:
- write to appropriate organisations requesting information on environmental issues;
- read/listen to authentic texts produced by such organisations;
- participate in discussion on environmental issues.

Core tasks/activities
These may include:
- reading about environmental issues, using source material from e.g. teenage magazines, leaflets, etc.;
- listening to a discussion, using pre-recorded or 'live' teacher and FLA input;
- discussing in pairs or groups, or in whole-class teacher-led setting, dangers to the environment;
- designing and making environment posters.

Reinforcement tasks/activities
These may include:
- games in small groups to revise and practise basic vocabulary;
- work with FLA or student teacher reinforcing basic question and answer activities;
- scripting and making a simple 'green' advertisement using video camera;
- organising a survey using basic questions practised already.

Extension tasks/activities
These may include:
- answering a questionnaire on an aspect of the topic;
- making a questionnaire in the target language;
- using IT to display the results of a survey;
- writing a letter to an environmental organisation or a company requesting information;
- writing a letter to a penfriend or to a local newspaper regarding local environmental problems;
- listening to audio materials/(FLA) recordings on environmental issues;
- discussing in class or group debate;
- making a group presentation or role-play.
Where differentiation is planned in this way, assessment of pupils against the SoA is more easily integrated into everyday classwork. Diagram 9 illustrates this in AT2. It relates to the topic 'Receiving a visitor from abroad into your school' from Diagram 7.

**Diagram 9**

<table>
<thead>
<tr>
<th>Core objectives</th>
<th>SoA</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet the visitor...</td>
<td>initiate and respond</td>
<td>3</td>
</tr>
<tr>
<td>Give directions...</td>
<td>using memorised language.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reinforcement objectives</th>
<th>SoA</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer simple questions</td>
<td>produce short simple responses to what is seen or heard.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension objectives</th>
<th>SoA</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions...</td>
<td>initiate and respond in conversation or role-play on familiar topics.</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give supplementary information</td>
</tr>
</tbody>
</table>

3.4 The above example could also lead to an open-ended role-play with a common task in which differentiation by outcome would apply, with opportunities for pupils to demonstrate attainment at levels 2, 3 or 4. Further guidance is to be found on planning and assessment in Section G.

### 4.0 DIFFERENTIATION AND CLASSROOM ORGANISATION

4.1 Sections 5 and 6 of PoS Part I emphasise the need for pupils to work with other pupils and adults, and to learn independently of the teacher. These aspects can support differentiation and have implications for classroom organisation.

4.2 There are various ways in which pupils may work and learn independently.

**Table 15**

<table>
<thead>
<tr>
<th>• As a whole class</th>
<th>• On a common activity</th>
<th>• Inside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In groups of varying sizes</td>
<td>• On different activities at the same time</td>
<td>• Outside the classroom (e.g. in the school library)</td>
</tr>
<tr>
<td>• In pairs</td>
<td>• On different activities at different times (i.e. a 'carousel' arrangement)</td>
<td>• Outside the school (e.g. conducting surveys; trip abroad)</td>
</tr>
<tr>
<td>• Individually</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following suggestions can help teachers manage differentiated learning:

- Introduce new ways of working, gradually, perhaps to one class initially.
- Start by introducing pair work, then extend to groups (e.g., linking two pairs).
- Limit the number of activities taking place at any one time, until both you and pupils are used to this approach.
- Keep the activities short, simple and easy to manage in the early stages.
- Use a support teacher, student teacher, FLA or other volunteer adult to help plan and carry out some of the activities.

4.3 Remember that pupils will have experienced group and independent working in other subjects in Key Stages 1 and 2 and will be used to working in a variety of ways.

4.4 Examples of independent activities which might have a place early in Key Stage 3 include the following.

Table 16

<table>
<thead>
<tr>
<th>Activity</th>
<th>ATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group work using cue cards as stimuli</td>
<td>1, 2, (3), (4)</td>
</tr>
<tr>
<td>Pair work using information gap exercise</td>
<td>1, 2, (3), (4)</td>
</tr>
<tr>
<td>Simple role-play using cue cards as stimuli</td>
<td>1, 2, (3), (4)</td>
</tr>
<tr>
<td>Improvised drama</td>
<td>1, 2</td>
</tr>
<tr>
<td>Small group or team games</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Individual or group listening activities (e.g., using listening post)</td>
<td>1, (2), 3, (4)</td>
</tr>
<tr>
<td>Individual or group work with FLA</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Work using IT resources (e.g., computer activity)</td>
<td>3, 4, (1), (2)</td>
</tr>
<tr>
<td>Pencil and paper quizzes, puzzles or word games</td>
<td>3, 4</td>
</tr>
<tr>
<td>Learning by heart or revising</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Listening for pleasure, alone</td>
<td>1</td>
</tr>
<tr>
<td>Reading for pleasure, alone</td>
<td>3</td>
</tr>
<tr>
<td>Writing (e.g., story, letter, poem, song)</td>
<td>4, (3)</td>
</tr>
</tbody>
</table>

(Parentheses indicate other ATs which might form part of the activities.)

5.0 RESOURCES AND MATERIALS

5.1 Whether departments rely on published courses, locally designed materials or a combination of the two, differentiation will require a wide range of material. School-produced material can be regularly updated and more easily matched to the precise needs of learners; published courses, especially if they meet National Curriculum requirements, can save duplication of effort.
5.2 A varied resources bank will consist of a range of:

- core material with which to present and practise language;
- reinforcement or extension material, to allow further practice or independent study of work covered in class;
- visual resources, e.g. flashcards, posters, OHTs, realia, video material;
- authentic listening and reading materials;
- IT software for word-processing, text manipulation and databases;
- a departmental reference library (e.g. dictionaries, glossaries, word-lists, vocabulary cards).

Material from authentic sources (e.g. radio and television programmes, newspapers, magazines, brochures and schoolbooks, films and music, or extracts from any of these) will contribute to pupils' awareness of the country or community of study and provide opportunities for language work.

6.0 PUPILS WITH SPECIAL EDUCATIONAL NEEDS

6.1 The range of SEN is very wide both in special and in mainstream schools. Many SEN pupils are integrated into mainstream classes and the majority of these pupils are not the subjects of statements under the 1981 Education Act. The MFL Working Group's final report (Modern Foreign Languages for Ages 11 to 16, DES/WO/HMSO, October 1990) recommended that ATs and PoS should be accessible to as many pupils as possible.

6.2 Pupils should be able to participate fully in MFL lessons, take risks in a secure environment and experience success. MFL offers a fresh start in Key Stage 3 to pupils who may previously have experienced failure in other subjects.

6.3 The MFL Working Group's final report stressed that the principles underlying good educational practice are common to all pupils.

6.4 The following checklist groups together aspects of good practice which are relevant to all pupils but which are particularly important when preparing work for pupils with SEN.

6.5 Teachers should take account of:

- the need to plan small achievable steps;
- the importance of clear instructions, explanations and greater use of prompting;
- the way the target language is used;
- the need for a balance of questioning techniques;
- the importance of pace in a lesson;
- the limited attention span of some pupils;
- the short memory span of some pupils;
- the layout of the classroom;
- the importance of clearly designed, uncluttered and accessible materials;
- the motivating effect of praise;
- the value of all contributions.
6.6 **Tasks and activities** should:

- have clear, short-term and achievable objectives;
- be carefully planned and structured;
- be practical and active;
- be varied and include different approaches;
- include rhymes, songs, games and puzzles;
- involve the use of IT and video;
- include small group work;
- include role-play and simulations;
- involve repetition, practice and frequent revision;
- avoid over-emphasis on memory and recall;
- promote success and self-esteem;
- match pupils' age and maturity, as well as their stage of linguistic development.

6.7 The introductory note to the ATs and the General requirements for PoS highlight the communication needs of pupils with SEN. Additional forms of support for pupils with SEN might include:

- use of signing on the part of pupils or teacher for pupils with hearing impairment, receptive or expressive language disorder;
- special encouragement for pupils with speech impediments which may affect pronunciation;
- greater use of pictorial clues and simple instructions for pupils with hearing impairment;
- enhanced aural and tactile information for pupils with visual impairment;
- a multi-sensory teaching approach for pupils with specific learning difficulties (dyslexia);
- appropriate presentation of written information (including Braille) for pupils with visual impairment;
- special arrangements for physical access to enable participation in practical activities;
- careful choice of topics to match an individual's particular interest in the case of pupils with emotional and behavioural difficulties;
- provision for high attaining pupils with a physical, sensory or other impairment.

6.8 'Pupils' needs may be different even if their physical or sensory disability is the same. In differentiating tasks, teachers need to consider the pupil's personality, motivation, perseverance and level of attainment as well as specific physical or sensory impairment.' *(Science and Pupils with Special Educational Needs, NCC, 1991).*
This section:
- explains the place of IT in the National Curriculum;
- illustrates how IT can enhance MFL learning;
- offers practical guidance to teachers new to IT;
- raises questions for departments to consider about the use of IT.

