

Languages Curriculum

- The [current curriculum](#) will close in 2013-14;
- Languages is not currently compulsory in primary schools, but schools have been advised to [consider](#) it as part of a balanced curriculum & the Languages Trends Survey suggests that some 97% of primaries have some Languages delivery;
- At secondary there is great freedom as to which [Languages](#) may be studied, but it has not been compulsory post 14 since 2004;
- In secondary schools the introduction of the EBacc and proposals to extend the Languages curriculum across further phases have led to an increase in participation by pupils in KS4. In current Year 11 51% of pupils are now studying a Language to GCSE.

Reasons for reform

- The current curriculum has been in place for over 2 decades;
- The government wants to reduce the compulsory elements of the curriculum in order to create more time for schools to innovate at a local level and create courses that teachers and schools believe are best for their pupils;

Minister of State Elizabeth Truss

- But what really matters is that this is a new approach to education, one that gives head teachers and schools far greater freedom. How they implement the National Curriculum is down to them. The School Curriculum is best described as the life within the National Curriculum. Government has a part to play in setting out the trellises and marking out the footpaths. How the garden grows is for schools to decide. And in order for teachers to be able to give life to the garden, government has to give them freedom: freedom from excessively prescriptive top-down diktats and the freedom to innovate.

Languages within the NC

- Compulsory in KS2 from 2014 with 7 Languages chosen for study within that KS: Ancient Greek, French, German, Italian, Latin, Mandarin and Spanish;
- A new stripped down [curriculum](#) without levels from KS2-3;
- Continued encouragement through the EBacc for pupils to study post-14.

Aims of the MAL curriculum

- The National Curriculum for languages aims to ensure that all pupils:
- ☐ understand and respond to spoken and written language from a variety of authentic sources
- ☐ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ☐ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ☐ discover and develop an appreciation of a range of writing in the language studied.

Assessment without levels

- As part of our reforms to the national curriculum , the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced.
- We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools. (DfE website)

GCSE Reform

- There will be a [consultation](#) on proposals for the new GCSE ending in August 2013;
- First teaching from September 2016 in Languages;