

# “ 5 Supporting Primary Entitlement ”

## Advice for secondary schools

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This section of the guidance is intended for Head Teachers and teachers in the secondary sector. It is designed to help them to support local primary schools and also to prepare for transition.



## Assumptions and Starting Points

### Understanding the Key Stage 2 Framework for Languages

The Key Stage 2 Framework has been designed as a primary document which sets out objectives for language learning across Years 3, 4, 5 and 6. It encourages primary schools to integrate language learning into the primary curriculum as a whole. It is underpinned by values and principles that take account of current priorities for primary schools and fully supports the vision and aspirations of Every Child Matters. The Framework assumes that the primary class teacher will have a central role in the planning and teaching of the language or languages chosen. In many cases, the primary class teacher will also be the languages teacher.

The Framework comprises five strands, the core strands, Oracy, Literacy and Intercultural Understanding and the cross-cutting strands, Knowledge about Language and Language Learning Strategies. The learning objectives for the core strands are progressive and the Framework provides broad descriptions of the Expectations and Outcomes summarising what most children should be able to achieve at the end of each year. The learning objectives for the two cross-cutting strands, Knowledge about Language and Language Learning Strategies underpin the core strands and are by their nature recursive. These strands, in particular, with their strong associations with work in mother tongue literacy, will foster the development of transferable language skills that will support future learning across Key Stages and throughout life.

The Framework is a flexible document which makes links with many other areas of primary learning. Primary non-specialist teachers will be able to map aspects of the Framework against their existing medium-term planning. Increasingly they will be able to integrate elements of language learning into cross-curricular themes in a range of subjects. From the outset, they will be encouraged to embed language practice and use everyday language in the daily routines and regular events of school and class life. The experience of language learning that primary children should receive may well be very different in nature to that of their secondary counterparts. This difference reflects the different contexts in which primary and secondary teachers work.

## **Providing support**

Already many primary schools are offering some language provision. However, many other schools will be introducing languages into the curriculum for the first time. Planning and sustaining high quality provision over the four years of Key Stage 2 will be new for the majority of primary schools. The entitlement for all children from the age of 7 to have the opportunity to learn a language presents both primary and secondary schools with fresh opportunities for collaboration and joint strategic planning. Clearly, one of the most important roles of Head Teachers and teachers in the secondary sector is to support primary colleagues in building the capacity to deliver the Key Stage 2 Framework.

In responding to the introduction of the Key Stage 2 Framework colleagues in the primary sector will seek support from a variety of sources, and naturally many will want to turn to their local secondary schools for help and advice. Specialist Languages Colleges have a specific and defined mission to work with primary schools in their localities, but other secondary schools will also wish to assist with the introduction of language learning and teaching in their partner primaries. The Framework anticipates that the success of primary language learning will rely greatly on effective co-operation between primary and secondary colleagues, in particular, to ensure secure progression and continuity between Key Stage 2 and Key Stage 3.

## **Language learning in the secondary schools is evolving**

The earlier start to language learning will naturally have implications for change in the future development of languages in Key Stage 3 and of the future learning pathways from 14–19. As primary schools work towards full implementation of the Key Stage 2 Framework secondary schools will increasingly be receiving Year 7 pupils who are able to communicate in one or more languages. The challenge for secondary schools will be to acknowledge and build on this prior learning. Teaching approaches and schemes of work for Year 7 will need to be adapted to take account of what has been achieved during the preceding four years. This could lead to exciting opportunities for accelerated learning, a greater diversity of provision of new language learning or indeed, the possibility of further integration of language learning into other areas of the secondary curriculum building on the strong foundation of cross-curricular embedding developed in the primary phase.

The introduction of the Key Stage 2 Framework invites teachers in the secondary sector to see the value of what the primary context can offer. Effective primary provision yields Year 7 pupils who are enthusiastic about the subject and eager to learn more. Secondary teachers are encouraged to take a long-term perspective to this evolution in language provision, working in partnership with primary colleagues to realise the new paradigm and establish a coherent programme of learning from 7–14, and 14–19.

## Working in partnership

There are a variety of ways in which secondary schools including Specialist Language Colleges can help to facilitate the successful development of primary language learning:

- Provision of specialist teaching.
- Modelling and linguistic-upskilling.
- Coaching.
- Mentoring Newly Qualified Teachers.
- Provision of advice, support and resources.

### Provision of specialist teaching

Some secondary schools, in particular Specialist Language Colleges, currently offer direct provision of specialist staff to teach languages in primary schools. This usually involves sending experienced secondary teachers into partner primaries to teach children regularly on a peripatetic basis. The advantage of this approach is that children benefit from a good linguistic role model. It is also useful for them to get to know teachers whom they may meet again in Key Stage 3. Where clusters of primary schools feed into the same secondary school, this arrangement can support smooth transition and provide continuity of experience.

