

“ 4 Moving On ”

Advice for primary schools and teachers already teaching languages

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This section of the guidance is intended to help schools and primary teachers who have expertise and experience in teaching languages respond to the introduction of the Key Stage 2 Framework. They might also find it helpful to refer to the general introduction and to use Section 3 of the guidance pack– *Getting Started* to review their existing practice. The main aim of this section is to help teachers use the Framework in order to develop language teaching and learning over all 4 years of Key Stage 2.

Building on success

Reviewing current practice

Some schools have a long tradition of providing opportunities to learn a new language. Even more have made an excellent beginning in recent years. For such schools and their teachers many of the Framework's learning objectives and suggested activities will not be new. For example most children will already be listening and responding to simple songs (O3.1) or acting out simple role plays (activity for O3.3).

The principles underlying the Framework will also be familiar. They reflect principles of learning and teaching as those described in *Excellence and Enjoyment*: building on success, making learning real and enjoyable, providing a rich learning experience across the curriculum and involving children as partners.

There are also aspects to the Framework which may be less familiar and challenging. There is a strong emphasis on oracy – and in particular ‘education of the ear’ which may be less common in other parts of the primary curriculum; in some schools children may not yet have had much exposure to the written word in the new languages; in others the intercultural aspect may be less developed. Very few teachers will yet have had the opportunity to see children progress through 4 years of language learning.

The Framework provides a key resource for teachers to review their current practice and experience, to see where there are possible gaps and to decide how best to develop language learning and teaching in the future.

Extending provision across the four years of Key Stage 2

There is much exciting language learning taking place in primary schools already. The enthusiasm of the children is very real and many are making noticeable learning gains. The challenge now is to build on that good practice and enthusiasm in order to sustain a meaningful experience of language learning over 4 years. The Key Stage 2 Framework for languages provides a comprehensive set of objectives and recommended activities to help that process over time.

Skilled and experienced primary teachers with competence in language(s) will be critical to this development both in supporting the extension of languages provision to all children in Key Stage 2 and in the dissemination and extension of good practice within their schools and beyond.

Sharing experience and expertise

There is also considerable diversity in current languages provision across the country. The Framework will support greater coherence and provide support for collaborating and developing programmes within and between schools and across Local Authorities. Because it is flexible and can be introduced gradually over the next 4 years, the Framework can be used in a full range of different contexts and circumstances. It assumes that primary teachers will be central to decisions relating to what and how to teach a language or languages to their pupils.

As the Framework is assimilated into whole school plans, teachers with existing expertise and experience in language(s) will have an important role in working with colleagues who are introducing languages for the first time. They may become mentors to trainees or Newly Qualified Teachers (NQTs) with language skills; they may wish to model lessons for other colleagues, or in some cases take on the role of Subject Coordinator. Many teachers will be working with assistants who have language skills or with secondary colleagues supporting primary languages learning.

The Key Stage 2 Framework for Languages is intended to provide a common frame of reference to support this collaborative and developmental work.



Using the Framework to ensure progression and continuity

The Framework is designed to underpin the ambition set out in the National Languages Strategy that:

“Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations”

The expectation is that most children will be able to reach a level of competence in a language (or in some cases languages), as defined by the Common European Framework (CEF) or The Languages Ladder. More detailed information about the Ladder and the CEF will be contained in the Part 3 of the Framework documentation – *Planning for Entitlement*. In broad terms, however, this means that after four years of language learning most Year 6 children will be able to understand simple spoken and written language, to speak aloud and take part in short conversations, and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them. In short they will be becoming confident users and learners of a new language.

The Framework as an auditing tool

The expectations and outcomes for Year 6 children are set out in more detail in the Framework itself. Teachers might wish to consider these as longer term ambitions and to compare them to their current practice and the opportunities currently offered to children.

They might for example compare the ‘Outcomes’ for Oracy Year 3:

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Understand conventions such as taking turns to speak, valuing the contribution of others
- Use correct pronunciation in spoken work.

