**Relationships between the National Curriculum Programmes of Study and NCELP’s Pedagogy**

The [National Curriculum (2014, NC) Programmes of Study](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study/national-curriculum-in-england-languages-progammes-of-study) (PoS) for KS2 and KS3 describe what learners are expected to be able to do after four and seven years of study, respectively. The NC ‘purpose of study’ statement summarises the ***what*** of the PoS (in general terms, ‘what should be taught’) and frames it with ***why*** and ***what for***. NCELP provides *the* ***which*** *(e.g., phonics, vocabulary, grammar)*, the ***how****,* ***how much****,* ***when****, and* ***who***of language pedagogy, and together these underpin carefully planned language learning at KS3\*.

This document presents the KS2 and KS3 PoS attainment indicators alongside a summary of the three main bodies of knowledge articulated by NCELP, in order to show their alignment. NCELP recommends that phonics, vocabulary and grammar knowledge are taught and practised in both modes (comprehension and production) and modalities (oral and written) so that the knowledge that is necessary for listening, speaking, reading and writing is developed ***and*** integrated. For example, transcription activities done in pairs of students can involve reading aloud, spoken production, aural decoding and written production. Similarly, translation from the new language into English may occur in both oral and written modalities (i.e., listen to L2 and write L1 or read L2 and write L1).   
  
It is recommended to read this document in conjunction with NCELP research-informed pedagogy rationales, CPD materials, KS3 schemes of work and accompanying resources, all of which are available on the [NCELP Resource Portal](https://resources.ncelp.org/?locale=en).

**Purpose of study**

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” (NC, purpose of study statement)

**Programme of study [words in bold illustrate key features that align between the NC and NCELP pedagogy]**

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| **KS2** | **KS3** | **NCELP** |
| Listening   * **listen attentively** to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words**   Speaking   * **engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * **speak in sentences,** using familiar vocabulary, phrases and basic language structures * **develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\*   Reading   * **read** carefully and show understanding of **words, phrases and simple writing** * **appreciate stories, songs, poems and rhymes in the language** * **broaden their vocabulary** and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary   Writing   * **write phrases from memory, and adapt these** to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing   Grammar   * **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.** | Listening   * listen to **a variety of forms of spoken language** to obtain information and respond appropriately * **transcribe** words and short sentences that they hear with increasing accuracy   Speaking   * **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address * **express and develop ideas clearly** and with increasing accuracy, both orally and in writing * **speak coherently and confidently, with increasingly accurate pronunciation and intonation**   Reading   * **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** * **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   Writing   * **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.**   Grammar   * **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied * use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate * 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 * use accurate grammar, spelling and punctuation. | Phonics   * focus on **new sound-symbol correspondences** (SSCs) in spoken AND written forms * practise **previously taught SSCs** receptively and productively, with a particular focus on when SSCs **make a difference to meaning** * practise knowledge of SSCs in a variety of activities showing increasing confidence during the lesson e.g., **read-aloud** tasks / segmentation tasks / writing (e.g., **transcription**) / when **asking for meaning** of written words / when **spelling new words**   Vocabulary   * learn **a planned set** of new words, whose **frequency** has been considered, from **a range of word classes** (including a range of useful, **high frequency verbs**) * learn **word meanings** and **grammatical functions** * establish word knowledge in **oral** (listening and speaking) and **written** (reading and writing) modalities * practise in **information gap tasks** that create a need to understand/produce the words * **revisit** previously taught words in new contexts, different modes and modalities, extended, less or un-scaffolded activities * show **evidence of retention**   Grammar   * understand and use **terminology about grammar**, building on knowledge from Key Stage 2 * understand **explicit and succinct descriptions** of grammar features * undertake successful **input practice**, followed by **successful production practice** (in which the target feature is essential to communicate meaning) * after substantial practice, undertake **freer production** with less support, in speech and writing, where **the grammar must be recalled to communicate meaning** |

\* At the time of writing the NCELP Schemes of Work, we felt that, as a national centre, we had to assume very little knowledge in each language on arrival in year 7, given the very mixed picture of primary FL provision and transition arrangements. However, we **strongly** emphasise that individual schools should check the phonics, vocabulary and grammar knowledge of pupils arriving in year 7, and build on this knowledge (including knowledge about English and grammatical terminology) wherever possible.