A potential drawback of this approach is that peripatetic teaching is by its nature discrete and is not always readily integrated into the whole school experience of the child. The Primary Strategy emphasises the importance of a holistic approach to the primary curriculum. For this model to work effectively, secondary and primary teachers will need to plan carefully so that the class teacher is able to integrate and embed language learning outside set lesson times and build on the input provided by the peripatetic specialist.

### Modelling and linguistic up-skilling

One of the major benefits of secondary specialist teachers and Advanced Skills Teachers (ASTs) working with primary children is the opportunity to provide model lessons and linguistic upskilling for the primary class teacher. This can make a real contribution to building capacity. In this role secondary language specialists may begin by providing all of the language teaching while the class teacher observes the lessons. Time is made available before and after the lessons for analysis, discussion and planning. Gradually, the primary class teacher participates in the lesson also, working alongside the specialist. With careful further planning and support, the primary class teacher takes over the full responsibility of teaching the class. In this model, both the children and the teacher benefit from the linguistic expertise of the visiting specialist. The secondary specialist also benefits from gaining a greater insight into primary pedagogy and how primary children learn most successfully.

## Coaching

Secondary specialists can play a significant part in building the confidence of primary teachers in their abilities to teach language to their classes through structured programmes of coaching. There are four key processes involved:

- 1 modelling.
- 2 scaffolding.
- 3 monitoring.
- 4 dialogue.

### Coaching a primary teacher

Through demonstration lessons and activities the coach can model key skills such as questioning techniques, the use of flashcards, the effective use of the interactive whiteboard, or making best use of a native speaker. In this phase the emphasis is on building confidence and a sense of shared purpose. The coach and the class teacher work together on an agreed focus and plan lessons or parts of lessons as opportunities for professional development. The class teacher tries out these skills in the language lessons with the specialist offering support, including suggestions as to how each lesson might be followed up during the rest of the week. The degree of support, scaffolding, gradually decreases until the class teacher can plan and deliver the lesson independently. Gradually the coach moves into the role of monitoring and supporting progress. This involves reviewing, observing, giving feedback and structured reflection on particular areas of teaching, which have been agreed in advance with the class teacher. The relationship between colleagues is based on dialogue. As the class teacher assumes full responsibility, the coach ceases to be a constant presence in the classroom and gradually reduces the frequency of visits. The programme of support can then shift its purpose and target specific areas of development, for example, medium-term planning, resource development, providing advice as necessary. This kind of outreach work is pivotal in bringing together secondary specialist expertise with the best primary practice.

Many secondary schools have a very large number of partner primaries. It is not expected that schools will be able to offer this level of support to all of their partner primaries at the same time. It may be possible to plan strategically with neighbouring secondary schools working together to support clusters of primary schools across the local area. Working in partnership supported by Local Authority advisers, Advanced Skills Teachers, specialists from Specialist Language Colleges and a range of other providers, secondary colleagues may be in a better position to provide a phased programme of support, inviting primary schools to join the programme when they are ready according to their own particular circumstances.

## **Mentoring Newly Qualified Teachers**

The number of initial teacher training places for primary teachers including a specialism in languages has increased in recent years. NQTs with a language specialism will need support from experienced generalists and experienced specialist teachers of languages. Advanced Skills Teachers and colleagues from Specialist Language Colleges and other schools can all play a key role in providing support for the induction of NQTs of primary languages. In many cases, it may be secondary specialists who initially act as mentors for NQTs. Much of the guidance and the underpinning principles of the coaching model also apply to the role of mentor.

There is a great deal of mutual benefit in a secondary specialist acting as mentor for a primary trained NQT. This will be a two-way process with secondary specialist staff learning a great deal about how primary schools organise teaching and how young children learn, while the NQT will widen the secondary colleague's repertoire of teaching techniques and gain greater confidence in how to sequence learning and plan for progression.

## **Provision of advice, support and resources**

Secondary schools have a wealth of knowledge and resources to support their primary colleagues in teaching languages. A named contact at the end of a telephone or email address is in itself an invaluable form of support which has proved useful to primary schools as they introduce languages. Secondary schools may consider identifying a link specialist with responsibility for primary liaison and support. It is reassuring for primary colleagues working with secondary teachers or ASTs that contact can be sustained as they set up development projects and begin to phase in language provision. In some Local Authorities and secondary school catchment areas newsletters have been produced which disseminate information about developments, celebrate successes in primary language learning in the area, and keep colleagues updated about new resources and learning opportunities.

## Supporting transition; building for the future

Successful transition between Key Stage 2 and Key Stage 3 is crucial if pupils are to realise their full potential during the years of secondary schooling. From September 2005 it will become increasingly important for teachers of secondary pupils to know what they have learnt, understood and achieved during Key Stage 2 if they are properly to provide for progression and continuity in language learning.