With the suggested outcomes for Year 6:

- Listen to and understand the main points and some detail from a short spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompt
- Enjoy listening and speaking confidently.

How does existing practice relate to these outcomes? What might be done to help develop learners further? The sample activities will be of help here since they illustrate in a practical manner what it is that teachers and pupils are invited and encouraged to do to achieve the objectives.

Experienced teachers will be aware that these strands are interdependent as this example from Year 5 demonstrates. In the following example Oracy supports Literacy and is in turn reinforced by it. The cross cutting strand Knowledge about Language helps learners to internalise and create new language.

Spotlight: Progression through storytelling

Children in Year 5 listen to a German version of the story of the Very Hungry Caterpillar modelled by their teacher using the Interactive Whiteboard. Using their existing knowledge of the story and of key words and structures, children begin to reconstruct the story. Using a through the keyhole technique parts of the sentences are revealed slowly and children suggest words and phrases to complete the text. They chant the familiar refrain 'aber satt war sie noch immer nicht'. They build up the story adding more and more food items and making more complex sentences. In groups children prepare their own versions of the story and present them using PowerPoint.

O5.3 Listen attentively and understand more complex phrases and sentences.

L5.1 Re-read frequently a variety of short texts.

L5.2 Make simple sentences and short texts.

O5.4 Prepare a short presentation on a familiar topic.

KALO5.4 Apply knowledge of language rules and conventions when building short sentences.

A flexible approach

The Framework is not a cage. It is designed to empower teachers and to support the freedoms set out in Excellence and Enjoyment. It sets out a clear progression path across the four years of Key Stage 2, describing a clear model of progression through increasing complexity of skill (language competence) and understanding (about language, culture and learning). How these objectives are met is a matter for individual schools and teachers to discuss and decide.

Teachers and schools will have the freedom to decide:

- How to teach
- What to teach
- How to organise the teaching.

The general introduction to the Framework guidance documentation suggests some general approaches to language learning and teaching (guidance section 1 – *Primary Language Learning*), but it will be for teachers to decide what is appropriate for their children. National and local Continuing Professional Development courses on primary language teaching will also support teachers in making those choices.

The Framework does not prescribe language or content, so schools are free to decide for themselves the languages, themes and content they wish to teach. Such decisions will often be taken in consultation with the Local Authority and local secondary schools.

The Framework does not assume any one way of organising the teaching and learning of languages. It allows for a range of organisational models, which the Framework supports, for example:

- Some schools may wish to offer a single language taught across four years, often in collaboration with a local secondary school
- Some schools wish to offer experience of a range of different languages, developing knowledge about language and language learning strategies, in the early stages and concentrating on a single language later in the learning process
- Some schools have adopted a two language model.

Progression in Oracy

Oracy, defined as listening, speaking and spoken interaction, has a more prominent place in language learning than in other areas of the curriculum. It is in a real sense both the medium and the message. All learners acquire language through exposure to that language, enabling them to assimilate and re-use it. For young learners in particular oracy is fundamental to their learning. From an early age children should be given regular and frequent opportunities to listen to the new language – ‘educating the ear’ – so that they are able to identify and distinguish new sounds, to reproduce and re-use them and to make links between the sounds and written form of the language.

Spotlight: Using authentic popular songs

To help children recognise new sounds in the language, children in Year 3 listen to popular songs on CD, such as those of Henri Dès. Every time they hear a particular sound or word, for example, ‘soleil’ they use physical response, drawing a circular sun in the air to show that they have recognised the word. Another challenge for the children can be to keep count of how many times they hear a particular sound or word, checking their scores in French with one another when the song is finished.

O3.2 *Recognise and respond to sound patterns and words*

In Year 3 the Framework objectives for Oracy include:

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.4 Listen attentively and understand instructions, everyday classroom language and praise words.

These objectives are supported by a range of possible teaching activities, many of which do not require a verbal response:

- Copy actions modelled by the teacher or respond with a physical action
- Clap each time they hear a word that rhymes.

In this way children are hearing and responding to the sounds of the new language.

