INFORMATION PAPER

ASCL — Association of School and College Leaders

BRITISH COUNCIL

Association for Language Learning

ASCL Key Stage 2/Key Stage 3 Spanish 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".

The KS2 POS (DFE 2013) states "language learning should establish the foundations of learning how to learn a language and enable pupils to develop an appreciation of how language works in addition to making substantial progress in one language".

The Teaching Schools Council MFL Pedagogy review (2016) recommends that "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".

The Primary Languages White paper recommends that "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".

ASCL's KS2/KS3 MFL transition toolkit has two distinct and complementary aims:

1   Provide an informed actionable base for secondary MFL teachers to build upon, so that teachers can organise learning in a way that allows pupils to demonstrate what they already know and how well they have explored this knowledge. Teachers are then able to build quickly and constructively on prior learning, avoiding as far as possible any downturn in either achievement or motivation.

2   Provide a minimum body of conceptual knowledge that has been explored, retained and actively used by Year 6 pupils at the end of four years of modern foreign language (MFL) learning at KS2. This is particularly for primary teachers who may be unsure of what knowledge and skills would best equip their learners for a good start in secondary.

The 'drag and drop' toolkit can be used in three different ways:

Flexibility

The 'drag and drop' (ie copy and paste) feature of the toolkit allows primary language teachers to select the grammar, vocabulary, phonology and cultural knowledge that their pupils have explored and retained at the end of KS2, then drag this across to populate the blank boxes according to their pupils' learning (they may add to this if they wish).

Transition scenarios

1   Where there are a small number of collaborative partner feeder schools, joint discussions can lead to an agreed conceptual body of knowledge to 'drag into' and populate the blank boxes.

2   Where there are a large number of feeder primary schools, each school can drag and drop their pupils' learning into the boxes, and secondary colleagues can determine the overlap in learning so that there is at least a common actionable baseline.

3   Where a different language is taught in KS3 to KS2, secondary colleagues can use the populated toolkit to support the learning of a second language through making links to what they have already learnt, and building on transferable skills.

Where language teachers in partner primary and secondary schools are unable to meet, the toolkit can act as a virtual dialogue tool, giving primary colleagues autonomy to share examples of vocabulary, grammar and phonology explored and giving secondary colleagues the opportunity to request certain areas be explored.

The toolkit is available in French, German, and Spanish and can be used or adapted by groups of partner and feeder schools. The aim is to provide genuine continuity of language learning between phases. It is important to note that the examples given here are exemplification only, this is not a prescriptive list. By the end of KS2, children should know a range of all word types, ie noun, pronoun, adjective, verb, adverb, conjunction, preposition as illustrated here.

Department of Education:

"Pupils should be taught to understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

This statement is taken from the DfE KS2 Programme of Study for languages. Whilst it makes suggestions as to which grammar 'should' be taught, many indications are broad and generalised such as 'key features and patterns of the language'.

ASCL's toolkit builds on other transition toolkits and aims to provide some suggested linguistic knowledge which has been retained and can be actively used by pupils at the end of KS2. Inevitably pupils will have encountered more language than outlined here but this essential content and progress forms the basis for effective transition between stages as well as points of reference when introducing a new language in KS3. Repeating work is a strong demotivator; whereas if key language is revisited and extended, it can help with a sense of progress noted to be important for motivation and transition.

The suggestions are informed by and complement most commercial resources and packages aimed at supporting the teaching of KS2 languages.

Overview of core elements

- Gender
- Agreement
- Nouns
- Adjectives
- Subject pronouns
- Possessive pronouns

www.ascl.org.uk

- High frequency regular verbs

- High frequency 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 eg nouns, articles, determiners

- High frequency language such as colours, days of the week and months

- Conjunctions and intensifiers

- Key phonemes/graphemes

- Word order

- Cultural knowledge

- Numbers

Further information

DfE, National Curriculum in England: Languages programmes of study
https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

Teaching Schools Council, *Modern Foreign Languages Pedagogy Review*
https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf

Research in Primary Languages, *White Paper: Primary Languages Policy in England*
http://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf

ALL Connect Transition Toolkit
https://www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf

ASCL KS2/KS3 Language Learning Transition Toolkit
https://www.ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit

Suzanne O'Farrell, ASCL MFL Consultant

British Council

Association for Language Learning

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Appendix

Spanish Language Schemes of Work for KS2

The **CATHERINE CHEATER SCHEMES OF WORK** for French and Spanish provide weekly lesson plans plus ideas for daily practice – Practice Parcels, together with accompanying PowerPoint presentations that model the spoken language and support with visuals. CD-ROM, fully adaptable. www.goldendaffodils.co.uk Follow us at www.facebook.com/goldendaffodils/

