



# The new secondary curriculum for languages at a glance

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ALL's one stop shop for the new curriculum

## 1. Key concepts

### Linguistic competence

- a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- b. Applying linguistic knowledge and skills to understand and communicate effectively.

### Knowledge about language

- a. Understanding how a language works and how to manipulate it.
- b. Recognising that languages differ but may share common grammatical, syntactical or lexical features.

### Creativity

- a. Using familiar language for new purposes and in new contexts.
- b. Using imagination to express thoughts, ideas, experiences and feelings.

### Intercultural understanding

- a. Appreciating the richness and diversity of other cultures.
- b. Recognising that there are different ways of seeing the world, and developing an international outlook.

**“Curriculum planning should highlight how the key concepts are integrated into teaching and learning across the key stage.”**

## 3. Range and content

The study of languages should include:

- a. the spoken and written forms of the target language
- b. the interrelationship between sounds and writing in the target language
- c. the grammar of the target language and how to apply it
- d. a range of vocabulary and structures
- e. learning about different countries and cultures
- f. comparing pupils' own experiences and perspectives with those of people in countries and communities where the target language is spoken.

## Curriculum Aims

Learning and undertaking activities in languages contribute to achievement of the curriculum for all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

## 2. Key processes

### 2.1 Developing language-learning strategies

Pupils should be able to:

- a. identify patterns in the target language
- b. develop techniques for memorising words, phrases and spellings
- c. use their knowledge of English or another language when learning the target language
- d. use previous knowledge, context and other clues to work out the meaning of what they hear or read
- e. use reference materials such as dictionaries appropriately and effectively.

### 2.2 Developing language skills

Pupils should be able to:

- a. listen for gist or detail

## 4. Curriculum opportunities

The curriculum should provide opportunities for pupils to:

- a. hear, speak, read and write in the target language regularly and frequently within the classroom and beyond
- b. communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes
- c. use an increasing range of more complex language
- d. make links with English at word, sentence and text level
- e. use a range of resources, including ICT, for accessing and communicating information in the target language
- f. listen to, read or view a range of materials, including authentic materials in the target language, both to support learning and for personal interest and enjoyment
- g. use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum.