



ALL CONNECT – KS3 PROGRAMME

Transition

Part 1

- Welcome and introduction 2 minutes

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In this module we will look at:



- Obstacles and opportunities
- Shared pedagogy
- A common understanding of the programmes of study in both Key stages and implications for progression

1. Allow delegates at few moments to read the slide and then give a brief explanation of each bullet point. These will be the main areas of focus for this module.

- Obstacles and opportunities. We are going to consider the challenges facing secondary departments who receive children with a wide range of language experience and we want to think about opportunities to be grasped or lost by our ability to acknowledge or miss the achievements of all.
- Shared pedagogy. We intend to consider teaching strategies which may be specific to language teaching or generic (for all subjects) and which can work in both directions.
- The programmes of study. We will look at the two programmes of study and compare the knowledge, skills and understanding set out by both.

2. **Issues of transfer.** The issue of transfer of information, whilst very important, will not feature in this module since it implies a shared agreement on what constitutes recordable attainment. It is a separate area particularly since secondary schools are now devising new ways of recording pupil progress since the demise of level descriptors.

2 minutes

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Obstacles and opportunities



'Children will come from different primary schools and will have been taught in different ways.

Even if all pupils in a Year 7 class have studied the same language at primary school they may have been taught in very different ways or have covered very different areas of vocabulary and different grammatical structures.

Some may have been used to a much more kinesthetic approach to learning whilst others may have been exposed to much more listening and speaking as opposed to reading and writing.

A number will have had experienced specialist or native speaker input, whilst others will have been taught by their class teacher.'

KS2 Framework for Languages (2005)
Part 3
DFES

1. Read the slide aloud and then mention the following points.
2. There have been, and always will be, challenges to be faced when children move from primary to secondary – from KS2 to KS3.
3. These challenges will be surmounted if they are faced by primary and secondary teachers together.
4. Transition in language learning has become an increasingly important and much talked about topic in recent years. It can seem, at times, that transition is taking on a life of its own in which language professionals talk about what is going on in primary languages, what is going on in secondary languages and what is happening in transition!
5. Of course it is important that children's experience of moving from Year 6 to Year 7 is rewarding and exciting but the topic of transition can assume such importance that it detracts from the real issues of progression throughout primary and secondary.

2 minutes

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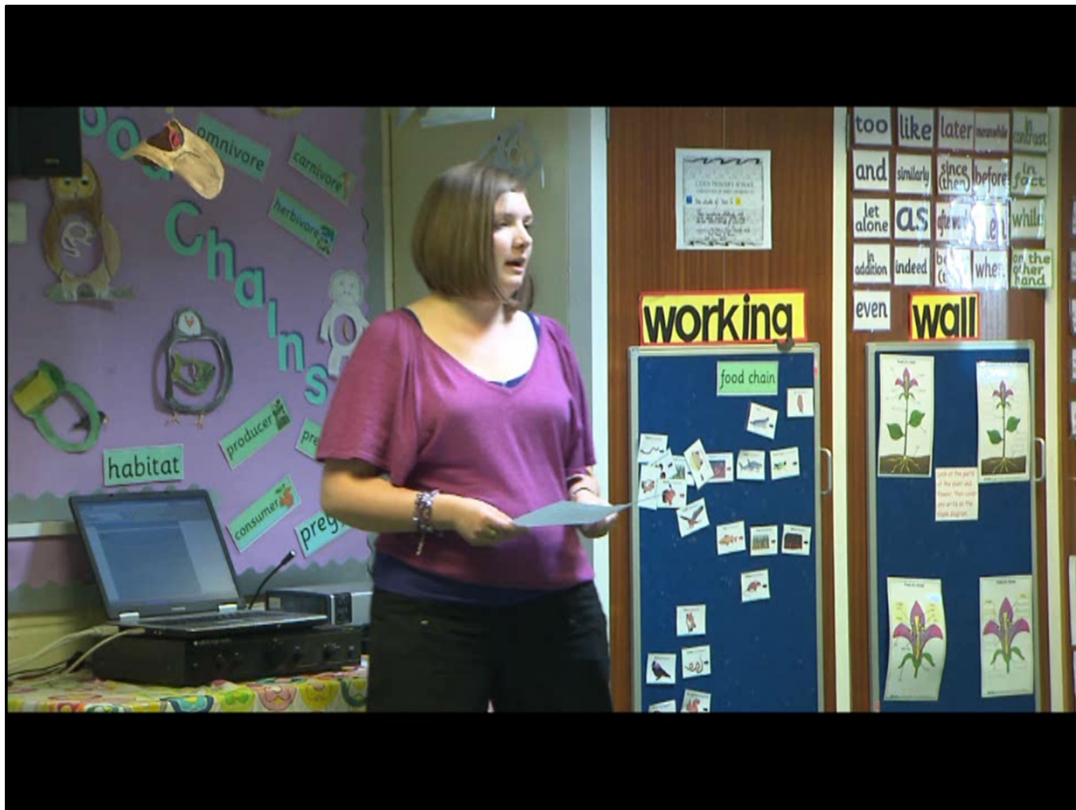
A primary head teacher speaks