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

HIGH FIVE SPANISH is an online, video-based resource suitable for all stages of primary school. Each lively and enjoyable episode of the 40-lesson scheme includes a video, accompanying audio materials, activity sheets and challenges to encourage children to develop their confidence in speaking and understanding the language. Also included are comprehensive notes for teachers, meaning that High Five can be used effectively by teachers with little or no experience. https://rlneducation.com

ILANGUAGES offers a popular and innovative KS2 scheme in Spanish designed for teachers of all abilities. It has a strong phonics focus and includes engaging stories, songs, games and cultural videos as well as end of year assessments and an app to reinforce learning outside the classroom. Teachers can find out more information and request a trial/ samples at: www.ilanguages.co.uk/primary.php

LA JOLIE RONDE FRENCH and SPANISH SCHEME OF WORK is a flexible four year scheme providing support to non-specialist teachers and a guide for the more experienced. Available in French or Spanish and split for years 3 and 4 and 5 and 6, everything is pre-prepared and planned. Also available are Pupil Activity Books, training courses and FREE Trials of the Scheme.

Spanish: www.language-resources.co.uk/spanish-resources/schemes-of-work

LANGUAGE ANGELS are award-winning language teaching resources designed so all primary schools can embed and sustain a foreign language as part of their curriculum offering. All teachers/subject leaders, irrespective of their linguistic ability, have everything they require in one place. From IWB materials, long and short-term planning, full assessment, songs/raps, desk-based activities, interactive games to curriculum guidance. Take a FREE six week trial to everything! www.languageangels.com

LANGUAGE MAGNET offers an award-winning course in Spanish for KS2, which is designed to enable non-specialists to deliver expert MFL lessons confidently. With teacher guides, module overviews, detailed lesson plans, humorous presentations with sound files, fun activity sheets, games and resources, the scheme is excellent value for money and is a fantastic solution for primary languages. Online coaching is also available at www.languagemagnet.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, visit www.primarylanguages.network

Languages Schemes of Work for Key Stage 2 – Free of charge

APRENDO ESPAÑOL by Rosa Martinez. Her Google sites offer schemes of works and lesson plans along with resources to teach Spanish at primary level, which allow smooth transition step-by-step all the way through primary and onto secondary school. https://sites.google.com/view/learningspanishthrusongs/p%C3%A1gina-principal https://sites.google.com/view/grownuplearners/p%C3%A1gina-principal

BCC languages, https://bcclanguages.co.uk, is the website of Bernadette Clinton and an online resource of material for teaching primary languages. It contains Spanish KS2 Schemes of Works, Teaching and Assessment Resources, to support teachers of Spanish in primary schools and facilitate a smooth transition onto secondary. Her work has been adopted as the Scheme of Work for the Hackney Learning Trust. It is designed to be used by all those teaching Spanish at KS2, and to give additional support to non-specialist teachers and TAs, and adapted by schools to suit their own needs.

Support for **Spanish in Primary** from the **CONSEJERÍA DE EDUCACIÓN**:

Most teaching resources for the primary school can be downloaded from http://www.educacionyfp.gob.es/reinounido/publicaciones-materiales/material-didactico.html

"*Primeros pasos*" is a teaching guide for learning Spanish in primary schools. Teachers can take part in virtual learning activities (internet forums, activities, resources). They also offer workshops, assemblies, or introductory sessions for the promotion of the Spanish language and culture.

The **CVC, CENTRO VIRTUAL CERVANTES**, https://cvc.cervantes.es/, is a site of the **Instituto Cervantes**, where teachers can gain access to resources to teach Spanish at different levels and assess the progress of their students. Specific resources for primary education: "*Mi mundo en palabras*" or "*¡Hola, amigos!*".

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ELE-mele is a blog which contains materials to be used to teach Spanish, mainly in the primary classroom. It also includes links to resources (most of them free of charge) offered by several institutions related to the teaching of Spanish in the UK and the world, as well as links to other teacher-made or UK-based interesting sites or blogs. Teachers can find songs, games, videos, activities to reinforce the four skills or to work on celebrations of the Spanish- speaking world (https://ele-meletan.blogspot.com).

The **LIGHT BULB LANGUAGES** scheme of work for KS1 and KS2 Spanish provides free teaching materials to support all teachers who deliver Spanish lessons in KS2, especially non-specialist teachers. The materials include all lesson plans and resources, as well as sound files to assist with pronunciation and upskilling podcasts which take the teacher through each lesson and its language before they teach it.

The website also has additional free resources which complement the scheme of work and which can be used as enrichment and extension activities.

Schemes of work and its resources are all free to download from https://www.lightbulblanguages.co.uk/resources-spanish.htm

The **RACHEL HAWKES** Scheme of Work for Spanish can be downloaded from **www.rachelhawkes.com/PandT/Primary/Primary.php** by using the left-hand navigation bar and selecting Primary Resources, then Spanish by year group.

Acknowledgements