



ALL CONNECT – KS3 PROGRAMME

Transition

Part 2

- Welcome and introduction 2 minutes

Next slide



Learning styles



Spanish drama



Post-its

A discussion about developing a shared pedagogy

1. Watch the following clips: Learning Styles, Spanish Drama, Post-Its. You will find these on Slides 9, 10 and 11.

(Learning Styles: 1m 7seconds; Spanish Drama: 45 seconds; Post-Its: 1m 30.)

As teachers watch the three clips, ask them to think about :

- the strategies used to develop learning in KS2
- could these be developed to support new learning in KS3?
- how would you ensure that the strategies used are at the right level of maturity for older language learners e.g. those in years 7 and 8?
- would there be any “pitfalls” associated with using similar strategies at Key Stage 3?

2. Teachers may like to jot down their thoughts as they are watching the videos.

10 minutes

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Learning styles

Learning Styles: 1m 7seconds

4 minutes

Next slide



Spanish drama

Spanish Drama: 45 seconds

2 minutes

Next slide



Post-its

Post-Its: 1m 30.

4 minutes

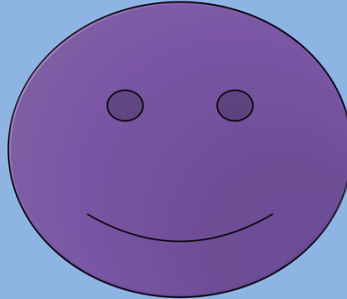
Next slide



Time for activity



Language learning in the primary school



Resources: Slides 9, 10, 11 with questions.

In small groups allow teachers **ten** minutes for discussion and **5** minutes for feedback. The questions for discussion (already raised in slide 8) are on the following slide.

1 minute

Next slide



A discussion about respective teaching approaches



From the clips:

- What are strategies used to develop language learning in KS2?
- Could these be developed to support new learning in KS3?
- How would you ensure that the strategies used are at the right level of maturity for older language learners e.g. those in years 7 and 8?
- Would there be any “pitfalls” associated with using similar strategies at Key Stage 3?

15 minutes

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Key question



Good strategies for successful transition will allow teachers to let pupils show them what they know and what they can do with confidence and pleasure.'



Resources: flip chart and pens

1. Following whole group discussion and video clips, what 3 things could be in place to ensure that the secondary languages classroom is welcoming and comfortable for the learner. Invite ideas from the whole group and record on a flip chart.

Some of the suggestions may include:

- Some of the games pupils will have played at primary, for example, Simon says, noughts and crosses
 - Planned opportunities for thinking time
 - Opportunities for children to comment on each other's work
 - Think carefully about use of the target language. It may be embedded in the secondary classroom but could initially make some children anxious and less likely to take risks as they have done in their primary schools.
 - Shared strategies, mime and gesture to support recall
 - Giving children the chance to show what they can do and extending it. **See next slide.**
2. Good strategies for successful transition will allow teachers to let pupils show them what they know and what they can do with confidence and pleasure.

4 minutes

Next slide

ALLCONNECT **Recycling and re-making** **point RECYCLAGE** Association for Language Learning

Je connais le mot déjà

Il ressemble au mot anglais

J'ai appris le mot à l'école primaire

1. Watch these three short clips. You will find them on slides 16, 17 and 18. You may have seen one of them already if you have taken part in the ALL Connect Speaking module. Highlight the points in the following slides.

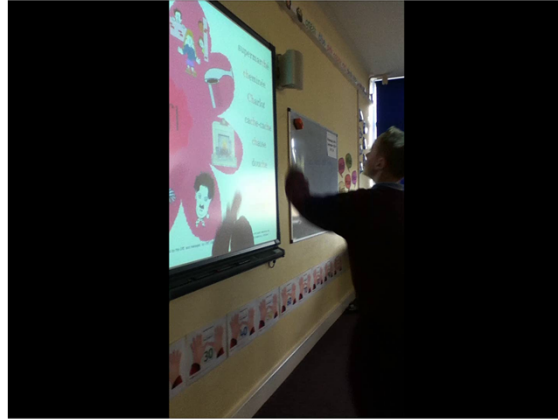
3

minutes in total

Next slide



Recycling and re-making



The first clip shows a Year 6 boy matching words to pictures. He is simply saying the words, but observe how quickly he does so and his excellent pronunciation.
Show slide 17

seconds

30

Next slide



Recycling and re-making



Now the same boy is now using sentences to link the words and pictures, e.g. "*château va avec cette image*". (castle goes with this picture)
Show slide 18