This emphasis on maximum exposure to the sound patterns of the new language is of vital importance because, unlike with their mother tongue, children will be reliant on the school and classroom environment to provide much of their spoken language experience.

Resources to support oracy

As well as the class teacher, there are many other resources to support this vital education of the ear. Children can have experience of a variety of native speaker voices in the new language through the use of video, DVD, audio texts and the internet. Access to live native speakers is also enormously valuable. This might include local community contacts, the provision of a Foreign Language Assistant (FLA) through the scheme organised by the British Council or contact with expert speakers from secondary schools including Specialist Language Colleges.

Increasingly schools are also finding ways to establish links with schools in the country of the new language – both virtual and real. Local Authorities may have existing links; the British Council's Global Gateway is also a source of support for establishing new links.

Over four years children will develop from listening and understanding and simple communicative tasks to more complex spoken interaction, re-using familiar words in new contexts. By Year 6 they will be able to participate in more extended conversations and express some opinions and ideas.

Spotlight: Celebrating success

Class 6 pupils are invited to present short dialogues to the school in Praise Assembly. Children work in pairs analysing what they need to know to be able to prepare their conversations. They work independently and re-use as much of their prior learning as they can. They produce and display their dialogues in the communal areas for younger pupils to read. In assembly a number of pupils perform their dialogues from memory, using the language as naturally as possible.

O6.2 *Perform to an audience*

O6.4 *Use language confidently to initiate and sustain conversations.*

Teachers can plan for such progression using the Framework objectives and suggested activities over a number of years.

Objective	Teaching activity
O3.3 Perform simple communicative tasks using single words phrases and short sentences.	Ask and answer simple questions using real objects, cards and games.
O4.4 Ask and answer questions on several topics.	Develop role play using puppets or props.
O5.1 Prepare and practise a simple conversation, re-using familiar voicabular and structures in new contexts.	Use imagination to create interesting conversations using familiar language.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.	Sustain a conversation within the class or with visitors.

Progress in Oracy is supported by and developed through the learning objectives of the other four strands. Children benefit from knowing how the sounds they hear and use are represented in the written form. Children's personal development is enriched by understanding how language reflects culture and underpins different social conventions and behaviours. Progress is more rapid where children have opportunities to develop greater insight into how languages work and how they are learnt. In this way, it can be seen that the five strands are interdependent.

Progression in Literacy

Literacy – access to and use of written language – is supported by and in turn reinforces the development of oracy. The introduction of children to reading and writing in the new language has been a controversial issue in the past. Some teachers have felt instinctively, based perhaps on their own experiences as learners, that this could be too demanding for young learners. However, the careful introduction of literacy skills as part of a rich learning environment, stimulating communication and understanding in speech and writing can only be beneficial.

From an early age children become familiar with the relationship between sounds and letters/characters in the new language and apply this in their reading and spelling. There is of course no expectation that children's levels of literacy in a new language will immediately equate with their levels of literacy in English or another first language. However, the Key Stage 2 Framework for Languages is specifically linked to the National Literacy Strategy, and the learning of the new language will be helped by children's previous understanding of their own language, and will in turn develop their general literacy skills. It is useful therefore for all teachers of primary languages to be familiar with the ways in which Key Stage 1 pupils have been taught literacy in order to be able to use some of these same concepts (in for example the area of phonics) in their teaching of the new language.

This is especially important in relation to the development of writing skills, where the Framework outlines a careful development from supported to independent writing, related at every stage to other language learning skills. This planned progression in writing can be summarised as follows:

Y3 write familiar words using a model; write some familiar words from memory.

Y4 write simple words and phrases from a model and some from memory.

Y5 write short texts with support.

Y6 write sentences from memory and develop short texts using a model.

As the example of emergent writing through play quoted in guidance section 3, suggests, many children seek opportunities to write, regarding writing as no less ‘fun’ than singing or role-play. The Framework will help teachers to guide pupils as they develop their written language skills over four years or more.

