

Supporting ML transition from primary to secondary school

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All subject leaders take a lead in:

- Planning
- Monitoring
- Delivering
- Team working
- Assessing
- Reviewing and evaluation

PL subject leaders may also need to:

- Audit the language skills of staff and match this to pupils' needs
- Justify the value of their subject in the curriculum
- Convince headteachers of the need to invest in training
- Rely on their own expertise more than other SL who can draw on the experience of other staff in the school
- Deal with negative feelings towards language learning and teaching
- Develop strong links with their secondary counterparts to ensure progression from KS2 to KS3
- Deal with high expectations from teachers in terms of the level of support required from you

Medium-term plan

- Policy document
- PL Governor
- Development of SoW – linked to PoS
- Organise resources
- Consistency of classroom support materials
- Prioritised training needs met
- Monitor Teaching and Learning
- Develop assessment and recording procedures
- Develop cross curricular links
- Pyramid meeting
- IU developed across the school

Long-term plan

- Detailed SoW for all of KS2 – progression clearly mapped and differentiation opportunities identified
- Resources in place that enrich the SoW and wider curriculum
- All teachers involved in PL have received training – succession planning in place
- Assessment and recording procedures are moderated and are consistent. AfL techniques embedded.
- Cross curricular links embedded across the school
- Strong international ethos across the school – link has been made with a partner school abroad
- Pyramid working together with the secondary – transition arrangements agreed



To support schools, three years ago Schools' Choice launched a programme called **Linguamarque**.

The scheme provides schools with:

- a structured approach to support the development of **Primary Languages within the curriculum;**
- **the opportunity to gain accreditation in Primary Languages**





Planning for progression



Guidance →

Curriculum
Headteachers,
teachers and
practitioners

Status: Recommended
Date of Issue: 10/2005
Ref: 1721-2005DCD-EN

“ The Key Stage 2 Framework for Languages ”



department for
education and skills
creating opportunity, releasing potential, achieving excellence

The KS2 Framework remains a core document which continues to offer schools a practical reference tool for planning and teaching.

Mapping Document

New National Curriculum Programme of Study 2014 mapped against the KS2 Framework for Languages

Programme of Study	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> • O3.1 Listen and respond to simple rhymes, stories and songs • O3.4 Listen attentively and understand instructions, everyday classroom language and praise words • KAL Imitate pronunciation of sounds • KAL Recognise conventions of politeness • LLS Look at the face of the person and listen attentively • LLS Use gestures to show they understand 	<ul style="list-style-type: none"> • O4.2 Listen for specific words and phrases • O4.3 Listen for sounds rhyme and rhythm • LLS Ask for repetition and clarification • LLS Use context and previous knowledge to determine meaning and pronunciation 	<ul style="list-style-type: none"> • O5.3 Listen attentively and understand more complex phrases and sentences • KAL Develop accuracy in pronunciation and intonation • LLS Ask for repetition and clarification. • LLS Look and listen for visual and aural clues 	<ul style="list-style-type: none"> • O6.1 Understand the main points and simple opinions in a spoken story, song or passage • O6.3 Understand longer and more complex phrases or sentences • <i>L6.3 Match sound to sentences and paragraphs</i> • LLS Ask for repetition and clarification • LLS Listen for clues to meaning e.g. tone of voice, key words
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<ul style="list-style-type: none"> • O3.1 Listen and respond to simple rhymes, stories and songs • O3.2 Recognise and respond to sound patterns and words • L3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words • KAL Identify specific sounds, phonemes and words • KAL Recognise commonly used rhyming sounds • KAL Imitate pronunciation of sounds • KAL Recognise how sounds are represented in written 	<ul style="list-style-type: none"> • O4.3 Listen for sounds rhyme and rhythm • L4.2 Follow a short familiar text, listening and reading at the same time • L4.3 Read some familiar words and phrases aloud and pronounce them accurately • KAL Apply phonic knowledge of the language to support reading and writing • LLS Apply knowledge about letters and simple grammatical knowledge to experiment with writing 	<ul style="list-style-type: none"> • KAL Develop accuracy in pronunciation and intonation • LLS Pronounce/read aloud unknown words 	<ul style="list-style-type: none"> • <i>L6.3 Match sound to sentences and paragraphs</i>

Show:

- Mapping Progression document
- KS1 – Year 3



Assessment and Recording



Languages Ladder Statements

Listening

I can understand a few familiar spoken words and phrases.

I can understand a range of familiar spoken phrases.

I can understand the main points from a short spoken passage made up of familiar language.