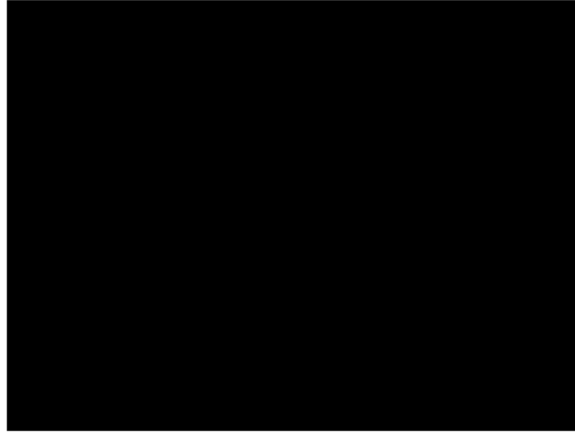
seconds

30

Next slide



Recycling and re-making



The final clip in this sequence is of a Year 7 pupil with his French teacher. They are using the same suite of resources, but this time the teacher has taught the class a range of phrases to enable them to justify their choice. Additionally, by teaching phrases such as *“Je connais le mot déjà”* (I already know this word) children are empowered to let the teacher know that they are using knowledge which already belongs to them. Although he does not say the phrase *“il ressemble au mot anglais”* (it looks like an English word) the boy uses the key words to convey his intention, and has taken the risk rather than abandon the effort half way through. Note also the boy’s use of gesture to help him retrieve and use complex language: he holds his chin when he says, *“Je pense que”* (I think that); he makes a gesture like a question mark with a flick to signify *“parce que”* (because).

2

minutes

Next slide

Jacksonville Town FC.

4. J'ai mis l'emblème de Jacksonville.

5. J'ai choisi un grand col.

Voilà je vous présente ma tenue.

1. J'ai commencé par le maillot, c'est bleu avec des rayures vertes verticales.

2. J'ai choisi la couleur verte pour le short.

3. Les chaussettes sont bleues avec des rayures diagonales vertes.

7. Le numéro dix est sur le maillot et le short. Le numéro dix est sur le dos du maillot.

6. Les chaussettes sont bleues avec quatre rayures diagonales vertes.

J'aime ma tenue parce que c'est coloré, vif et intéressant.

Association for Language Learning

Year 7: November

point RECYCLAGE

Recycling station! (Recycling/revisiting is not the same as repeating)

1. This Year 7 class has been working on a module of work about football and the children have been asked to design a football kit and to describe it, justifying their choice of colour.
2. Most primary school children will have learnt these colours and numbers (at least up to 10) and will be familiar with how to express likes and dislikes. By using language already familiar to the children, the teacher can devote time for learning vocabulary to the practise of *more complex structures*.
3. For those who may not know the vocabulary or who may have forgotten it, the nature of the context allows it to be explored within a very visual way. By choosing a theme which uses familiar vocabulary, children feel at once secure but will see that they are making good progress.

2 minutes

Next slide



1. This is a piece of work produced by the same child six weeks later.
2. Observe that, although the children have been learning how to describe a picture in terms of the shapes that form it, this pupil has recycled vocabulary used in the football project.
3. The highlighted bubble says “*Mon dessin a un carré noir avec une rayure horizontale rouge.*” (My drawing has a black square with a horizontal red stripe). The words horizontal red stripe come from the football kit language even though there is no horizontal red stripe there!
4. Notice also the grammatical knowledge – adjectival agreement and position, which many children in Key Stage 2 will already have touched upon. N.B. It is in the KS2 PoS!
5. Now let’s watch another two clips.

2 minutes

Next slide



Three months difference



Before showing the two clips describe the context of each to teachers. This is an example of a science theme common to KS2 and 3, but here explored through the second language. Most children enjoy learning about the solar system and the theme allows all children to manipulate sophisticated language, to speak (and write) at length and to present work to each other. The theme also recycles language which most children will probably have covered on different occasions such as size, colours, distance, as well as grammatical notions, such as agreement and position of adjectives. (The French and the Spanish are probably better than the science!)

