

The following comments are based on the only draft of the Framework that we've seen, i.e. the one distributed before the meeting on 25 May, plus the feedback about that meeting from the CLIE representative, Billy Clark.

### ***Learning strategies***

We agree that these should have a prominent place, but they need to be fleshed out with examples and more detail if they are to carry weight with teachers and the public - especially if the target language (L2) can be a community language. Learning strategies should be explicitly mentioned in Section 1, and more examples of strategies should also be included in the detailed tables in Section 2. The term 'learning strategy' should be incorporated into the Glossary.

Here are some **general principles** that we suggest:

a. The Framework should offer examples, but not an exhaustive list of strategies. This should be left for a later document.

b. In the same spirit, the Framework should emphasise the need to embed strategies in meaningful classroom activity so that the strategies arise out of the activity rather than being taught "head on"; but it should not try to spell out the pedagogy in detail. Again this should be left for a later document (cf the QCA "Not whether but how" material which followed the Literacy Strategy by several years).

c. Teachers may not be consciously aware of the learning strategies they have used in learning languages themselves, so training teachers to promote pupils' development and use of strategies is vital. Documents such as the two suggested above will help, but they will need more practical support such as training days and videos.

d. The strategies listed in the KS3 Framework should be taken as a basis for KS2.

Here are some learning strategies which you might consider mentioning as **examples**:

- choosing clearly when reading or listening between gist and detail
- looking for links between L2 and L1, e.g. cognates
- guessing unknown words or word forms on the basis of known words

### ***Knowledge about grammar***

We also agree that progression should be defined in part in terms of grammatical concepts. Some **general principles**:

a. The concepts should be relevant to any language, including community languages such as Turkish or Chinese whose structure is radically different from English and more familiar European languages; otherwise the Framework will be accused of discriminating against these languages.

b. They should be concepts that children have already met in the Literacy Strategy, so the MFL strand will reinforce these concepts and show their relevance.

c. Terminology should certainly follow the glossaries for KS2 Literacy and KS3 MFL.

d. Although the terminology and concepts will already be familiar, their MFL application will not: what MFL work will teach is how languages can vary; e.g. different languages signal 'person' in different ways. This language-comparison is closely linked to learning strategies because one of the basic strategies is to look for links between L1 and L2.

e. Language-comparison requires teachers to know as much about the grammar of English as about L2. This will require more training for teachers, which again can come from future publications which discuss both pedagogy (how to compare languages) and content (how languages in fact differ).

f. Not everything that is learned will be discussed in terms of grammatical concepts; for example, there is no need to talk about numbers as a grammatical concept because their links to L1 numbers are obvious.

g. As with learning-strategies, grammatical concepts should be embedded in activities, so the (later) explanatory material should be able to suggest activities for each concept; e.g. acting out different persons for the same verb.

h. KAL concepts include concepts for pronunciation as well as for grammar in the strict sense.

i. KAL concepts should include whatever concepts are relevant to the writing system of L2, but the variation between, say, Chinese and Turkish prevents generalisation.

Here are some **basic KAL concepts** which should be included, related notionally to the year of introduction:

**Y3:**

- nouns and modifying adjectives: word order, avoid agreement
- person and verbs: how to distinguish 'I/you/he/she' + action (not necessarily using pronouns!).
- vowels, consonants: sounds not found in L1

**Y4:**

- nouns and number (singular/plural): agreement with adjectives, plural inflections (if any)
- number and verbs: how to distinguish 'we/they' + action
- politeness: familiar/polite forms for 'you' [not in literacy glossary because not relevant to English]
- vowel, consonant, syllable: syllable patterns not found in L1

**Y5:**

- commands, requests: how to distinguish them (including "let's", 'please')
- yes/no) questions: how to signal them (including intonation if used)
- being and having: how to express them [not in literacy glossary, but important for interesting communication]

**Y6:**

- subjects and objects: how to distinguish them; word order, verb-agreement, case
- complements: how to use adjectives as subject-complements; agreement
- negative sentences: how to signal them