1.1 The General requirements for the MFL PoS state that ‘All pupils should have opportunities in both key stages to develop information technology capability’ (Modern Foreign Languages in the National Curriculum, DES/WO/HMSO, November 1991).

1.2 IT offers all pupils, including those with SEN, learning opportunities which contribute both to MFL development and to pupils’ personal and social development. Pupils will be able to develop IT skills already acquired in Key Stages 1 and 2, in the context of MFL in Key Stages 3 and 4. Table 17 identifies key statements within the PoS for technology (AT5; Technology in the National Curriculum, DES/WO/HMSO, March 1990) which have links with MFL PoS.

**IT and language learning**

1.3 IT provides a natural medium for creating, storing, retrieving and communicating information and is an ideal resource in language learning. IT can contribute to pupils’ language learning by:
- giving ownership to pupils by enabling them to create, store and retrieve their own information in the target language in a way which they perceive as interesting and of value;
- extending the range of reading and writing activities;
- encouraging active use of the target language;
- providing opportunities to build up fluency;
- encouraging creativity because of the ease with which changes can be made to written documents and the professional way in which they can be presented;
- promoting a sense of accuracy;
- offering opportunities to explore structure and grammar in ways appropriate to a wide range of language learners.
<table>
<thead>
<tr>
<th>IT capability (technology AT5) PoS statements</th>
<th>Related MFL PoS statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils should be taught:</strong></td>
<td><strong>Pupils should have regular opportunities to:</strong></td>
</tr>
<tr>
<td>• that information technology can be used to help plan and organise ideas in written and graphical form (KS1)</td>
<td></td>
</tr>
<tr>
<td>• how to store, select and analyse information using software, for example, using a simple database (KS1)</td>
<td></td>
</tr>
<tr>
<td>• to organise, develop and present ideas in a variety of forms by using software packages (KS2)</td>
<td></td>
</tr>
<tr>
<td>• to put existing information into a new format (KS2)</td>
<td></td>
</tr>
<tr>
<td>• to work together to prepare and present stored information using information technology (KS2)</td>
<td></td>
</tr>
<tr>
<td>• to use information technology for investigations requiring the analysis of data (KS2)</td>
<td></td>
</tr>
<tr>
<td>• to use information technology to work more effectively (KS3).</td>
<td></td>
</tr>
<tr>
<td>• to select software for a task or application (KS3)</td>
<td></td>
</tr>
<tr>
<td>• to know that the use of information technology does not always provide an appropriate solution to a need, and that the effectiveness, appropriateness and cost of alternative solutions must be considered (KS3)</td>
<td></td>
</tr>
<tr>
<td>• to review and discuss their use of information technology and consider applications in the outside world, and the impact on daily life, including environmental, ethical, moral and social issues (KS4)</td>
<td></td>
</tr>
</tbody>
</table>

- record and express information in different forms ... for different audiences (KS3 and 4)
- produce a variety of types of writing (KS3 and 4)
- conduct surveys and other investigations in the class, school or outside (KS3 and 4)
- redraft an existing written text (including their own) for a different audience or purpose (KS3 and 4)
- plan and carry out practical and creative activities with a partner or in a group (KS3 and 4)
- investigate, discuss and report on aspects of the language and culture of these countries or communities (KS4)
- redraft their own writing to improve its accuracy and presentation (KS3 and 4)
- develop independence in their choice of tasks, materials and use of equipment (KS3 and 4)
- use a range of reference materials and resources (KS3 and 4)
- explore AoE E (KS3 and 4)
1.4 Two examples of the benefits of using IT in meeting the requirements of PoS are given below.

Table 18

<table>
<thead>
<tr>
<th>MFL PoS requirement</th>
<th>IT use</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• work with authentic materials from the countries or communities of the target language (PoS Part I Section 4)</td>
<td>• access a database of press articles or commercial information, e.g. using CD-ROM or online database</td>
<td>• easy access and storage of information</td>
</tr>
<tr>
<td>• use knowledge about language ... to infer meaning and develop their own use of language (PoS Part I Section 3)</td>
<td>• use text manipulation software to practise structures and develop a range of vocabulary</td>
<td>• immediate feedback on error</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• encourages risk-taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• easy to redraft texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• one way of working independently of the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IT in the classroom**

1.5 The following suggestions should help departments and individuals who are new to IT in MFL.

- Establish criteria for deciding when to use IT.
- Select one kind of software, investigate it and concentrate on that single application until you are confident and ready to move on.
- Know your software well in terms of its potential learning outcomes, and the linguistic or IT knowledge required to use it.
- Be clear about when to use a single micro in the classroom, and when to arrange full class work in a computer room, according to the task; consider too the advantages of portable, lap-top computers.
- Plan continuity between preparatory work, work at the keyboard, and follow-up.
- Explore the flexibility of word-processing and the range of activities offered by database work to match tasks to learners.
- Take great care in the management of software, to avoid accidental erasure and to locate pupils' work as required.
- Monitor pupils working independently at the computer and judge when and how to intervene.
- Discuss your use of IT in the context of the whole school IT policy and establish cross-curricular links particularly with regard to aspects of the PoS for AT5 (technology).
Working with IT

1.6 Departments will need access to the following types of hard or software if they are to provide a variety of opportunities for pupils, both in terms of IT and MFL experience.

Table 19

<table>
<thead>
<tr>
<th>Type</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word-processing</td>
<td>Pupils can draft, create and alter texts and work alone or in groups</td>
</tr>
<tr>
<td></td>
<td>Teachers can prepare gap-filling or substitution activities, and different versions of a text for varying levels of difficulty</td>
</tr>
<tr>
<td>Desktop publishing</td>
<td>Different text styles and combinations of text and pictures are possible</td>
</tr>
<tr>
<td></td>
<td>Texts can be presented in varied ways, e.g. to create newspaper pages, to present poetry in a creative way</td>
</tr>
<tr>
<td>Database</td>
<td>A variety of stimuli for all four ATs, and for a range of tasks and cultural comparisons is possible</td>
</tr>
<tr>
<td>Communications software</td>
<td>Retrieval of information via telephone line is possible; essential for electronic mail, fax and accessing remote databases</td>
</tr>
<tr>
<td></td>
<td>Electronic mail: message can be loaded into a word-processor and edited; one message can be sent to several recipients</td>
</tr>
<tr>
<td></td>
<td>Fax: transmission is easier, including the transmission of pictures and complex scripts</td>
</tr>
<tr>
<td>Text manipulation software</td>
<td>Gapping, sequencing and prediction tasks help develop reading skills, knowledge of linguistic patterns, structures and vocabulary</td>
</tr>
<tr>
<td>Concept keyboard</td>
<td>Pupils complete tasks by means of pre-programmed words, phrases and pictures, using a keyboard overlay containing words or pictures; this provides particular support for younger pupils and those with SEN</td>
</tr>
</tbody>
</table>

IT, ATs and SoA

1.7 Poster 3, Modern Foreign Languages Examples of Information Technology-Related Tasks, contains examples of IT applications in MFL. The examples encourage a mixed skill approach and use of the target language. Links are shown between SoA in MFL ATs and SoA drawn from AT5 in technology. In many instances the examples will make use of the pupils' existing IT skills and knowledge. The examples are classified according to their difficulty or complexity for a teacher new to IT. They are not described in full. When considering the activities, a check on the following will be needed.

- According to the task set, is a single classroom micro or a computer room available when required?
- Are appropriate foreign language versions available or obtainable?
- If the computers are networked, is there a network version of the software?
- In the case of an existing package, do all the pupils in the class know how to use it?
- Does the package allow for accents or other aspects of non-Roman script?
PLANNING THE MODERN FOREIGN LANGUAGES CURRICULUM

1.0 SCHEMES OF WORK

1.1 A scheme of work may be defined as a document which sets out the work to be covered by a class or year-group over a period of time. Schemes of work provide the framework within which detailed units of work and individual lessons can be planned. Schemes of work should be followed by all members of the department if continuity in learning and consistency of standards are to be achieved.

1.2 Clear departmental schemes of work will help individual teachers to:
- preview or review work over each key stage;
- plan detailed units of work for each year in a key stage;
- plan a series of lessons and individual lessons within a unit of work;
- plan opportunities to work with other colleagues inside and outside the department;
- plan for specific opportunities and experiences (e.g. a foreign visit, work experience, trips, etc.).

2.0 REVIEWING AND REVISING EXISTING SCHEMES OF WORK AND COURSES

2.1 Departments will need to review their existing schemes of work and courses to take account of National Curriculum requirements. The audit suggested in Diagram 10 provides the basis for such a review.