1. Show clip which features a primary school head teacher.
2. When do teachers think this was filmed? (2008) This clip illustrates that transition has been an area for discussion in the past, is now and probably always will be. However, for the first time, both key stages 2 and 3 have a programme of study and teachers. So there is now an opportunity for teachers to have a vision of progression and continuity over seven years instead of three.
3. Do teachers think that this head teacher's comments are fair? Do they recognise the scenario?
4. Perhaps the **key** challenge is how to build on and extend the language for children who have had good and consistent experience. Even if this is not currently the case nationwide, the clear intention behind the programme of study for KS2 is that such an experience should become the norm.
5. We know that in September 2015, for example, there will be children starting Year 7 with a very limited knowledge and possibly a disappointing experience of learning a language. Conversely there will be children who are eager to carry on the positive and enriching language learning they had at their primary school. Now we are going to watch two clips of a Year 6 class who have recently returned from a journey to visit their partner school in France.
6. The first clip involves the children working with a blog from their partner school. The

children are used to using a range of strategies to support understanding and to engage positively with complex texts in the second language. The children and the teacher discuss the repertoire of strategies they can draw upon.

3 minutes

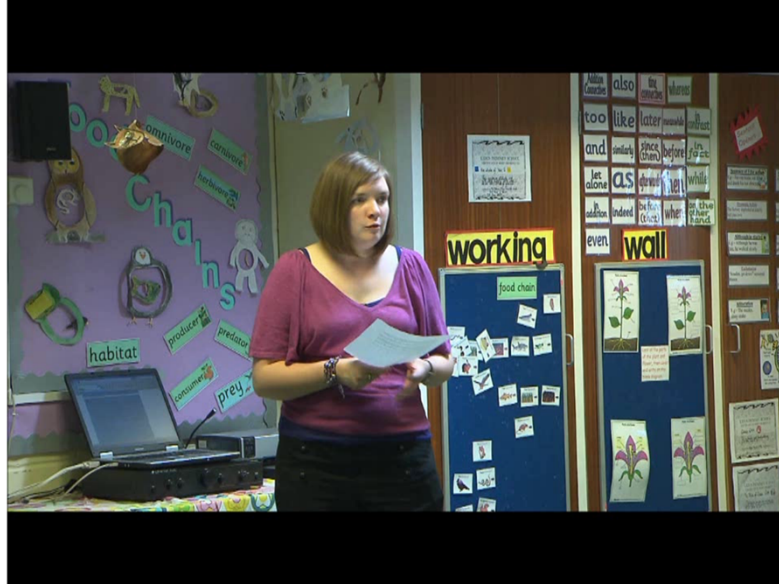
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Invite teachers to comment on the planning that has gone into the lesson so far?

7 minutes

Next slide



1. Show the next clip where teachers will see the children unpicking the text as a prelude to re-using the structures it contains to write their own reply and follow up with the questions and comments outlined below.
2. Although the teacher asks them to write the reply in English, she encourages them to incorporate as much French as they can. What do you notice about their willingness and ability to accept this challenge?
3. What prior knowledge and skills do they bring to the activity (e.g. good pronunciation; good ability to decode; willingness to take risks, and knowledge of a key cultural difference (*tu* versus *vous*) and the grammatical implications).

5 minutes

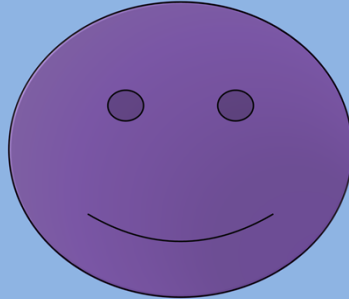
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Time for activity



Taking your learning with you



1. Organise teachers into discussion groups – preferably with a mix of primary and secondary teachers in each group.
 1. Points for discussion: **up to 10 minutes**
 - How do you think these children would react if, when they entered Year 7, they spent several weeks on activities that assumed no prior language?
 - Do you think it would be possible to use a similar activity with a Year 7 class who have a wide range of prior experience, that is some knowing a lot, and some knowing very little? Some of the strategies commonly used in the primary classroom are common to all subjects, for example, working in groups.
 3. Feedback: **5 minutes** (optional) At this stage there is not an expectation that teachers will come up with solutions but this activity will provide a chance for teachers to listen to each other.

15 minutes

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