Next slide

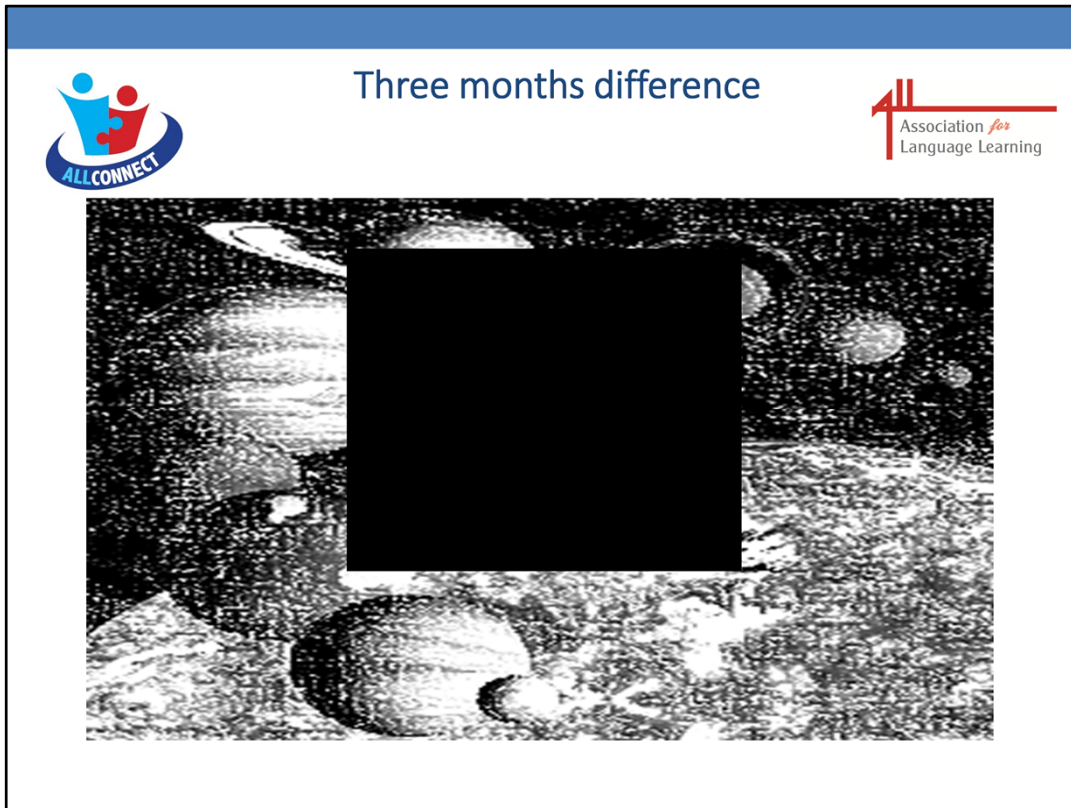


Three months difference



1. The Y6 boy is reading a slide about Pluto written by a classmate. (Each child is presenting someone else's work). The class has been working on the context of the solar system for several weeks and have reached the final stage of the module. The expectation now is that everyone will present their own work or that of a classmate. This allows the children to experience a sense of achievement and also lets the teacher evaluate progress and achievement. The teacher has used the time available after SATs to enable the children to work through this context and to film their own presentations with Flip cameras.

Next slide



The girl is a Year 7 pupil and was filmed at the end of September after four weeks of learning Spanish, which is a new language for her (she had done French in the primary school and may be able to pick it up again in Year 9). Her pronunciation and intonation are very good. In both cases the context lends itself to repetition of grammatical and syntactic structures and, in the case of the boy, to recycling of vocabulary learnt in different contexts. She has decided to present her work as if she were broadcasting the news, and you will see the obvious humour and enjoyment as she tidies her notes!

You will have noticed that both children are speaking at length and reading from presentations. You will notice that the girl's presentation is behind her, and though there are mistakes, the presentation is mostly accurate. The main point, though, is that the girl has acquired an impressive range of new vocabulary and a good grasp of the sound spelling system in a very short space of time. It's not always possible to recycle language children bring with them in the primary school as they may switch language, but this girl's prior experience has equipped her with a range of language learning strategies to enable her to make very rapid progress.