Children’s ability to read in their first language(s) will also have a significant bearing on their progress in a new language, although the levels of performance will inevitably be different. Children will develop from ‘recognising some familiar words’ in Year 3 to ‘identifying different text types and reading short, authentic texts for enjoyment or information (such as an email message)’ in Year 6 for example. Pupils should be encouraged to exploit to the full all the reading skills they have acquired in both Key Stage 1 and Key Stage 2 in trying to make sense of new language words, sentences and texts.

Spotlight: Cross curricular work on evacuees

This project brought together work in English, Drama, History and languages. The children read and studied a novel, about wartime evacuation. They gained first hand experience of evacuation through dramatic re-enactment, handling historical artefacts, and interviewing older people in their community. Through such direct personal and kinaesthetic experience, through writing in role and learning in a meaningful context they developed understanding of, and empathy with, the situation of evacuees. Combining these insights with reading skills acquired through literacy teaching in both Key Stage 1 and Key Stage 2 they were able to make sense of short texts in a new language, in this case French.

They were, for instance, able to interpret a postcard written in French from a child being evacuated. They recognised common letter strings, they detected pattern, they knew some key words, they draw analogies, they used the pictures to provide contextual background. They interpreted meaning from both context and prior knowledge of language (for example cognates).

L6.1 *Read and Understand the main points and some detail from a short written passage.*

L6.2 *Identify different text types and read short, authentic texts for enjoyment or information.*

Progression in Intercultural Understanding

A language and its culture are inextricably linked. Primary aged children are open to new experiences and fascinated to encounter the world in different ways. Language learning presents a unique opportunity for such appreciation of difference – through traditional songs, stories and rhymes, through contact with native speakers and through the language itself.

Even the simplest elements of language have a cultural dimension. In many languages (except for English) there are 'polite' and 'familiar' expressions for 'you' and this gives messages about how people behave in different cultures. Basic rules of social interaction – shaking hands, bowing, forms of address all represent a particular way of interrelating with people. Even the order of words in a sentence may have a cultural significance. Children who speak more than one language may be able to share their experiences with their peers.

By learning a new language children should be encouraged to take an interest in the lives of others and to look at things from the perspective of others, including in many cases children from other cultures in their own school. They should develop a sensitivity to the similarities and differences between peoples, their daily lives, their beliefs and values. Teachers should endeavour to present a different culture, with its norms and expectations, as they introduce the new language. This can be reinforced by direct contact with the culture through access to native speakers, 'special' language days, educational visits abroad, links with schools in other countries, or using the internet, email or videoconferencing.

At the beginning of Key Stage 2 pupils encounter the fact of linguistic diversity and reflect on the range of different languages and cultures. They focus on cultural specifics such as different festivals, celebrations and special days, Spanish fiestas, Bastille day, Diwali (IU4.1 'learn about festivals and celebrations in different cultures'), or typical names in different cultures (IU3.3 'identify social conventions at home and in other cultures'). In Years 5 and 6 they approach more demanding issues like attitudes and prejudice (IU6.1 'compare attitudes towards aspects of everyday life').

Much of the Intercultural Understanding strand can provide content for language learning, in particular all of those elements involving celebration and performance or contact with the culture and people of the new language.

Spotlight: Predicting the plot of a traditional story

The traditional Spanish story, El ratoncito Pérez, provides an opportunity for children to compare characteristics of simple stories between cultures. They use the picture cues and their experience of hearing traditional stories in their first language to predict what the plot of the story is about. They find the symbols that are used for punctuation, exploring whether they help to understand the meaning of the text.

IU4.3 *Compare traditional stories; KAL Identify narrative forms in a different language and compare to those in English; LLS Make sensible predictions based on previous knowledge and language cues.*

Other aspects of intercultural understanding can also be taught within the broader curriculum, for example discussing what it feels like to be a child arriving in an English school who does not speak any English (IU5.1 ‘look at further aspects of their everyday lives from the perspective of someone from another country’) or exploring the concept of stereotype (IU6.2 ‘recognise and understand some of the differences between people’).

