

Skills and learning

Modern foreign languages  
in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for modern foreign languages that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



## **Developing thinking**

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

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

In modern foreign languages, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stage 3.



## **Developing communication**

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

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

In modern foreign languages, opportunities to develop communication apply throughout the Skills and Range sections of the programmes of study for Key Stage 3.



## Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

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

### Key Stage 3

#### Skills

##### *Oracy*

Pupils should be given opportunities to:

7. make oral presentations, including using visual support such as ICT.

##### *Reading*

Pupils should be given opportunities to:

4. use glossaries, bilingual dictionaries and other reference materials, including ICT
11. develop independent research skills including using ICT.

##### *Writing*

Pupils should be given opportunities to:

2. write for different purposes using ICT as appropriate
8. organise and present ideas and information clearly in a range of forms using ICT as appropriate
12. use language creatively and imaginatively, using ICT as appropriate.

#### Range

##### *Activities and contexts*

Pupils should have opportunities to develop their language skills through:

2. language games and solving puzzles, using ICT as appropriate
5. responding to a range of texts, including stories, poems, literature, non-fiction, and using the internet
7. reading, viewing and listening to integrated sources including video/DVD, audio, internet, CD-ROM for personal interest and pleasure as well as for information.



## Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

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

In modern foreign languages, there no explicit references to developing number.



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

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

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

### **Key Stage 3**

#### Range

##### *Intercultural understanding*

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

2. develop sensitivity towards different peoples, their customs, values and perspectives.

##### *Language learning strategies*

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

5. increase their confidence in language use and triple literacy skills by building on skills already acquired through their learning of English and Welsh
6. make comparisons with English, Welsh and other languages, exploring similarities and differences in vocabulary and structure.



## **Personal and social education**

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

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

### **Key Stage 3**

#### Skills

##### *Oracy*

Pupils should be given opportunities:

12. express and justify personal opinions and feelings.

##### *Writing*

Pupils should be given opportunities to:

11. express and justify personal opinions and feelings.

#### Range

##### *Intercultural understanding*

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

3. interact with native speakers and learners of the target language who have recent and active experience of the language, e.g. visits, exchanges, partner schools, foreign language assistants, language students, texting, e-mail, video conferencing
5. appreciate the importance of languages in the global society of the twenty-first century and for the world of work
6. develop their awareness of current events, news, people and issues in relation to the countries and communities of the target language.

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

#### Range

##### *Intercultural understanding*

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



2. develop sensitivity towards different peoples, their customs, values and perspectives
3. appreciate the importance of other languages and language learning in a global society
5. interact with native speakers and learners of the language, e.g. visits from speakers of the language, visits to the country, town-twinning links and Comenius Projects, the exchange of materials with partner schools via letter, e-mail, interactive use of ICT and class projects.



## **Careers and the world of work**

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

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

In modern foreign languages, there are no explicit references to careers and the world of work.