1. Show the next clip of a language adviser explaining why we should not underestimate children's ability to adapt to a change of language.

Next slide



A different language?



1. Following the clip invite teachers comments on Slides 21 and 22 (the Solar System presentations).
2. Does what the adviser says resonate with what the year six and seven pupils did in the previous clips?

4 minutes

Next slide



Arriving in Year 7



- More than just a bank of vocabulary and set phrases
- A sound understanding of phoneme/grapheme links
- The ability to build basic sentences
- The ability to formulate simple questions
- Well developed listening skills
- Ways of communicating effectively with a partner
- The ability to decode both short extracts of spoken language and passages of texts and even longer stories and works of non-fiction, particularly when accompanied by pictures or other forms of **paralinguistic support**

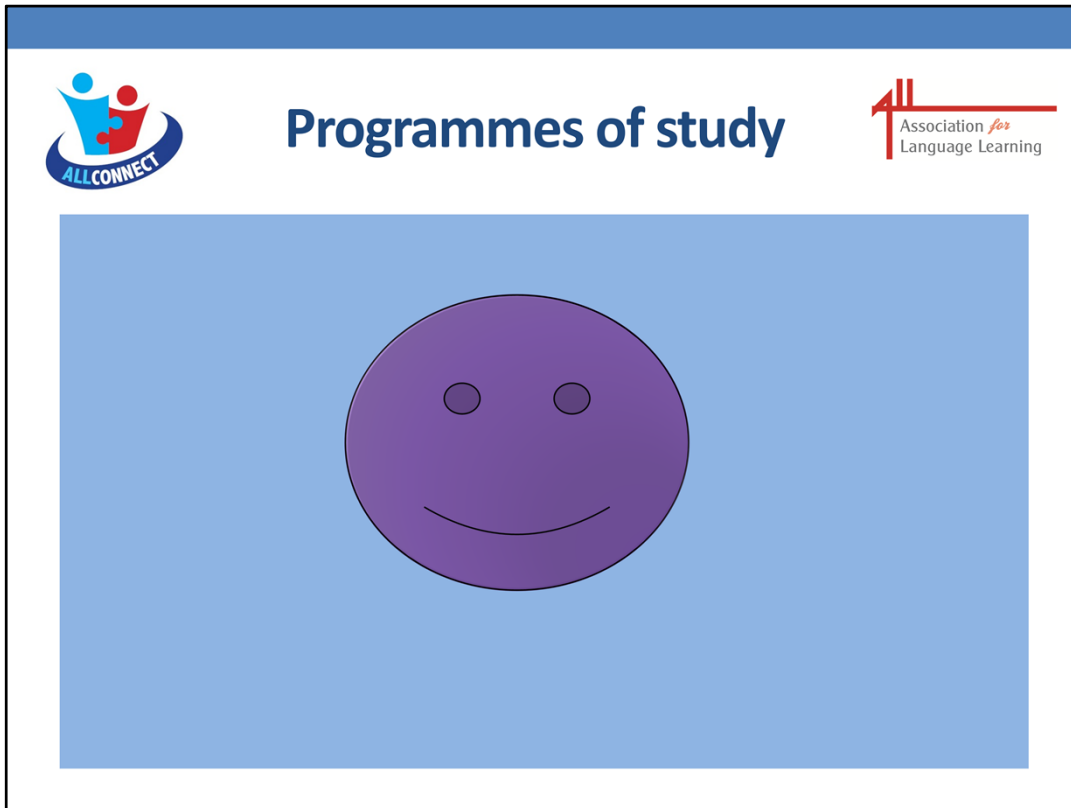
To be able to build upon and extend children's language from Year 6 to Year 7, both primary and secondary teachers need a clear picture of what children will be bringing from primary to secondary. The bullet points displayed on the slide suggest the sorts of competence that children will have. In line with the previous clip we do not necessarily expect all of the children to have vocabulary and set phrases in the language they are going to learn, but the other skills should be present.

Have a brief whole-group discussion on what evidence of any or all of these competences that they have seen up to this point in the presentation. Would the group agree that these competences are desirable, and are they the key skills you would wish them to take with them to secondary?

