

the leading voice for education

***ASCL's modern languages
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Transition – the missing link!

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What do secondary teachers MFL need to know to be able to build on in KS3?

- What knowledge have pupils explored in primary languages?
- How well have they retained this knowledge?
- What transferable skills have pupils got?



INFORMATION PAPER



ASCL Key Stage 2/Key Stage 3 French Transition Toolkit

A practical, workable tool to support effective transition

The Department for Education's 2013 MFL KS3 Programme of Study refers to **cross-phase coherence** "teaching may be of any language and should build on the foundations of language learning laid at KS2, whether pupils continue with the same language or take up a new one"



Supporting Primary to Secondary School Transition

2020/21

SixIntoSeven is the Year 6 into Year 7 transition data portal developed in spring 2020 by ASCL and askEddi.

Using a cloud-based professional judgement dashboard, primary and secondary schools were able to securely share attainment information on pupils, in lieu of SATs and assessments.

A simple, secure system for primary schools to upload pupil names and professional judgements to support transition.

Key Stats:

- 1,068 schools registered (260 secondary, 808 primary)
- 22,000 students were helped transition between primary and secondary school
- 90 of the 260 secondary schools paid for the system and completed the process

<https://opendataproject.org.uk/sixintoseven/>
<https://opendataproject.org.uk/support/>
<https://opendataproject.org.uk/sixintoseven/getting-started/>



What does research tell us about Primary langs?

- Significant motivational, cultural, and cognitive benefits
- Young children are very enthusiastic learners of foreign languages
- Potential to awaken a lifelong interest in foreign languages
- Pupils enjoy learning about another culture and its language
- Helps children with their literacy skills in English
- <http://www.meits.org/policy-papers/paper/learning-foreign-languages-in-primary-schools-is-younger-better>



White Paper Primary FL 2019

“The principal problems in schools relate to **time allocation, teacher subject knowledge and language proficiency, limited access to professional development and a lack of shared and agreed understanding of pupil progress at the point of transfer from primary to secondary schools**





*‘primary schools should provide receiving secondary schools with **a clear statement of what pupils have been taught** and what pupils should know and be able to do at the point of transfer from KS to KS3’*

Holmes, B. and Myles, F. (2019). White Paper: Primary Languages Policy in England – The Way Forward. <http://www.rpl.org.uk/policy/>





MODERN FOREIGN LANGUAGES PEDAGOGY REVIEW

A review of modern foreign languages teaching practice in key stage 3 and key stage 4

“Language teachers should know and build on the grammar taught in the KS2 NC for English” and that

“secondary schools should know about the modern languages taught at their feeder primary. Wherever possible, they should support language learning in primary and plan to build on pupils’ primary school language knowledge”



British Council Language Trends 2021

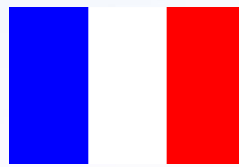
- Transition remains underdeveloped
- Contact reducing between 2 phases ; in 2015 it was 44 % and now in 2021 58%
- Very little information exchanged between phases



How do younger pupils learn a second language?

- Pupils' perception of explicit grammar teaching in KS2 SPAG is positive (source NCELP)
- Teaching language as knowledge develops towards the end of primary - pupils develop ability to spot patterns and know language rules
- “Language analytical ability predicts foreign language proficiency in young learners (8-9)” RoehrBracki & Tellier (2019)





What is the ASCL transition toolkit?

- Provides a minimum body of conceptual knowledge (grammar, vocabulary and phonology) and cultural knowledge that has been explored, retained and actively used by Year 6 pupils
- The **'drag and drop'** feature - select the grammar, vocabulary, phonology and cultural knowledge that pupils have explored
- Acknowledges variability of pupil progress, time allocation for language learning and large number of feeder schools
- Secondary colleagues quickly determine the overlap in learning providing at least a common actionable base.



Not continuing with same language in Year 7?

Not a problem!

- Pupils are equipped with a wide range of language learning strategies
- If pupils understand something conceptual in one language, this can be easily transferred to another language – gender, cognates, position of adjectives, silent letters, number patterns, tense, phonics, plural nouns.....
- Many pupils have remarkable linguistic knowledge and experience already



A pupil starting a new language in year 7 – what do they already know?