2.2 A survey commissioned by NCC (Foreign Languages for Lower Attaining Pupils, Barbara Lee and Peter Dickson, NFER, 1991) suggests that few schemes of work go beyond a statement of aims and objectives, a list of topics and an indication of the tasks which should be assessed: 'The missing element in the great majority of cases is any reference to methods of teaching and learning.'

2.3 Schemes of work should give attention to content and methodology.
Diagram 10

Reviewing existing schemes of work/courses against National Curriculum requirements

<table>
<thead>
<tr>
<th>Analyse existing scheme/course in terms of:</th>
<th>Compare with National Curriculum in terms of:</th>
<th>List for action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• aims and objectives (e.g. by reading course summary);</td>
<td>aims identified by the MFL Working Group (see Section B);</td>
<td>aspects which the scheme/course fails to develop (e.g. cultural awareness);</td>
</tr>
<tr>
<td>• use of the target language;</td>
<td>PoS General requirements;</td>
<td>opportunities for extending the use of the target language by teacher and pupils;</td>
</tr>
<tr>
<td>• coverage of the four language skills (listening, speaking, reading, writing);</td>
<td>titles of the four ATs; balance and integration of the four language skills;</td>
<td>language skills which are neglected (e.g. writing);</td>
</tr>
<tr>
<td>• opportunities for developing language learning skills and awareness of language;</td>
<td>PoS Part I Sections 1 and 2; opportunities for:</td>
<td>specific tasks, activities or opportunities which are not provided (e.g. expressing personal feelings and opinions);</td>
</tr>
<tr>
<td>• opportunities for developing cultural awareness;</td>
<td>communicating in the target language (speaking and writing);</td>
<td></td>
</tr>
<tr>
<td>• opportunities for pupils to work with others;</td>
<td>understanding and responding (listening and reading);</td>
<td></td>
</tr>
<tr>
<td>• opportunities for independent learning;</td>
<td>PoS Part I Section 3</td>
<td></td>
</tr>
<tr>
<td>• content (in terms of topics);</td>
<td>PoS Part I Section 4; PoS Part II paras. 2 and 3;</td>
<td>whether these opportunities are explicit, implicit or absent;</td>
</tr>
<tr>
<td>• use of IT;</td>
<td>PoS Part I Section 5;</td>
<td>whether cultural aspects are explicit, implicit or absent;</td>
</tr>
<tr>
<td>• links with other subjects and cross-curricular opportunities;</td>
<td>PoS Part I Section 6;</td>
<td>the extent to which opportunities exist or are missed;</td>
</tr>
<tr>
<td>• opportunities for assessment;</td>
<td>PoS Part II:</td>
<td>the extent to which opportunities exist or are missed;</td>
</tr>
<tr>
<td>• use of the target language in assessment.</td>
<td>– AoE</td>
<td>AoE which are over-represented and under-represented;</td>
</tr>
<tr>
<td></td>
<td>– non-statutory examples of topics;</td>
<td>opportunities for imaginative and creative activities (Area G);</td>
</tr>
<tr>
<td></td>
<td>PoS General requirements; PoS Part I Section 6; PoS Part II, in particular Area E (The World of Communications);</td>
<td>aspects of MFL curriculum which might be taught more effectively with the help of IT;</td>
</tr>
<tr>
<td></td>
<td>PoS Part II paras. 2 and 3; PoS Part II Areas A–G;</td>
<td>examples of IT uses and applications;</td>
</tr>
<tr>
<td></td>
<td>SoA in each AT; note to ATs.</td>
<td>good examples of cross-subject/cross-curricular opportunities;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>how these might be extended;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the extent to which language skills are combined in assessment;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the extent to which the target language is used in assessment.</td>
</tr>
</tbody>
</table>
Content

Broad areas of content will need to be considered for the five-year period of Key Stages 3 and 4. A scheme of work should indicate the planned coverage of the seven AoE from PoS Part II, showing:

- the topics to be covered;
- the order in which they will be explored;
- the time to be spent on each.

These are not prescribed by the National Curriculum.

Diagram 11 shows an example of a planning timetable for the first year of Key Stage 3, linking topics together under a broad heading. It is an example not a model. It shows the major AoE which pupils will explore. The final half-term allows some flexibility (e.g. for revision, exams, school visits, special projects). Years 8 and 9 follow the same pattern.

Methods

Although the National Curriculum does not prescribe any particular teaching approach or method, schemes of work will need to reflect the PoS General requirements and the specific requirements of PoS Part I.

A scheme of work will need to be sufficiently detailed to show a variety and balance of opportunities over each key stage. It is possible to assign codes to each of the PoS statements for ease of reference when planning (e.g. ‘work independently of the teacher’, the first statement in Section 6, could be coded 6A). Diagram 12 provides examples of a PoS Part I planning and review grid.

2.4 Departments will need to discuss whether there should be a common scheme of work for all pupils in each key stage (with differentiated objectives being specified in individual units of work). Such decisions may reflect aspects which are language-specific as much as pupils’ needs. Issues of continuity and progression, and opportunities for pupils to move between groups or classes, will need to be taken into account.

3.0 PLANNING UNITS OF WORK IN KEY STAGE 3

3.1 Detailed specification of both content and methods will need to be provided at the level of units of work. A unit of work may be defined as a unit or module within a scheme of work which has a definite beginning and end and which usually introduces pupils to a new aspect of learning.

3.2 A unit of work in MFL should offer pupils opportunities to:
- explore aspects of one or more AoE (PoS Part II);
- practise and develop a range of skills (PoS Part I);
- demonstrate attainment and progress in learning (ATs and SoAs).

It should also take account of the General requirements of the PoS.
Example from a scheme of work (Key Stage 3/Year 7) planning timetable

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Topics</th>
<th>Title of unit of work</th>
<th>Main AoE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Personal details</td>
<td>MYSELF AND MY CLASS</td>
<td>A/B</td>
</tr>
<tr>
<td></td>
<td>2. People in my class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The rules and language of the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. The school day</td>
<td>MY SCHOOL</td>
<td>A/D</td>
</tr>
<tr>
<td></td>
<td>2. School subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Jobs and careers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Places and buildings</td>
<td>OUR TOWN</td>
<td>C/D</td>
</tr>
<tr>
<td></td>
<td>2. Direction-finding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Shops and other businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Money and shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. My family</td>
<td>FAMILY AND HOME</td>
<td>C/G</td>
</tr>
<tr>
<td></td>
<td>2. My house</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Homes in other countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Designing a dream house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Languages around the world</td>
<td>LINKS ABROAD</td>
<td>E/F</td>
</tr>
<tr>
<td></td>
<td>2. Sending messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Receiving messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E.g. revision, extended project, school visit or trip</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Area G should permeate all other AoE to a greater or lesser extent. In addition, Area E may provide contexts for other topics (see Section B).
**Diagram 12**

**Examples of a PoS Part I planning and review grid**

a) This version would include every PoS Part I statement.

<table>
<thead>
<tr>
<th>Part I</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
</tr>
<tr>
<td>1 Communicating (Speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A Practise and develop pronunciation and intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B Communicate information not known to the listener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C Describe everyday activities/narrate events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D Make comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1E Express personal feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1F Develop justify own ideas and opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1G Ask and answer questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) This simplified version would incorporate only those skills or activities for which specific opportunities need to be planned. This assumes that the other 'routine' opportunities will automatically be provided in normal classroom work.

<table>
<thead>
<tr>
<th>Part I</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
</tr>
<tr>
<td>1 Communicating (Speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D Make comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1F Develop and justify opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1K Take part in structured role-play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1L Initiate and sustain conversations with unpredictable elements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note**

A third version is possible which would include all the PoS Part I statements grouped in two sections: 'routine opportunities' and 'specific opportunities' as in (b). This version would ensure that the routine opportunities are not overlooked in planning but would take up more space.
3.3 For each unit of work there should be clear objectives for teaching and learning in terms of:

- what pupils should be able to understand and communicate in the target language (communicative objectives);
- structures, vocabulary and aspects of linguistic and cultural awareness (linguistic and cultural objectives);
- other objectives such as personal and study skills, general learning objectives and the development of IT capability.

3.4 Each unit of work should also have an explicit purpose which is clear and motivating to pupils. This can be expressed in terms of a goal for the class as a whole to work towards. The idea of a goal reflects a key message in the MFL Working Group’s final report that all planning should start from the question: ‘What will learners gain from this?’ (Modern Foreign Languages for Ages 11 to 16, DES/WO/HMSO, October 1990). The goal should be set and shared with pupils at the start of the unit. It will reflect some, though not necessarily all, of the teaching and learning objectives outlined in 3.3.

3.5 The term ‘goal’ should be interpreted broadly. It could take the form of:

- a project (individual, group or whole class; oral, aural, written);
- a product (e.g. an information pack, a taped message, a song, a sketch or play);
- a process (e.g. reading extensively for pleasure);
- an experience (e.g. a trip abroad; work experience – though these would usually have some tangible outcome such as a diary or video).