After the discussion, give out the document with the two programmes of study.

10 minutes

Next slide



Resources: Copies of KS2 and KS3 programmes of study (ALL Connect KS2 and 3 PoS)

1. Taking into account that teachers will be feeling tired now, it is not envisaged that the delegates unpick the PsOS in great depth. However, it is important that they read them carefully, have a broad understanding of their content, and make some comparison between the two key stages. Allow **10 minutes** for teachers to read through both PsOS.
2. Questions you might wish to ask:
 - Can teachers see for themselves the progression implied in the documents?
 - Is the KS2 PoS achievable?
 - Is it very different from what we have been looking at this evening?
 - Do secondary colleagues want to comment on KS2 PoS, e.g. “In an ideal world, if children had fully covered the PoS over four years, what impact would it have on the way we plan schemes of work in KS3?”

15 minutes

Next slide



Can it be done?



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.

1. This is probably the most challenging statement in the KS2 PoS. Can it be done?
2. This is asking for creativity: to make a challenging objective age appropriate and modelled with appropriate resources. Show the work written by a Year 6 pupil on next slide.

1 minute

Next slide

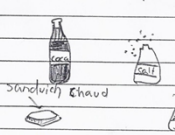


Can it be done?

12.02.14 le 12th Février 2014
L.O. Write French café rôle play.
Un Drôle de café

R Bonjour Monsieur, vous désirez?
B Un coca, s'il s'il vous plaît.
R Désolé il n'y a pas de coca.
B Une limonade alors, vous avez de la
limonade?
R Désolé, pas de limonade!
B Alors un jus?
R pas de jus non plus!

R Que voulez-vous manger?
B Moi, je prends un sandwich chaud.
R Un sandwich chaud, monsieur? Je regrette
R nous il n'y a pas de sandwich chauds


sandwich chaud
Harvey Y6



Resources: Ensure link to the presentation *Un drôle de café* (A funny cafe/ a joke of a cafe) is working. Click on the waitress icon.

1. A Y6 boy has written this dialogue, accurately recycling language from a model, (See linked presentation).
2. He is beginning to apply rules about partitive articles and use of *de* after *pas* eg *pas de coca* (No Coca-Cola)
3. Observe in line 6 how he has corrected himself. Click on the waitress to open the presentation.

6 minutes

Next slide



And finally.....



Good strategies for successful transition will allow teachers to let pupils show them what they know and what they can do with confidence and pleasure.'

Training the Trainers (2006)
CILT, the National Centre for Languages

And finally....

The quote from this slide is, ideally, what we would want for children moving from primary to secondary.

20

seconds

Next slide



...how do we achieve this?



By working together!

We can only realistically do any of this if we share knowledge and experience, specifically by:

1. Meeting regularly (half-termly helps!)
2. Visiting each other's classrooms and observing learning first-hand
3. Developing shared documentation (starting with curriculum documentation, and then, some way down the line, assessment documentation, and then, finally, transfer documentation).

And finally....

We want the secondary learning experience to build on the primary learning experience, and can do this by:

1. Using texts and passages that allow pupils to show what they already know, both in terms of specific language but also in terms of strategies. This may well mean increasing the richness and level of challenge, recognising that pupils bring the confidence to work with unfamiliar language and some de-coding skills.
2. Ensuring that pupils have useful target language to share their prior knowledge, e.g. I know this word from primary school.
3. Recycling rather than repeating core language; in situations where there may be an overlap of core language, ensuring that task outcomes are sufficiently creative and open-ended and that there are opportunities to learn and use more complex language from the outset (e.g. the football strip task).
4. Providing a balance of reassuringly familiar ways of working in the classroom (games, pair work etc..) and new challenges.
5. Being as clear as possible about strategies pupils already have (e.g. follow along to read aloud, highlighting, cognate recognition, dictionary skills, songs and gestures for memorisation), acknowledging these explicitly and then planning how to develop these strategies further during KS3 (e.g. developing dictionary use in particular with verbs, using verb tables / online conjugators, exploiting contextual and visual cues in more challenging texts, using syntax and structural cues to meaning, generating sentence level oral 'working translations' to decode

unfamiliar words, building up non-cognate vocabulary etc.)

3 minutes (with previous slide)

End of presentation 2 hours