Are there **patterns** in the language (e.g. numbers)

Is there **gender**: M, F , N ?

How are **plurals** made?

Do **adjectives** change position?

Are there **silent** letters?

Are there common **phonemes** ?

Are there any **cognates** with English or other languages?

Are there any **special sounds or letters**?

Does it belong to a language family e.g. **Romance or Germanic**

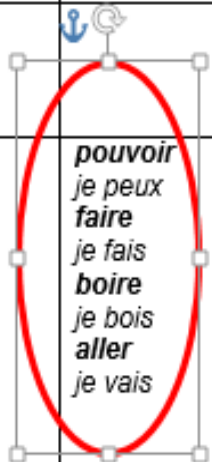
Where is the language spoken? What are the cultures and traditions?



KS2 / KS3 French Transition Toolkit - template

Subject Pronouns Understand the function of a pronoun	<i>Tu</i> is the familiar 'you'. It shows a certain closeness, informality. People use <i>tu</i> when addressing a friend, a relative, or a child. <i>Vous</i> is either the formal 'you' or the plural of <i>tu</i> . <i>Vous</i> is used to address more than one person no matter how close you are.									
<table><tr><td>Singular</td><td>Plural</td></tr><tr><td><i>je</i> I</td><td><i>nous</i> we</td></tr><tr><td><i>tu</i> you</td><td><i>vous</i> you</td></tr><tr><td><i>il, elle, on</i> he, she, it, one</td><td><i>ils/elles</i> they</td></tr></table>	Singular	Plural	<i>je</i> I	<i>nous</i> we	<i>tu</i> you	<i>vous</i> you	<i>il, elle, on</i> he, she, it, one	<i>ils/elles</i> they		
Singular	Plural									
<i>je</i> I	<i>nous</i> we									
<i>tu</i> you	<i>vous</i> you									
<i>il, elle, on</i> he, she, it, one	<i>ils/elles</i> they									
Regular Verbs Be familiar with conjugation of regular verbs in present tense and associated pronouns	Conjugation of 'er' verbs <i>jouer</i> – to play <i>je joue</i> <i>tu joues</i> <i>il/elle/on joue</i> <i>je joue</i> <i>tu joues</i> <i>il/elle/on joue</i>	Conjugation of 'er' verbs <i>jouer</i> – to play <i>nous jouons</i> <i>vous jouez</i> <i>ils/elles jouent</i>								
High frequency regular verbs Know a selection of high frequency regular verbs Be able to conjugate these verbs by knowing the paradigm	<i>manger</i> <i>trouver</i> <i>donner</i> <i>aimer</i> <i>regarder</i> <i>penser</i> <i>travailler</i> <i>danser</i> <i>chanter</i> <i>parler</i>	<i>manger</i> <i>trouver</i> <i>donner</i> <i>aimer</i> <i>regarder</i> <i>penser</i> <i>travailler</i> <i>danser</i> <i>chanter</i> <i>parler</i>								

KS2 / KS3 French Transition Toolkit - template

Irregular verbs Know the verbs <u>être</u> , <u>avoir</u> and <u>faire</u> Be familiar with conjugation of these verbs in present tense and associated pronouns	avoir – to have <i>j'ai</i> <i>tu as</i> <i>il/elle/on a</i> <i>j'ai</i> <i>tu as</i> <i>il/elle/on a</i>	avoir – to have <i>j'ai</i> <i>tu as</i> <i>il/elle/on a</i>
	être – to be <i>je suis</i> <i>tu es</i> <i>il/elle/on est</i> <i>nous sommes</i> <i>vous êtes</i> <i>ils/elles sont</i>	
	faire – to do, to make <i>je fais</i> <i>tu fais</i> <i>il/elle/on fait</i> <i>nous faisons</i> <i>vous faites</i> <i>ils/elles font</i>	
High frequency irregular Know some high frequency irregular verbs in the 'je form'	pouvoir <i>je peux</i> faire <i>je fais</i> boire <i>je bois</i> aller <i>je vais</i> vouloir <i>je veux</i> devoir <i>je dois</i>	pouvoir <i>je peux</i> faire <i>je fais</i> boire <i>je bois</i> aller <i>je vais</i>
Simple, complex and compound sentences	Simple sentence	