I can understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences.

Speaking

I can say and repeat single words and short simple phrases.

I can answer simple questions and give basic information.

I can ask and answer simple questions and talk about my interests.

I can take part in a simple conversation and I can express my opinions.

- **Common European Framework**
- **Some limitations for assessing against the KS2 PoS**

Reading

I can recognise and read out a few familiar words and phrases.

I can understand and read out familiar written phrases.

I can understand the main points from a short written text in clear printed script.

I can understand the main points and some of the detail from short written texts in familiar contexts.

Writing

I can write or copy simple words or symbols correctly.

I can write one or two short sentences to a model and fill in the words on a simple form.

I can write a few short sentences with support, using expressions which I have already learnt.

I can write a short text on a familiar topic, adapting language which I have already learnt.



Primary Languages Assessment Criteria : KS2 Languages Programme of study linked to the Languages Ladder (LL) and the KS2 Framework

KS2 Programme of study: matters, skills and processes	Stage 1 (linked to LL Grade 1) Pupils can:	Stage 2 (linked to LL Grade 2) Pupils can:	Stage 3 (linked to LL Grade 3) Pupils can:	Stage 4 (linked to LL Grade 4) Pupils can:
listen attentively to spoken language and show understanding by joining in and responding	Show understanding of a few familiar spoken words and phrases.	Show understanding of a range of familiar spoken phrases.	Show understanding of the main points from a short spoken passage or conversation, made up of familiar language.	Show understanding of the main points and some of the detail from a spoken passage or conversation, made up of familiar language.
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Although most of the work in this area is completed in the early stages of language-learning and is subsequently applied and reinforced, there is still scope for progression in terms of the types of activities undertaken and pupils' outcomes.			
	Identify specific sounds, phonemes and words.	Begin to apply phonic knowledge of the language to support reading and writing.	Apply phonic knowledge of the language with increasing confidence to support reading and writing.	Apply phonic knowledge of the language with confidence and increasing regularity to support reading and writing.
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Give some correct information in response to simple questions. Ask for repetition and clarification.	Answer simple questions in full sentences. Ask one to two questions with support. Ask for repetition and clarification.	Ask a few simple questions. Respond to questions with answers of varying length and detail, including simple opinions. Ask for repetition and clarification.	Take part in a simple conversation and express opinions, responding to what is said with a degree of spontaneity. Ask for repetition and clarification.
speak in sentences, using familiar vocabulary, phrases and basic language structures	Say and repeat single words and short simple phrases.	Ask for or give basic information in full sentences with a degree of accuracy.	Use knowledge of a few simple grammatical structures when building spoken sentences of varying length.	Apply a range of grammatical knowledge when building spoken sentences of varying length and complexity. Speak with a degree of spontaneity.

My Language Learning Portfolio



Name:

School:

I can name some different languages.

I can listen to and compare stories from different countries.

I have made contact with someone from a different country.

I can compare different places and countries.

I know some facts about one country.



I can compare attitudes towards everyday life.

Intercultural Understanding

I can compare my life to that of children from different cultures and countries.

I can imagine what it would be like to be a child in a different country.

I know how children of different cultures celebrate special days.

I can present information about an aspect of culture.



Monitoring and Developing Primary Languages

What are the characteristics of good language learning?





Transfer and Transition



Summary of KS2 Assessment Criteria

Stage 1 (linked to LL Grade 1) Pupils can:

- Show understanding of a few familiar spoken words and phrases.
- Say and repeat single words and short simple phrases and respond to simple questions.
- Memorise a small part of a short spoken text for collaborative presentation.
- Recognise, understand and read out a few familiar words and phrases.
- Use the context of what they see/read to determine some of the meaning.

Stage 2 (linked to LL Grade 2) Pupils can:

- Show understanding of a range of familiar spoken phrases.
- Ask and answer simple questions and give basic information in full sentences.
- Memorise and present a short spoken text.
- Understand and read out familiar short sentences.
- Use context and previous knowledge to determine meaning.
- Write two to three short sentences to a model.

Stage 3 (linked to LL Grade 3) Pupils can:

- Show understanding of the main points from a short spoken passage or conversation made up of familiar language.
- Ask simple questions and respond with answers of varying length and detail.
- Use knowledge of a few simple grammatical structures when building spoken sentences.
- Prepare a short presentation on a familiar topic.
- Pronounce/read some unknown words (containing known letter strings) aloud with a degree of accuracy.
- Understand the main points from a short written text.