3.6 The choice of goal should reflect some or all of the General requirements of the PoS for pupils to:

- use the target language for real purposes (not just to practise skills);
- communicate with real audiences (including other learners of the target language);
- combine two or more of the four language skills;
- use IT.

3.7 Success in achieving the goal will depend on thorough preparation and practice during the unit of work through a variety of tasks and activities.

3.8 Diagram 13 gives some examples of different goals. It also indicates possible links with other subjects or cross-curricular themes. Goals may have links outside MFL; they may also link with previous units of work within MFL.
## Examples of possible goals and cross-curricular links for half-term units of work

<table>
<thead>
<tr>
<th>Title of unit of work</th>
<th>Topics</th>
<th>Possible end of unit goal</th>
<th>Possible cross-curricular links</th>
</tr>
</thead>
</table>
| **MYSELF AND MY CLASS** (KS2 Year 7) | 1. Personal details  
2. People in my class  
3. The rules and language of the classroom | Choice of:  
a) mounted photo and personal description for wall display in class;  
b) posters listing classroom rules and useful language for class to refer to (use of IT and art work) | Education for citizenship |
| **MY SCHOOL** (KS3 Year 7) | 1. The school day  
2. School subjects  
3. Jobs and careers | Making a cassette to send to link school (in this country or abroad) describing school, routines and subjects studied | Careers education and guidance |
| **FAMILY AND HOME** (KS2 Year 7) | 1. My family  
2. My house  
3. Homes in other countries  
4. Designing a dream house | Class ideal home competition: choosing the best entry from whole class – each competitor designs an ideal home and presents it (orally) to the class, small group another class: FLA possibly with accompanying mini brochure | Design & technology/ environmental education |
| **LEISURE** (KS3) | 1. Leisure at home  
2. Going out in the evening  
3. Sport | An information pack for a family from abroad renting a holiday home in your area giving details of leisure facilities or entertainment in the area | Health education |
| **THE FOUR SEASONS** (KS3) | 1. What’s in a year (months, seasons, festivals)  
2. Seasons abroad  
3. My favourite season | Class wall display (four groups responsible for different seasons) describing and illustrating aspects of each season (weather, clothes, festivals, crops, holidays, tourism) | Geography/religious education |
| **FOOD FOR THOUGHT** (KS3) | 1. The food we eat  
2. The good food guide (healthy eating)  
3. Eating out (restaurants, menus, etc.) | Preparing, cooking and eating a healthy meal using recipes from the target language community | Design & technology |
| **A GOOD READ** (KS4) | 1. What people read  
2. Reading for information  
3. Reading for pleasure | Pick of the term: a personal selection of reading (magazine, short story extracts, poems, etc.) compiled in a folder with foreword giving reasons for choice | Various subjects or themes according to the content of the reading programme |
| **MAKING THE NEWS** (KS4) | 1. What’s been happening recently  
2. Newspapers and the media  
3. World news (as seen through different eyes) | Class: group news sheet covering recent local and national events in this country for sending to link school  
Video presentation simulating television news | English (media education)/IT |
| **ADVERTISING** (KS4) | 1. Who’s selling what?  
2. The language of advertising  
3. Sale of the century | Scrapbook of adverts selected from foreign magazines with commentary on use of language Possible extension to include an advert of one’s own for a mock auction, or a cassette of radio adverts, jingles, etc. | Economic and industrial understanding (EIU) |
4.0 **LINKING UNITS OF WORK THROUGH EXTENDED ASSIGNMENTS**

4.1 When units of work have been planned in advance for the whole key stage, links can be established between them, possibly leading to an extended assignment, for example:

- making a magazine;
- conducting a number of surveys to create a database;
- making a wall display;
- making a video;
- producing a book of stories for young children.

4.2 For pupils, extended assignments can provide opportunities to engage in sustained imaginative and creative activities which offer more scope for independence. They also encourage pupils to adapt and experiment with familiar structures, idioms and vocabulary.

4.3 For teachers, these assignments provide further opportunities to consolidate structures previously covered. They can also show whether pupils have assimilated the language taught and can apply it in a new context.

5.0 **ONE APPROACH TO PLANNING A UNIT OF WORK**

5.1 Diagram 14 summarises a step by step approach to planning a unit of work. As with other diagrams in this section of NSG it is an example not a model. It is, however, essential that departmental planning pays due attention to each of the headings in the right hand column of Diagram 14. Diagram 15 provides an example of a blank planning grid for a unit of work based on the approach suggested in Diagram 14. This can be adapted to suit a department’s own approach to planning.

5.2 Planning grids can also serve retrospectively as a record of curriculum coverage. Teachers may find it useful to keep record charts showing how activities, topics and areas relate to each other and to the skills and knowledge to be learnt’ (MFL Working Group’s final report, para. 6.31).
### A step by step approach to planning a unit of work

For each unit of work:

<table>
<thead>
<tr>
<th>Step</th>
<th>Identify and list:</th>
<th>Refer to and list, as appropriate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td><strong>Title</strong> of the unit of work, <strong>topics</strong>, and <strong>time</strong> needed</td>
<td><strong>AoE (PoS Part II)</strong></td>
</tr>
<tr>
<td>Step 2</td>
<td><strong>End of unit goal</strong> (appropriate to pupils’ age and level)</td>
<td><strong>PoS General requirements</strong> (reflected in choice of goal)</td>
</tr>
</tbody>
</table>
| Step 3 | **Communicative objectives** What pupils should be able to:  
• understand  
• communicate in the target language | **PoS Part I Sections 1 and 2** |
| Step 4 | **Linguistic and cultural objectives** in terms of:  
• structures  
• vocabulary  
• aspects of linguistic and cultural awareness | **PoS Part I Sections 3 and 4** |
| Step 5 | **Other teaching and learning objectives** (e.g. the development of personal and study skills, cross-curricular links, IT capability) | **PoS Part I Sections 5 and 6** |
| Step 6 | **Differentiated tasks and activities**  
• core  
• reinforcement  
• extension | **SoA and non-statutory examples in each AT** (at appropriate levels) |
| Step 7 | **Materials and resources** | Published courses, other materials and resources |

Note: the goal identified in step 2 should guide, but not constrain, the specification of objectives, tasks and activities. The differentiated tasks and activities (step 6) should reflect the objectives defined in steps 3–5 and help prepare pupils for the end of unit goal.
### Sample planning grid for a unit of work (reduced from A3 to A4)

<table>
<thead>
<tr>
<th><strong>Title of unit:</strong></th>
<th><strong>Main AoE:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topics</strong></th>
<th><strong>Other AoE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>End of unit goal</strong></th>
<th><strong>PoS General requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communicative objectives</strong></th>
<th><strong>PoS Part I Sections 1 and 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should be able to:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Linguistic and cultural objectives</strong></th>
<th><strong>PoS Part I Sections 3 and 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• structures</td>
<td></td>
</tr>
<tr>
<td>• vocabulary</td>
<td></td>
</tr>
<tr>
<td>• aspects of linguistic and cultural awareness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other teaching and learning objectives</strong></th>
<th><strong>PoS Part I Sections 5 and 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiated tasks and activities</strong></th>
<th><strong>AT, SoA and levels</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• core</td>
<td></td>
</tr>
<tr>
<td>• reinforcement</td>
<td></td>
</tr>
<tr>
<td>• extension</td>
<td></td>
</tr>
</tbody>
</table>

| **Materials and resources** | |
|-----------------------------||
|                             | |
6.0 ADDITIONAL APPROACHES TO PLANNING

6.1 There may be times when topics will not be the best starting point for planning a unit of work. Planning might also start from one of the following.

a) A specific opportunity from one of the sections in PoS Part I. For example:
   - Section 1: produce a variety of types of writing;
   - Section 4: investigate, discuss and report on aspects of the language and culture of the countries and communities where the target language is spoken;
   - Section 5: use the target language in a real or simulated adult working environment.

b) A particular aspect of an AT (supported by the relevant section of PoS Part I). For example:
   - AT3/6b: choose reading material and read independently from a range of suggested texts/PoS Part I Section 2: develop pupils' reading skills (skimming, scanning, extended reading, reading for pleasure).

c) A number of related tasks and activities or a single (longer) task. This is similar in many ways to the end of the unit goal suggested in paras. 3.4–3.8. It is important to ensure, however, that planning which starts by defining specific tasks does not ignore aspects such as the wider cultural, linguistic, personal and social objectives represented in steps 4 and 5 of Diagram 14.

7.0 THE RELATIONSHIP BETWEEN PLANNING, ASSESSMENT AND RECORDING

7.1 Assessment of pupils’ attainment plays an important part in planning. Formative assessment is a continuous process and integral to all teaching and learning. It will inform teachers and pupils about progress, and help to identify learners’ strengths, weaknesses and needs. Pupils’ attainment should be recorded throughout each key stage. These records can help in planning future work.