Such topics can be linked with work in other subject areas such as PSHE, Geography, English or History. In Part 3 of the Framework documentation – *Planning for Entitlement* and in the on-line version, a list of cross curricular links shows some of these correspondences in detail. Cultural institutes for the main Foreign Embassies are also a good source of information, advice and materials to supplement language and learning in primary.

Progression in the cross-cutting strands of Knowledge About Language (KAL) and Language Learning Strategies (LLS)

The two cross-cutting strands are important tools for learning. They arise from and support the three core strands. When children learn a new language they reinterpret and consolidate the knowledge and understanding that they gained in learning their first language(s). They develop insights into the nature of language and its social and cultural significance. As they interact more in the new language they deepen their understanding of how language works. Teachers should encourage children to make explicit comparisons between the new language and English, and to analyse similarities and differences. Subtle aspects of the new language which learners appreciate intuitively, such as how pronunciation and intonation affect meaning, can be specifically drawn to children’s attention and discussed.

In Year 3 pupils are at the stage of becoming aware of the variety of languages that exist and of recognising sound patterns, including making distinctions, for example between question forms and statements, or between affirmatives and negatives. Through the years of Key Stage 2 their awareness of language grows and by Year 6 they have acquired a more solid knowledge of language structures which underpins their abilities in Oracy and Literacy.

The Language Learning Strategies strand works in a similar way. Young children learning a new language simultaneously become familiar with strategies that they can apply to the learning of any language. By selecting and using different strategies, children develop awareness of how they learn and refine the ability to plan to use specific strategies for particular tasks. To maximise the potential benefits of this process the Framework helps teachers, to make this learning explicit. In the early years of Key Stage 2 they can discuss with children, for example, how rhymes help them to remember words and phrases, and how the context in which they encounter a word can help them to determine its meaning and subsequently to recall it. Later in Key Stage 2, children will extend their capabilities to include skills such as using a bilingual dictionary and memorising language. By Year 6 children should have developed a repertoire of techniques to support their understanding and use of the new language using key words, listening for cues, making predictions.

Taking things further

The Framework provides a frame of reference for auditing current practice and developing appropriate progression paths for primary children, starting from where schools are now. It may also help schools and teachers to develop a more long term vision of languages in the primary curriculum.

Improving and enriching learning and teaching

Already many primary schools appreciate the value of making the new language part of the children's whole experience at school by embedding it in daily routines and regular events and linking it to other learning.

Spotlight: Encouraging children to use language for real from Key Stage 1

In a mixed age class of Years 1 and 2, the teacher sees the benefit of an early start to using language for real purposes. He introduces the words for classroom objects, using a range of techniques. The children enjoy repeating the words louder and softer, faster and slower. The teacher holds up an object but doesn't always say the right word for it. The children repeat if it's correct and remain silent if it is not correct.

O3.3 LLS *Recognise words that the teacher mouths silently*

The teacher sets the words in context by introducing simple verb structures such as "Pass me the pencil, please. Thank you". The children practise the language around the class, in a simple conversation chain taking turns to pass a number of familiar objects along the line. The children try to use the new language as often as possible during the day, when working with others and requesting equipment.

O3.3 *Perform simple communicative tasks using single words, phrases or short sentences; KAL Hear main word classes; recognise conventions of politeness and engage in turn taking*

Such embedding creates gains not only for the language learning but for the whole learning experience of the child. The expectation, therefore, is that language learning will increasingly become a normal part of the primary curriculum. This possibility of making the new language(s) part of children's daily life is a major advantage of the primary school. Increasingly primary schools should do as much as possible to develop this integrated learning experience.

In addition to embedding, the Framework suggests specific links which might be made between its Learning Objectives and objectives in a range of other subjects including English, Maths, Literacy, Numeracy, Music, History, Geography, PE, PSHE, and ICT. These links exemplify the inter-relationship of knowledge emphasised in Excellence and Enjoyment. Teachers should use such links to help children understand how their learning in one area of the curriculum can promote their progress in others.