Core elements overview German

- Gender & agreement
- Agreement & adjectives
- Subject pronouns
- Possessive pronouns
- High frequency regular and irregular Verbs
- Adverbs and adverbial phrases
- Prepositions
- There is/ are
- Opinions (verbs and adjectives)
- How to make nouns plural
- Questions
- Imperatives
- Suggested Classroom Instructions to be used at KS2.
- Suggested questions to be covered at KS2
- Agreed grammatical English terminology e.g. nouns, articles, determiners
- High frequency language such as colours, days of the week and months
- Conjunctions and intensifiers
- Umlauts and digraphs
- Word order
- Cultural Knowledge
- Numbers



Cultural awareness and curiosity

- *‘Pupils should experience knowledge and cultural capital to succeed in life...understand and appreciate the cultural influences that shape their own heritage and others...show respect for cultural diversity and national and global communities’ Ofsted 2019*

<p>Cultural awareness</p>	<ul style="list-style-type: none"> • Where is France? • General geography of France including main cities • Other countries where French is spoken • How French is descended from Latin and a lot of English comes from French via Norman invasion 1066 (overlap with history) <p>Important fêtes eg Christmas, Easter, Chandeleur, rentrée</p>	



Appendix

German Language Schemes of Work for KS2

EARLY START's lively videos feature real children in varied, interesting contexts, filmed in the foreign country, with authentic voices, and glimpses of everyday life and culture to help young beginners get a sound, age-appropriate foundation for language learning. These structured online resources offer lots of support for non-specialist teachers: "whiteboard talking flashcards", original and authentic songs and cultural presentations. A Teacher's Manual aids lesson planning, with games and activities. Early Start offers a free trial/inspection service www.earlystartonline.com

PRIMARY LANGUAGES NETWORK transforms the provision of languages in primary schools with engaging teaching resources and comprehensive planning and assessment tools. We offer our KS2 primary scheme of work in French, German and Spanish which includes both "Click2Teach" for non-specialist teachers with audio stories, videos, songs, games and a language up-skilling course and "BeCreative" for confident language teachers with lesson plans, creative ideas and resources. To find out more and organise your virtual tour, please visit www.primarylanguages.network

German Schemes of Work for Key Stage 2 – free of charge

German in primary schools: ready-to-use material for non-specialists and substantial support for your school by the Goethe-Institut

The Goethe-Institut is the official cultural institute of the Federal Republic of Germany and supports school leaders, teachers, and learners of German to achieve their aims and helps to facilitate and strengthen the teaching of German.

Services for introducing German at primary schools

- **Headteacher brochure** which points out the advantages of teaching and learning German in the UK and shows the attainment targets in the first year of German achievable with the Goethe-Institut's scheme of work.
- **Provision of teaching material Felix and Franzi** developed by the Goethe-Institut for UK primary school teachers who have little or no initial German
- **Upskilling courses** to help you get started and to equip non-specialist language teachers with a basic knowledge of German
- **Film *The Smart Choice: German at Primary Schools in the UK***. Watch online or order your free copy at the Goethe-Institut London.
- **German at Primary Schools in the UK booklet** as a great tool to make the case for German on parent evenings and language days



So what about assessment ?

A school to school solution – how well
have pupils retained what they have done?



How it works:



“The conversation between primary and secondary is crucial in helping children get the best start in year 7. Secondary teaching that picks up from where primary left off instils confidence. SixIntoSeven can be an important tool as part of this conversation.”

John Camp, Trust Leader, The Compass Partnership of Schools

“ “It was a relief to tell our primary schools that SixIntoSeven is really easy to use and it’s free for them. To have one place for this Year 6 data know it’s secure and accurate reduced our workloads and made things easier.”

Kirsty Moat, Associate Head Teacher, Harrogate Grammar School, Red Kite Learning Partnership



Currently being trialled for the platform
for 2021.....

	POS	Not recorded	Not secure	Secure	High Ability
Phonology					
Grammar					
Vocab					
Cultural awareness/ curiosity					

Contextual additional information



Further information

- ASCL Website
- <https://ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit>
- <https://www.ascl.org.uk/discoveringlanguage>
- <https://opendataproject.org.uk/sixintoseven/>
- <https://opendataproject.org.uk/support/>
- <https://opendataproject.org.uk/sixintoseven/getting-started>
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