Stage 4 (linked to LL Grade 4) Pupils can:

- Show understanding of the main points and some of the detail from a spoken passage or conversation made up of familiar language.
- Take part in a simple conversation and express opinions, responding to what is said with a degree of spontaneity.
- Apply a range of grammatical knowledge when building spoken sentences of varying length and complexity.
- Use spoken language confidently to tell stories or present information.
- Read aloud short texts containing some unknown words with a degree of accuracy.
- Understand the main points and some of the detail from short written texts in familiar contexts.

Pyramid Primary Liaison FIRST Meeting

Points for consideration:

1. Are we all engaging with the Linguamarque scheme?
2. At what stage of the Linguamarque development are we?
3. What can be shared?
4. Are we all planning for progression?
5. Are we all using the Languages Portfolio?
6. What do we want to deliver at KS1?
7. Are there any KS1 storytelling modules that we want to use at KS2?
8. Do we need alternative plans for the current year 5 and year 6 pupils?
9. What can be shared?
10. Are there any events (international days) that we want to run jointly?
11. What are our CPD needs?
12. Do we need upskilling?
13. When are we meeting next?
14. Are we ready to invite the secondary Subject Leader?



Transition Meeting Agenda

Practical Arrangements for Language Learning

- Primary staff: Organisation of Languages in KS2
- Secondary staff: Organisation of Languages in KS3
- Both: Implications of arrangements for both phases

To consider:

- Is there a consistency of delivery across the feeder schools – e.g. time allocation? Implications for level of progression and Year 6 outcomes.
- Who delivers in the primary school?
- Will pupils continue with the same language at KS3? If not, what provision has been put in place to support this?

Action Points:





Preparing for Ofsted



Ofsted

- The new requirement puts Primary Languages on the same footing as other foundation subjects and therefore will be **inspected in the same way.**
- **At the very least we would expect to see a plan** for the introduction to meet statutory requirements within a reasonable timeframe.
- The **substantial progress** expected would be evident in schemes of work that support a pupils modern foreign language learning in one language...

Authored article

HMCI's monthly commentary: May 2016

From: [Ofsted](#) and [Sir Michael Wilshaw](#)
Written on: 19 May 2016
First published: 19 May 2016
Last updated: 19 May 2016, [see all updates](#)
Part of: [HMCI's monthly commentaries](#)

Ofsted's Chief Inspector, Sir Michael Wilshaw, comments on the study of science and foreign languages in primary schools.



Introduction

In his latest commentary, Sir Michael Wilshaw says that the emphasis in recent years on English and mathematics at key stage 2, while absolutely essential, should not be at the expense of other important subjects. He believes that compulsory subjects like science and modern languages have become the 'poor relations' of the primary school curriculum. However, these subjects, when

Hi Marina

I know this is a very random email and in the summer holiday too but if I don't mail now I will forget. Just a quick one to let you know we had our Ofsted the week before the end of term and **the three inspectors were all over MFL.**

The first thing the lead inspector asked me was who my subject co-ordinator was for French before he even looked at safe guarding, etc! They picked out **all the French lessons that were taking place** over the two days to observe. I thought I would let you know as another one of my colleagues had the same sort of experience in their Ofsted last month. Even if you let primary schools know the **focus is definitely on MFL at the moment!**

Deputy Headteacher, Essex – July 2016



Hi Marina

Just thought you might like to hear that we had Ofsted in the week before we broke up. As a school, we went from Good to Outstanding in all areas. Although I didn't speak to or get observed by the inspector, the Head told me that he agreed that **MFL and PE were outstanding** (this was on the first day when he was still waiting to be convinced that we deserved Outstanding overall). The report praises the French café that we had last year.

So thank you for all your help. **I felt much more prepared for Ofsted having all the Linguamarque resources to hand.** In fact, I actually wanted him to speak to me so I could tell him all about it!

Norfolk school, May 2017



Ofsted Report

- **From “Summary of key findings”**
- Modern foreign language teaching is a strength of the school. Many pupils achieve high standards in this work.

- **From “Effectiveness of leadership and management”**
- Leaders work hard to ensure that pupils’ experiences take them beyond the confines of a small school. Pupils enjoy a good range of opportunities to participate in sporting, arts and cultural activities. They achieve significant successes in these projects and say they benefit from taking part. The school has recently been awarded the bronze Linguamarque for the quality of modern foreign language teaching. The leader of this is also supporting other local schools to develop their practice.

- **From “Quality of teaching, learning and assessment”**
- Leaders have planned for teachers to use their own subject expertise so that all pupils benefit from specialist teaching. This works well and means that pupils achieve high standards in some subjects such as modern foreign languages and physical education.