Language learning also has a specific contribution to make to the primary curriculum. By recognising and celebrating existing cultural diversity by bringing other cultures into the classroom, it offers unique insights into language, literacy and the world in which children live, both now and in the future. In the words of one 8 year old learner

“Learning a language is like having a window in my head, and through the window I can see other people”

As teachers become more familiar with the Framework and schools develop greater expertise in languages, it is to be anticipated that a rich language learning environment will increasingly become the norm. Children will have real contacts with speakers of the new language – e.g. Foreign Language Assistants – as well as e-mail and video links to children in other countries. A wide range of resources, including ICT resources will also help make the language learning experience real and relevant to young learners throughout Key Stage 2. Because it is a reference tool for the future as well as for the present, the Framework will support these developments as well as some others that we may not yet have imagined.

Organising for full entitlement

To achieve this rich and exciting environment for learning and teaching, schools and teachers will need to plan over four years. Primary language learning will be underpinned by detailed organisation on key issues such as:

- Long, medium and short term planning
- Use of other adults in support of languages
- Assessment and Assessment for Learning
- Continuity and Transfer to KS3.

Some general advice on these and other related matters is contained in the general introduction to this guidance (‘Primary Language Learning’), and more detailed exemplification and case studies will be a major feature of Part 3 of the Framework documentation – *Planning for Entitlement*.

Further Information and Support

The best starting point for more detailed advice, both on the Framework itself and about other sources of support, is to be found on the National Advisory Centre for Early Language Learning (NACELL) website, www.nacell.org.uk.

Other sources of information include:

The National Curriculum online website has details of the non-statutory guidelines for primary language learning www.nc.uk.net/nc_resources/html/MFL_k2.shtml.

The Qualifications & Curriculum Authority (QCA) website has general information, advice and exemplification materials for curriculum subjects www.qca.org.uk/278_2116.html.

The National Curriculum in Action website uses pupils' work and case study material to show what the National Curriculum in languages looks like in practice www.ncaction.org.uk/subjects/mfl/index.htm.

The Standards website hosts the details about the Primary National Strategy and wider curricular advice, Schemes of Work for primary French, German and Spanish, and information on how to support children with SEN with their speaking, listening & learning skills: www.standards.dfes.gov.uk/primary, www.standards.dfes.gov.uk/schemes/primary_mfl/ and www.standards.dfes.gov.uk/primary/publications/inclusion/sll_sen/pns_sen118705sll.pdf.



The National Languages Strategy website provides an overview of the Strategy and key developments in its implementation www.dfes.gov.uk/languages.

CILT – The National Centre for Languages offer information on language teaching publications, training and advice on national and regional levels www.cilt.org.uk.

The British Council website provides details on visits and courses abroad, school exchanges, and the role and employment of Foreign Language Assistants www.britishcouncil.org.uk, www.languageassistant.co.uk.

The Global Gateway offers opportunities to forge international partnerships with schools around the world, and wider cultural information about other countries and global citizenship www.globalgateway.org.uk.

The Languages Ladder is a voluntary assessment scheme to give learners of all ages recognition for their language skills. Languages Ladder accreditation is awarded through the Asset Languages assessment scheme www.dfes.gov.uk/languages/DSP_languagesladder.cfm, www.assetlanguages.org.uk.

The Training and Development Agency (TDA) offers information on how to train to be a teacher and how to manage your professional development once trained www.tda.gov.uk.

Cultural Institutes are a good source of information, advice and materials to supplement language and learning in primary:

Goethe – www.goethe.de/ins/gb/lon/enindex.htm.

Spanish – www.sgci.mec.es/uk/english.html.

French – www.institut-francais.org.uk.

Italian – www.italcultur.org.uk.

Japanese – www.jpff.org.uk.

Further support will also be made available in the coming months. Part 3 of the Framework documentation – *Planning for Entitlement* will be available to schools from the Sprint term of 2005/06 and will offer short-, medium- and long-term planning advice and practical information on making links between languages and other areas of the curriculum. A ‘Training Zone’ website will also offer resources and video footage of language teaching and training in practice to support the sharing of best practice and aid professional development. This will be made available in phases as from Spring term 2005/06.