7.2 All classroom activities can provide opportunities for assessment, although it is not necessary to assess and record formally pupils’ attainment on every task.

7.3 There are a number of steps which can help make assessment and recording both systematic and manageable.

a) Get to know the SoA and non-statutory examples for the likely spread of levels of attainment for a particular year group or class (e.g. Year 7: levels 1–3 or 4; in the first year of the National Curriculum it may not be necessary to worry about higher levels with most classes).

b) In choosing classroom tasks and activities, note those which can yield evidence of pupils’ attainment against the SoA in one or more ATs.
c) Identify in advance those pupils whose attainment is to be recorded on a particular task. There is no need to record all pupils' attainment on the same task at the same time.

d) Encourage pupils to assess themselves and each other informally, when working independently or in groups; these assessments will need to be validated at some stage by the teacher.

e) Check performance against the SoA in order to ascertain pupils' levels in a particular AT (or in more than one, as appropriate to the task).

f) Record individuals' attainment in each AT, e.g. at the end of a unit of work or an extended assignment.

g) Keep evidence of pupils' attainment which will be provided through:
   - classwork and homework based on individual topics and tasks;
   - the end of unit goals or extended assignments suggested earlier in this section.

7.4 Detailed guidance on recording attainment and collecting evidence is beyond the scope of this NSG. MFL departments may find it useful to learn from the experiences of colleagues in other subject areas, particularly English, where the number and nature of the ATs are similar to those in MFL.

7.5 The School Examinations and Assessment Council (SEAC) has also published detailed guidance on these aspects in the core subjects, much of which is transferable to MFL.

   As with teacher assessment generally, the question of how to record is a matter of professional judgement, best decided within schools. The purposes of any recording arrangements should be clear to all who work with them. Recording should not be unwieldy or time consuming or get in the way of teaching and learning. How records are kept should be regularly reviewed to ensure they remain manageable.

   It is important to be able to point to examples of achievement which support particular judgements. It is not, however, necessary to collect evidence of everything a pupil does (Teacher Assessment at Key Stage 3, SEAC, October 1991).

7.6 Section 3 of SEAC's Key Stage 3 Teacher Assessment in Practice (1991) gives examples of different ways of recording pupils' attainments. For example:
   - everyday marking;
   - review sheets;
   - learning logs;
   - profiles;
   - record of achievement.

7.7 Folders or portfolios containing a selection of pupils' work can provide a means of building up and keeping evidence of attainment. Examples might include:
   - different types of oral work on a personal tape (e.g. paired role-plays, conversations with FLA, presentation to class, made-up radio jingle);
   - a reading and listening record (types of text and examples of responses where these are tangible);
   - samples of written work (e.g. first drafts and redrafting, possibly using IT; writing of different types for different audiences).
7.8 Samples of pupils' work, built up over the key stage, are important evidence for showing how and why judgements have been made about pupils' levels of attainment. This can inform discussions with other teachers, parents and pupils about progress. Not all evidence, however, will be tangible; samples of pupils' work can be supplemented by teachers' notes describing pupils' achievements in ephemeral activities.

8.0 REVIEWING CURRICULUM COVERAGE

8.1 Information about individual progress should feed back into planning. The end of each unit of work is an appropriate time to review individual pupils' attainment and progress in relation to the ATs and SoA. This will enable teachers to plan classroom tasks and activities in the next unit of work that are appropriately differentiated to meet individual needs (see Section E).

8.2 At the end of each year it will be important to check that equal attention has been paid to PoS as well as ATs for the class as a whole.
   - Review both planned and actual coverage of PoS Parts I and II (records and planning grids will be useful for this).
   - Note specific opportunities and AoE which have been neglected or over-emphasised.
   - Review pupils' progress in relation to the SoA in each of the four ATs (e.g. referring to teachers' notes, pupils' records and folders of work).
   - Revise plans for the following year's units of work (if necessary).

8.3 By the end of each key stage, pupils should have experienced the breadth of opportunities in PoS Part I and all seven AoE in Part II, as well as the challenges of SoA at different levels in the four ATs. Rapid progress up the levels should not be at the expense of breadth of experience in PoS.

8.4 In the first year or two of introducing the National Curriculum, approaches to planning, assessing and recording will themselves need to be reviewed and, in the light of experience, modified.
This section:
- identifies issues relating to MFL in the context of whole school planning;
- considers departmental policies for MFL;
- is particularly directed at senior management and governors as well as heads of department and their staff;
- highlights some resource implications of National Curriculum requirements.

1.0 MANAGING THE MODERN FOREIGN LANGUAGES CURRICULUM IN THE WHOLE SCHOOL CONTEXT

1.1 It is essential for a coherent curriculum that different levels of planning (whole school, departmental and classroom) are compatible and inter-related.

Diagram 16

School Development Plan

↓

MFL Curriculum Plan

▶ Departmental policies

▶ Schemes of work
  (for KS3 and 4)

▶ Detailed units of work
  (within each key stage)

Teacher's Lesson Plans

▶ Series of lessons

▶ Individual lessons

For the sake of simplicity, this document uses the term 'department', whilst acknowledging that some schools are organised into faculties rather than departments, and that in smaller schools MFL departments may not exist as such.
2.0 THE MODERN FOREIGN LANGUAGES CURRICULUM PLAN

2.1 Departments will need to prepare a curriculum plan for MFL which takes account of the School Development Plan.

The MFL Curriculum Plan should consist of three main parts:

- departmental policies;
- schemes of work;
- detailed units of work.

Schemes of work and detailed units of work are covered in Section G. This section of NSG examines departmental policies.

Departmental policies

2.2 Many departments have a handbook setting out an agreed policy on curriculum, staffing and resource issues. Departments will need to review existing policy statements in the light of the National Curriculum and local policies to ensure that they are comprehensive and cover the following aspects.

a) Broad aims for the teaching and learning of MFL in the school.

b) Curriculum content and organisation:
   - choice of National Curriculum language and the second foreign language;
   - organisation of teaching groups (e.g. setting, mixed ability grouping, etc.);
   - provision for pupils with SEN and for bilingual pupils;
   - short and combined courses at Key Stage 4;
   - continuity between phases (e.g. transfer from primary/middle schools, MFL post-16).

c) Teaching and learning methods:
   - using the target language inside and outside the classroom;
   - balance of whole class, group, pair and individual work;
   - effective and planned use of homework, coursework, assignments and projects;
   - use of materials and resources, including IT;
   - use of accommodation.

d) Links:
   - links with other subjects and cross-curricular opportunities;
   - links with other schools (including schools abroad);
   - links outside the school (e.g. the local community, industry and commerce);
   - contact with parents (e.g. reporting pupils' achievements, presentation evenings);
   - contact with native speakers and other speakers of the target language;
   - links with local education authorities (LEAs) and ITT institutions.
e) Assessment, recording and reporting.

f) Staff development:
   • departmental structure, job specifications and staff development;
   • induction and professional development of all staff including FLA, student teachers
     and support teachers;
   • teacher appraisal, observation of lessons and sharing of ideas and experiences.

g) Monitoring all aspects of the MFL curriculum, pupil progress and teacher performance.

2.3 There should be opportunities to review and update the Curriculum Plan. The frequency
and methods of carrying out this review should be stated in the document.

3.0 USING PEOPLE AS A RESOURCE

3.1 Whilst the teacher is the most valuable resource in the classroom, there are other human
resources whose contribution enhances the experience of learners of the foreign language.
   • Other teachers (e.g. support teachers who need not be language specialists) can work
     with the class teacher, groups of pupils, or individual pupils.
   • The FLA or other native speakers can play a unique role in the classroom. Table 20
     shows how PoS require pupils to take part in activities which can be developed to
     advantage by the FLA. The FLA can also provide a vital source of language refreshment
     for teachers.
   • Student teachers add a further dimension to language work. They often have recent
     experience of residence abroad, or of the world of work, and can contribute new ideas,
     materials and skills.
   • Older pupils (e.g. sixth formers) may also be able to contribute to (and benefit from)
     working with younger pupils.