- **From “Personal development, behaviour and welfare”**
- Pupils learn about other countries and religions so build an understanding of difference.



One step at a time

Working towards



Linguamarque
Bronze

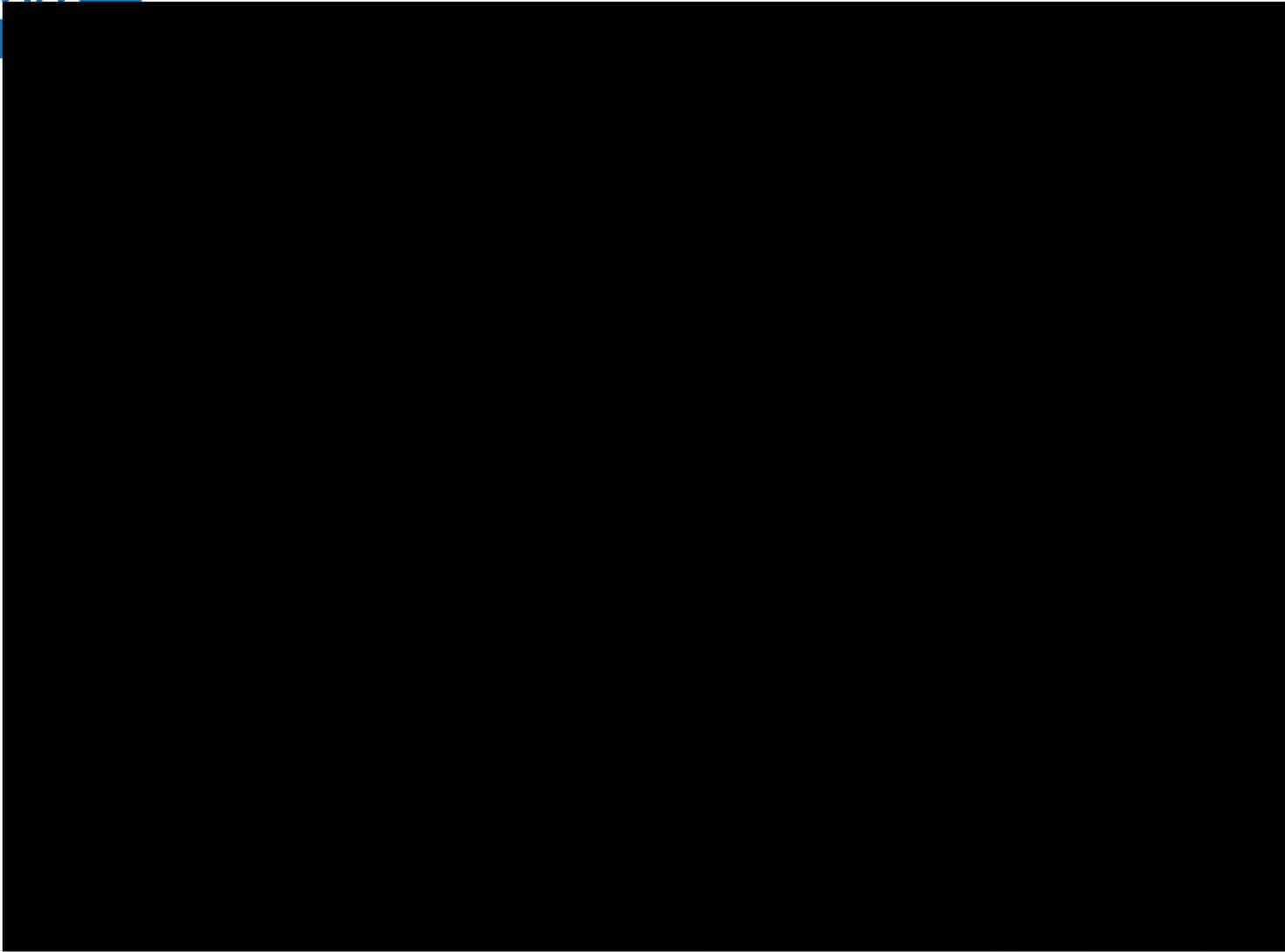
- Monitor progress against the 9 areas of Linguamarque
- Review CPD needs and opportunities

Final thought....

While fun and games are an important part of MFL and play a major role in motivating pupils, early learners also need to be challenged and to have their learning guided through clear **stages of progression** if initial motivation is to be maintained.

(Jones and Coffey – 2006)





Keep smiling!



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