Modern Foreign Language Curriculum 2014: change, challenge and choice!

Dr Rachel Hawkes
<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>KS2</strong></td>
<td><strong>KS3</strong></td>
<td><strong>KS3</strong></td>
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<tr>
<td>• listen attentively to spoken language and show understanding by joining in and responding</td>
<td>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</td>
<td>• read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</td>
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<tr>
<td>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</td>
<td>• express and develop ideas clearly and with increasing accuracy, both orally and in writing</td>
<td>• read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture</td>
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<tr>
<td><strong>Speaking</strong></td>
<td><strong>Writing</strong></td>
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<tr>
<td>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</td>
<td>• write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</td>
<td><strong>Grammar</strong></td>
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<tr>
<td>• speak in sentences, using familiar vocabulary, phrases and basic language structures</td>
<td><strong>Grammar</strong></td>
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<tr>
<td>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</td>
<td>• understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</td>
<td>• identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</td>
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<tr>
<td>• present ideas and information orally to a range of audiences*</td>
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<td>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</td>
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<td><strong>Reading</strong></td>
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<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>• read carefully and show understanding of words, phrases and simple writing</td>
<td>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</td>
<td>• develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</td>
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<tr>
<td>• appreciate stories, songs, poems and rhymes in the language</td>
<td>• describe people, places, things and actions orally* and in writing</td>
<td>• use accurate grammar, spelling and punctuation.</td>
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<tr>
<td>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</td>
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</table>
 appreciate stories, songs, poems and rhymes in the language

 listen attentively to spoken language and show understanding by joining in and responding

 read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture

 listen to a variety of forms of spoken language to obtain information and respond appropriately
Curriculum 2014: no change

- Phonics
- TL talk (teacher and students)
- Questions
- Spontaneous TL talk
- Memory (use of VAK strategies)
- Vocabulary acquisition
- Listening, speaking, reading and writing
- Key structures and sentence-building (grammar)
- AfL – detailed feedback to increase quality of language in writing

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Classroom talk

- Student to student use
- Teacher TL use
- Student to teacher use

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Good

- Teachers provide a consistently fluent and accurate model of the foreign language for learners to emulate. English is only used where appropriate.
- **Students are encouraged to ask questions and seek clarification in the TL** during teacher-led sections of the lesson.
- Learners occasionally respond to the teacher spontaneously in the TL, but do not seek to use it to communicate with each other.
- **Learners are expected to use the TL with greater fluency** as they move through the key stages.
- Teachers ensure that all learners experience the need to react to unpredictable elements in conversations. Teachers praise and encourage spontaneous use by learners when it occurs.
- There is a **high level of consistency in the quality and quantity of TL use across the department**, supported by a unified departmental policy.

Outstanding practice

- The **TL is the dominant means of communication** in the lesson and teachers have high expectations of learners’ use at an appropriate level. As a result, learners seek to use the TL as the normal means of communication when talking to the teacher or informally to each other.
- Teachers informally monitor and assess spontaneous TL use, keeping track of learners’ progress in order to ensure that their expectations increase as they move through the school.
- Teachers’ target language use is monitored by subject leaders and good practice is regularly shared across the department, resulting in a high level of consistency.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

- initiate and develop conversations, coping with unfamiliar language and unexpected responses, (making use of important social conventions such as formal modes of address)
Curriculum 2014: the change

• Formal modes of address
• KS2 – ability to deduce the meaning of new words inserted into familiar text, and use of dictionary
• Read literary texts in the language, such as stories, songs, poems and letters (let’s not forget using film in all this!)
• Translate into English
• Translate into the foreign language
• Use voices and moods (does this mean passive and subjunctive?!!)

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