3.2 These additional people might:
   • prepare and present part of a lesson;
   • take part in joint presentations with the class teacher;
   • help to organise and manage differentiated activities;
   • support pupils working independently of the teacher;
   • act as sources of reference;
   • contribute to the assessment of pupils' work and progress.
<table>
<thead>
<tr>
<th>FLA contribution</th>
<th>Pupils should have regular opportunities to:</th>
</tr>
</thead>
</table>
| Model speaker and writer | • practise and develop their pronunciation and intonation (PoS Part I Section 1)  
|                     | • adjust language to suit context, audience and purpose (PoS Part I Section 1)  
|                     | • redraft their own writing to improve its accuracy and presentation (PoS Part I Section 1)  |
| Target language resource | • ask about meanings, seek clarification or repetition (PoS Part I Section 1)  
|                       | • give and ask for explanations and instructions (PoS Part I Section 1)  
|                       | • take part in structured and less structured role-play (PoS Part I Section 1)  
|                       | • develop and justify their own ideas and opinions (PoS Part I Section 1)  
|                       | • discuss and write about their own interests and experiences, and compare them with those of others (PoS Part I Section 1)  
|                       | • use what they hear or read as a stimulus for speaking (PoS Part I Section 1)  
|                       | • produce a variety of types of writing (PoS Part I Section 1)  
|                       | • respond to different types of spoken language/written text (PoS Part I Section 2)  |
| Language learning resource | • develop their awareness of the different conventions of written and spoken language (PoS Part I Section 3)  
|                        | • increase their awareness of different language forms and registers (PoS Part I Section 3)  
|                        | • learn (and at times recite) short texts (e.g. rhymes, poems, songs, jokes or tongue twisters) (PoS Part I Section 3)  |
| Cultural resource | • work with authentic materials . . . (PoS Part I Section 4)  
|                   | • come into contact with native speakers in this country . . . (PoS Part I Section 4)  
|                   | • consider and discuss the similarities and differences between their own culture and those of the countries and communities where the target language is spoken (PoS Part I Section 4)  
|                   | • identify with the experiences and perspectives of people in these countries and communities (PoS Part I Section 4)  
|                   | • extend their knowledge and understanding of the language, linguistic conventions and culture of the country or communities where the target language is spoken (PoS Part II Introduction)  |
| Facilitator | • conduct surveys and other investigations in the class, school or outside (PoS Part I Section 5)  
|             | • interview . . . native speakers (PoS Part I Section 5)  
|             | • take part in language games (PoS Part I Section 5)  
|             | • take part in improvised drama (PoS Part I Section 5)  
|             | • use a range of reference materials and resources (PoS Part I Section 6)  |
4.0 OUTSIDE LINKS

4.1 The benefits of having an FLA on the staff can be complemented in other ways. A link with a school abroad will provide linguistic and cultural enrichment. The link could be used to:

- supply up-to-date information about the foreign country or community;
- exchange authentic material;
- provide penfriends;
- set up whole-class links for the exchange of written material, specially compiled cassettes or videos, and other realia;
- send electronic mail and faxes;
- arrange exchange visits;
- organise visits with other departments (e.g. a joint music festival or a sports tournament);
- arrange teacher exchanges.

Such contacts strongly support the development of cultural awareness.

4.2 There are also opportunities for links nearer to home. Links with the local community where the target language may be used could involve:

- individuals or families;
- local shops, hotels, restaurants;
- industries or other employers;
- sports, leisure and entertainment centres;
- religions and festivals.

In the case of community languages, these links provide an immediate, local context in which to use the language.

4.3 Links with other schools and colleges in the same locality might result in:

- planning a locally agreed scheme of work, and sharing the work involved in this;
- organising joint INSET sessions to discuss aspects of the National Curriculum, to share experiences and ideas;
- sharing materials and resources (including locally produced materials);
- sharing FLA and other support teachers;
- arranging joint provision of a less-widely taught National Curriculum language;
- co-operation between pupils and staff in special and mainstream schools;
- greater continuity in pupils' learning for those who transfer after Key Stage 4.

4.4 Links with feeder schools will help promote smooth transition from primary or middle schools, and will facilitate liaison and joint planning in cases where the target language is already being taught. Secondary schools receiving pupils who have already embarked on MFL in the National Curriculum will need to be aware of the feeder school's MFL Curriculum Plan. Links can also be on a practical basis (e.g. older pupils preparing and performing sketches for younger ones).
5.0 MANAGEMENT OF OTHER RESOURCES

5.1 An MFL is a practical, resource-based subject with possibilities for creative activities, including drama and music. This has considerable resource implications for schools and may require significant additional investment.

Accommodation

5.2 Senior Management Teams and MFL departments will need to review aspects of accommodation including:

- location of classrooms;
- acoustics and carpeting;
- flexible arrangement of furniture to support differentiation;
- provision and distribution of power points;
- facilities for the storage and retrieval of resources and equipment;
- ease of access to materials for pupils working independently;
- adequate provision for display.

5.3 The MFL department should be a cultural centre for the display of authentic materials and pupils' own work. Displays can create an exciting environment for language learning, and provide a stimulus for work by different groups.

Appropriate technical equipment

5.4 In addition to a wide selection of language-learning materials needed to implement National Curriculum MFL requirements, departments should have access to:

- cassette recorders for whole-class presentations;
- multiple-headset listening posts for group work;
- individual portable cassette recorders;
- overhead projectors;
- computers;
- video recorders and monitors;
- video camera;
- satellite facilities.

Technical support (e.g. sharing of a technician's services), for the use and maintenance of equipment and the recording of programmes, should also be considered.

The school library

5.5 The school library should be seen as part of the MFL department's pool of resources, for the storage and retrieval of information, for reading and reference materials and other learning resources. It should reflect the variety of languages taught and spoken in the school. Table 21 sets out learning skills which the Library Association (National Curriculum and Learning Skills, March 1991) has identified and which can be supported by professional library staff working with teachers. It relates these skills to the PoS for MFL.
Table 21

- Planning  
  Plan and carry out ... activities (PoS Part I Section 2)
- Locating and gathering  
  Use a range of reference materials and resources (PoS Part I Section 6)
- Selecting and appraising  
  Read extensively for personal interest (PoS Part I Section 2)
- Organising and recording  
  Conduct surveys and other investigations (PoS Part I Section 5)
- Communicating and realising  
  Communicate information ... (PoS Part I Section 1)
- Evaluating  
  Summarise and report (PoS Part I Section 1)

6.0 CROSS-CURRICULAR LINKS WITHIN THE SCHOOL

There is a statutory requirement (para. 3 of the Introduction to PoS Part II) for pupils to have opportunities in each key stage to:

- explore links with other subjects;
- develop knowledge, understanding and skills related to cross-curricular dimensions and themes.

**Links with other subjects**

6.1 Working with other departments might entail:

- help with the planning of a single MFL lesson;
- joint planning and teaching of a single lesson;
- joint planning and teaching of a series of lessons.

6.2 On a larger scale, there could be joint work between departments such as:

- a project lasting a period of time and planned with another department (e.g. a dual-language news sheet, half in English and half in the target language, for sending to parents or to a link school, planned with the English department);
- a short course in MFL at Key Stage 4 combined with a short course in another subject (e.g. business studies or geography), planned and taught jointly.

With bilingual pupils, there is scope for extending skills across a range of other subjects in the curriculum (e.g. reading historical and geographical texts in the target language).
6.3 The table below gives examples of possible links between subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Carrying out work on the 24-hour clock, exchange rates and currency conversion in the context of continental travel</td>
</tr>
<tr>
<td>Science</td>
<td>Writing and displaying laboratory rules in the target language</td>
</tr>
<tr>
<td>English (drama)</td>
<td>Writing and performing 'anti-stereotype' sketches</td>
</tr>
<tr>
<td>Technology (D&amp;T)</td>
<td>Planning, designing, making and evaluating (e.g. a meal or an artefact relating to the culture of the target language)</td>
</tr>
<tr>
<td>History</td>
<td>Preparing a written or taped guide for foreign visitors to a local building of historical interest</td>
</tr>
<tr>
<td>Geography</td>
<td>Pupil enquiry/study of area visited during trip abroad</td>
</tr>
<tr>
<td>Art</td>
<td>Using different art forms as a stimulus for discussion (e.g. personal preferences, cultural comparisons)</td>
</tr>
<tr>
<td>Music</td>
<td>Composing and singing songs in the target language, responding (orally or in writing) to a range of music</td>
</tr>
<tr>
<td>Physical education</td>
<td>Giving or responding to instructions in the target language (e.g. team competitions where linguistic skill as well as physical agility plays a part); sports tours abroad</td>
</tr>
</tbody>
</table>

6.4 MFL can be reflected in aspects of school life beyond classroom subjects. There could be foreign versions of notices, signs and lunchtime menus. Certain parts of the school assembly might also be given in languages other than English.

**The use of IT**

6.5 IT in the National Curriculum is a special case: it is not a separate subject. The PoS for technology (AT5) requires that 'In each key stage pupils should develop information technology capabilities through a range of curriculum activities'. This applies as much to MFL as to other subjects in the curriculum. Section F and Poster 3 provide practical guidance on the use of IT.

**Cross-curricular dimensions**

6.6 'Equal opportunities' and 'multicultural awareness' are two dimensions implicit in the whole approach to teaching and learning an MFL. Britain's place in a European and worldwide context is a further dimension to which MFL has an obvious contribution to make. PoS Part II – Area F, The International World – and PoS Part I Section 4 – Developing Cultural Awareness – are central to this dimension, and can enhance the multicultural policy of the whole school. Pupils' growing awareness and understanding of the country and culture of the people who speak the target language will complement the learning of the language itself. Such insights also offer opportunities for comparison between different communities and life-styles.
Cross-curricular themes

6.7 Aspects of the five major cross-curricular themes identified by NCC are contained in the seven AoE of PoS Part II. Table 23 shows how a topic in MFL might offer a focus for some or all of the five themes at different stages throughout Key Stages 3 and 4.

Table 23

Cross-curricular themes as a focus for topics

MFL topic: Home and family life

<table>
<thead>
<tr>
<th>Theme</th>
<th>Possible focus in the target language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and industrial understanding (EIU)</td>
<td>Shopping</td>
</tr>
<tr>
<td></td>
<td>Eating out</td>
</tr>
<tr>
<td></td>
<td>Family spending and household budgets</td>
</tr>
<tr>
<td></td>
<td>Effects of technology on routines and activities in the home, e.g. housework, hobbies</td>
</tr>
<tr>
<td>Health education</td>
<td>Personal hygiene routines, e.g. cleaning teeth</td>
</tr>
<tr>
<td></td>
<td>Hygiene products used in the home</td>
</tr>
<tr>
<td></td>
<td>Food and nutrition, e.g. diet</td>
</tr>
<tr>
<td></td>
<td>Exercise routines</td>
</tr>
<tr>
<td></td>
<td>Using helping agencies, e.g. doctor, dentist, hospital</td>
</tr>
<tr>
<td></td>
<td>Getting on with others</td>
</tr>
<tr>
<td></td>
<td>Safety in the home</td>
</tr>
<tr>
<td>Careers education and guidance</td>
<td>Routines linked to domestic activities, e.g. making packed lunches, housework, homework</td>
</tr>
<tr>
<td></td>
<td>Typical working day of employees in other countries</td>
</tr>
<tr>
<td></td>
<td>The organisation of household chores</td>
</tr>
<tr>
<td></td>
<td>Occupations with which people come into contact daily</td>
</tr>
<tr>
<td>Environmental education</td>
<td>Forms of travel and their effects on the environment</td>
</tr>
<tr>
<td></td>
<td>Energy sources used in the home</td>
</tr>
<tr>
<td></td>
<td>Waste disposal, e.g. litter, recycling</td>
</tr>
<tr>
<td></td>
<td>Sources of noise pollution, e.g. stereos, washing machines</td>
</tr>
<tr>
<td></td>
<td>Products used in the home, e.g. environmentally friendly products, fast foods</td>
</tr>
<tr>
<td>Education for citizenship</td>
<td>Leisure activities</td>
</tr>
<tr>
<td></td>
<td>Rules at home, punishments and rewards</td>
</tr>
<tr>
<td></td>
<td>Different roles played by an individual at home</td>
</tr>
<tr>
<td></td>
<td>Rights, responsibilities and duties of members of the family</td>
</tr>
</tbody>
</table>

One of the cross-curricular themes – that of EIU – is highlighted in NCC’s INSET publication Modern Foreign Languages and Economic and Industrial Understanding at Key Stages 3 and 4 (spring 1992).
I

QUESTIONS ABOUT THE NATIONAL CURRICULUM AND ASSESSMENT IN MODERN FOREIGN LANGUAGES

This section:
• answers questions about the National Curriculum which are not covered in the statutory Order;
• gives interim guidance on assessment issues.
Circular 15/91 (which accompanies the Order) provides further clarification about curriculum issues.

Q. When will schools implement the National Curriculum in MFL?

A. Table 24

<table>
<thead>
<tr>
<th>Pupils in:</th>
<th>August 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Statutory ATs and PoS apply</td>
</tr>
<tr>
<td>Year 8</td>
<td>Must study one MFL for 'a reasonable time'</td>
</tr>
<tr>
<td>Year 9</td>
<td>No 'reasonable time' requirement exists at present at Key Stage 4; statutory ATs and PoS first apply to pupils starting Year 10 in August 1995</td>
</tr>
<tr>
<td>Year 10</td>
<td>No 'reasonable time' requirement exists at present at Key Stage 4; statutory ATs and PoS first apply to pupils starting Year 10 in August 1995</td>
</tr>
<tr>
<td>Year 11</td>
<td>No 'reasonable time' requirement exists at present at Key Stage 4; statutory ATs and PoS first apply to pupils starting Year 10 in August 1995</td>
</tr>
</tbody>
</table>

Q. Will the full requirements of the National Curriculum in MFL apply to all pupils throughout Key Stages 3 and 4?

A. Yes, except in the following cases:
   a) a pupil who has a statement of SEN which modifies or disapplies parts or all of the ATs, PoS or assessment arrangements;
   b) individual pupils who complete their National Curriculum studies early as a result of being moved up into classes of older pupils;
   c) whole classes taking a GCSE or equivalent examination (e.g. awarded by a vocational body) before the last year of Key Stage 4. (Pupils who begin Key Stage 4 in 1995, and are entered for GCSE in the summer of 1996, will be exempt from the National Curriculum requirements, as the first GCSE (or equivalent) to conform to the National Curriculum ATs and PoS in MFL will not be available until summer 1997.)
Q. What are the implications of the ‘short course’ at Key Stage 4?

A. Model B of the PoS is for pupils who will not follow a full course of study in Key Stage 4. They are required to select a minimum of two ATs for assessment purposes (i.e. two, three or all four ATs).

A short course might be combined with one other subject (e.g. business studies; geography) or be self-contained and free-standing. It could also be part of a broader vocational package which combines several areas of the curriculum.

The short course should normally approximate to half the time of a full-time course, though allocation of time is a matter for individual schools. Departments will need to consider the advantages and disadvantages of teaching a short course, through:

- regular weekly blocks of time (e.g. a double period) throughout Years 10 and 11;
- modular courses (e.g. with intensive though intermittent periods of teaching);
- alternative forms of provision (e.g. supported self-study, work experience).

The first of these may be a framework for delivering a purely language-based course; the second and third are likely to be a feature of combined or vocationally orientated courses.

Although short courses will not be statutory until 1995, careful planning will be needed to make them worthwhile and to make full use of the limited time available.

Q. Which language can pupils choose as their ‘National Curriculum’ language?

A. There are 19 National Curriculum languages. These are set out in Circular 15/91 together with the terms of the 1991 Section 3 Order. This Circular accompanies the statutory Order in the ringbinder.

Q. Can pupils change languages at any point during Key Stages 3 and 4?

A. The policy of the Secretaries of State, in line with the MFL Working Group’s recommendations (Modern Foreign Languages for Ages 11 to 16, DES/WO/HMSO, October 1990), is that pupils should study one MFL continuously from age 11 to 16. Although this is not a legal requirement, it is hoped that the study of the same MFL for five years will be the norm and that a co-ordinated LEA policy will encourage this to happen. In exceptional cases it may be necessary for individual pupils to change language. For example:

- a) due to circumstances beyond the control of individual pupils or their school (e.g. when a pupil moves house and attends a new school which does not offer the same MFL previously studied);

- b) in the case of middle school transfer (when transfer between schools within a local authority takes place after the beginning of Key Stage 3, for example, at the end of Year 7 or Year 8).

In such cases, pupils’ levels of attainment should be recorded separately in both languages.
Q. What about the second MFL?

A. The National Curriculum requires all pupils in Key Stages 3 and 4 to study one MFL. Schools, however, are encouraged to offer pupils the opportunity to study more than one foreign language.

The MFL Working Group's final report recommended that access to a second foreign language should be widely available, and that schools should consider introducing it to pupils as early as possible.

There is concern that the demands of the foundation subjects of the National Curriculum are too great to allow timetable space for non-foundation subjects. This fear might be allayed as courses in some foundation subjects covering Key Stages 1–4 come to require less time than they have traditionally been allocated. Greater flexibility at Key Stage 4 will also create opportunities for the study of other non-foundation subjects.

It is expected that schemes of work for the second MFL will normally reflect the requirements of the National Curriculum MFL PoS and ATs, particularly when the second MFL is taken as a GCSE examination.

Q. What is considered to be 'average progress' in MFL during Key Stages 3 and 4?

A. With a 10-level scale covering five years rather than eleven, most of the benchmarks suggested by the Task Group on Assessment and Testing (TGAT) will not apply to MFL. The following table suggests what might represent average attainment in MFL by the end of each school year. It should be treated as a rough guide only to help teachers explain to pupils, parents and governors how the 10-level scale in MFL is different from other subjects.

Table 25

<table>
<thead>
<tr>
<th>End of:</th>
<th>Expected average levels of attainment in MFL</th>
<th>Expected average levels of attainment in other National Curriculum subjects (TGAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>2/3</td>
<td>4/5</td>
</tr>
<tr>
<td>Year 8</td>
<td>3/4</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>4/5</td>
<td>5/6</td>
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<tr>
<td>Year 10</td>
<td>5/6</td>
<td></td>
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<tr>
<td>Year 11</td>
<td>6/7</td>
<td>6/7</td>
</tr>
</tbody>
</table>

Q. What about national tests and teacher assessment at Key Stage 3?

A. During statutory consultation, SEAC advised NCC that Key Stage 3 standard assessment tasks will require some specific language content. Development work will indicate the extent to which schools or LEAs should be free to determine this.

The decision has been taken to use short written tests to assess pupils' attainment, except where the nature of a particular AT demands a more practical test.
Q. How will individual pupils' progress be reported?

A. The MFL Working Group's final report recommended that each AT should be equally weighted and that the level awarded for the subject as a whole should be calculated on the basis of a simple average of the scores. This has yet to be agreed. The small number of ATs in MFL makes it possible to report attainment in each AT separately. Information about an individual pupil's level of attainment in each AT can be made available to parents on request.

Q. Do pupils have to satisfy all the SoA to achieve a particular level?

A. There are no regulations stating how to arrive at AT levels from the SoA. Teachers will use their professional judgement about their pupils' achievements. SEAC will be producing an anthology of 'Pupils' work assessed' and this publication may help teachers in their judgements.

Q. What about Key Stage 4 assessment?

A. SEAC will issue revised GCSE criteria after consultation. These will reflect the requirements of National Curriculum PoS and ATs.

The decision has been taken to develop GCSE examinations that provide for a predominantly external assessment of pupils' performance, with a possible 30% upper limit for coursework in MFL.

Q. How does the 10-level scale relate to the current GCSE grading system?

A. The following table indicates agreed points of equivalence between National Curriculum levels and current GCSE grades. Direct levels of equivalence are shaded.

<table>
<thead>
<tr>
<th>Table 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to and including 1993</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>A</td>
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<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>G</td>
</tr>
</tbody>
</table>

The 10-level scale will operate from summer 1994 in all subjects including MFL, but it will not be until summer 1997 that the first GCSE to conform to the statutory ATs and PoS will be awarded in MFL. Current GCSE national criteria are being revised to take full account of the National Curriculum.
FURTHER INFORMATION

This section:

- suggests other sources of published guidance relevant to MFL in the National Curriculum;
- provides a selection of useful addresses of national bodies and services for MFL.

1.0 PUBLICATIONS

National Curriculum Council (NCC)

Curriculum Guidance 2: A Curriculum for All – Special Educational Needs in the National Curriculum, October 1989

Curriculum Guidance 3: The Whole Curriculum, March 1990 (guidelines to help teachers plan and implement the National Curriculum in the context of the whole curriculum)

Curriculum Guidance 4: Education for Economic and Industrial Understanding, April 1990

Curriculum Guidance 5: Health Education, June 1990

Curriculum Guidance 6: Careers Education and Guidance, June 1990

Curriculum Guidance 7: Environmental Education, September 1990

Curriculum Guidance 8: Education for Citizenship, November 1990

English Non-Statutory Guidance, June 1990

Information Technology Capability Non-Statutory Guidance, April 1990

Modern Foreign Languages and Economic and Industrial Understanding for Key Stages 3 and 4 (INSET publication due spring 1992)

NCC Consultation Report: Modern Foreign Languages, May 1991 (recommendations by NCC on ATs and PoS for modern foreign languages 11–16 with a summary of the responses to the statutory consultation)

Science and Pupils with Special Educational Needs, 1991

School Examinations and Assessment Council (SEAC)

The following SEAC publications, whilst not specifically addressing MFL, contain information of relevance to MFL teachers.

Key Stage 3 Teacher Assessment in Practice, November 1991

Key Stage 4 Assessment: Quality Assured, June 1991

Teacher Assessment at Key Stage 3, January 1991 (general leaflet)

Teacher Assessment at Key Stage 3 – An In-Service Resource for Mathematics, January 1991

Teacher Assessment at Key Stage 3 – An In-Service Resource for Science, January 1991
Other sources of reference

Department of Education and Science (DES)

*English in the National Curriculum*, DES/WO/HMSO, May 1989

*Modern Foreign Languages for Ages 11 to 16*, DES/WO/HMSO, October 1990 (includes the proposals of the Secretary of State for Education and Science and the Secretary of State for Wales as well as the final report of the MFL Working Group)


*Technology in the National Curriculum*, DES/WO/HMSO, March 1990

Central Bureau for Educational Visits and Exchanges (CBEVE)


Centre for Information on Language Teaching and Research (CILT)

*Pathfinder Series* (including topics such as the use of the target language, IT, reading skills, pupils with learning difficulties, planning, recording progress, links)

Association for Language Learning (ALL)

*Equipping the Modern Languages Department for the 1990s*, NALA, 1989

National Foundation for Educational Research (NFER)

*Extending Opportunities for Pupils with Special Educational Needs*, Barbara Lee, 1991

*Foreign Languages for Lower Attaining Pupils*, Barbara Lee and Peter Dickson, 1991

2.0 USEFUL ADDRESSES OF NATIONAL BODIES AND SERVICES

The Association for Language Learning (ALL)
16 Regent Place, Rugby, Warwickshire CV21 2PN
0788 546443

BBC Education
Information Unit
Room G420, White City, 201 Wood Lane, London W12 7TS
081 746 1111

Campus 2000
Priory House, St John’s Lane, London EC1M 4BX
071 782 7104/7401

Central Bureau for Educational Visits and Exchanges (CBEVE)
Seymour Mews House, Seymour Mews, London W1H 9PE
071 486 5101
Centre for Information on Language Teaching and Research (CILT)
Regent's College, Inner Circle, Regent's Park, London NW1 4NS
071 486 8221

Channel 4 Television
60 Charlotte Street, London W1P 2AX
071 631 4444

Festival of Languages and Young Linguists Awards
c/o ALL, 16 Regent Place, Rugby, Warwickshire CV21 2PN
0788 546443

Independent Broadcasting Authority
70 Brompton Road, London SW3 1EY
071 584 7011

Multilingk (Inter-Authority Committee for Community Language Materials)
c/o CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS
071 486 8221

National Association of Language Advisers (NALA),
Education Services Directorate, Education Department, Margaret Street, Birmingham B3 3BU
021 235 2706

National Congress on Languages in Education and Training (NCLE)
c/o Modern Languages Department, University of London,
Institute of Education, 20 Bedford Way, London WC1H 0AL
071 636 1500

National Council for Educational Technology (NCET)
Sir William Lyons Road, Science Park, Coventry CV4 7EZ
0203 416994

National Council for Mother Tongue Teaching (NCMTT)
40A The Avenue, Highams Park, Chingford Road, London E4 9LD
081 520 4878

National Educational Resources Information Service (NERIS)
Maryland College, Leighton Street, Woburn, Milton Keynes MK17 9JD
0525 290304

National Foundation for Educational Research (NFER)
The Mere, Upton Park, Slough, Berkshire SL1 2DQ
0753 574123

Open University Centre for Modern Languages
Walton Hall, Milton Keynes, MK7 6AA
0908 653834

UK Centre for European Education (UKCEE)
Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE
071 486 5101

UK Lingua Unit
Seymour Mews House, Seymour Mews, London W1H 9PE
071 224 1477
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AoE</td>
<td>Area(s) of Experience</td>
</tr>
<tr>
<td>AT(s)</td>
<td>Attainment Target(s)</td>
</tr>
<tr>
<td>EIU</td>
<td>Economic and Industrial Understanding</td>
</tr>
<tr>
<td>ERA</td>
<td>Education Reform Act 1988</td>
</tr>
<tr>
<td>FLA</td>
<td>Foreign Language Assistant</td>
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<tr>
<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
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<tr>
<td>GOML</td>
<td>Graded Objectives in Modern Languages</td>
</tr>
<tr>
<td>INSET</td>
<td>In-Service Education and Training</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>IIT</td>
<td>Initial Teacher Training</td>
</tr>
<tr>
<td>KS3/KS4</td>
<td>Key Stage 3/Key Stage 4</td>
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<tr>
<td>LEA</td>
<td>Local Education Authority</td>
</tr>
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<td>MFL</td>
<td>Modern Foreign Language(s)</td>
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<tr>
<td>NSG</td>
<td>Non-Statutory Guidance</td>
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<tr>
<td>PoS</td>
<td>Programme(s) of Study</td>
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<td>Special Educational Needs</td>
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<tr>
<td>SoA</td>
<td>Statement(s) of Attainment</td>
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<tr>
<td>TVEI</td>
<td>Technical and Vocational Education Initiative</td>
</tr>
</tbody>
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