### Contact between Key Stage 2 and Key Stage 3

Communication is the key to effective transition. Through direct communication and contact productive relationships between primary and secondary teachers and co-ordinators of languages can be established. Representative staff from partner primaries, often the subject co-ordinator, and staff from receiving secondary schools and Specialist Language Colleges need opportunities to meet, discuss and understand each others' aims and perspectives. It is particularly helpful if arrangements for reciprocal visits and observation of each others' classes can be made.

Such fruitful contact can be facilitated in a number of ways. Local Authorities can play a valuable role in setting up fora and networks in order to establish contact and agree policy and practice. Head Teachers and senior managers can make good use of existing networks for this purpose. Secondary schools and their partner primary schools will already have in place arrangements for the transition of Year 6 pupils into Year 7 covering general educational issues and specific curriculum subjects. It may be possible to incorporate information about achievement in languages into these established structures.

Examples of productive and innovative approaches to ease transition have been developed in a number of Local Authorities as part of the Key Stage 2 Language Pathfinder Initiative. These included:

- Primary and secondary teachers working together to produce a bridging unit of work straddling the end of Year 6 and the beginning of Year 7.
- Year 6 primary and Year 7 secondary teachers working together devising schemes of work which incorporated features of both the Key Stage 2 and Key Stage 3 Frameworks.
- Secondary teachers planning ICT activities for Year 6 and Year 7 pupils.

### **Co-ordination of effective transfer arrangements between Key Stage 2 and Key Stage 3**

Secondary and primary colleagues working in partnership will need to understand how language learning is organised in each phase. Approaches are likely to vary from one Authority to another. Cross-phase clusters will need to agree on the following issues:

- What kind of information about Key Stage 2 teaching is most useful for Key Stage 3 staff?
- What kind of information about Key Stage 3 teaching is most useful for Key Stage 2 staff?
- What kind of pupil records are most helpful to pass on from partner primaries to the teachers of pupils in Year 7?
- What opportunities Year 6 pupils might have to meet Year 7 teachers before transferring?
- What kind of opportunities there are for cross-phase curriculum developments?

It is helpful for Key Stage 3 staff to see any school policy documents or statements about primary language provision just as it is useful for Key Stage 2 staff to know how the teaching of Year 7 is organised. In this way issues of continuity can be addressed directly and all stakeholders are part of the process. The children themselves and their parents will need to understand how the transferable skills which will have been developed in Key Stage 2 will help progress in Year 7. This is particularly relevant if children will not be continuing with the same language from primary to secondary school.

If individual pupil records are to be transferred they need to be informative, reliable and manageable. They should not be an excessive burden for primary teachers to compile nor constitute an unrealistic mass of information for secondary teachers to assimilate. They should add a language dimension to the pupil data already transferred to receiving secondary schools and indicate what the pupil knows, understands and can do in the language(s) learnt.

Further exemplar material on assessment and transition will be available on-line and in Part 3 of the Framework documentation – *Planning for Entitlement*.

### **Responding to increasing diversity in the Year 7 intake**

As primary schools gradually work towards language learning across the whole of Key Stage 2, secondary schools are likely to face an increasing diversity in the character of their Year 7 intake. Some pupils will have studied a single language for four years, some will have studied two or more languages, and, in the early stages of implementation, some will have only just begun. The language(s) offered by the receiving secondary school may not be the same language(s) that pupils have learnt in their primary school.

This is a serious challenge which will require sensitive management. Secondary teachers will need to adopt an inclusive approach to language teaching based on assessment for learning strategies. They will need to use information about what their pupils already know and can do in order to involve them directly in subsequent learning. Approaches that encourage peer-to-peer teaching will be very helpful. For example, in a Spanish class of 25 where 10 have already learned colours and 15 are learning them for the first time, the more advanced group can demonstrate the language actively in various ways. While the new learners practise and reinforce their learning, the more advanced group could begin to analyse letter strings and gender implications, beginning to reuse the language they know to make fresh meanings. In this way, prior knowledge can be revisited in greater depth and all pupils make progress.

Where pupils begin to learn a new language in Year 7 it is important to recognise and celebrate the transferable skills they have mastered during language learning in the primary phase. The new language needs to be presented in a way which enables them to put into practice the language learning strategies that they have acquired, and to draw on their knowledge about how language works. Year 7 pupils beginning a different language should be reminded and praised for being plurilingual learners. Crucial tasks for the secondary teacher will be to help learners build on and apply their existing knowledge and to involve pupils in assessing their own performance so that they are involved in deciding about the next steps to be taken.

This will mean that secondary teachers need to be flexible and willing to move on more quickly through their existing schemes of work. By closely observing, monitoring and assessing pupils they will discover that pupils may bring abilities which can accelerate learning. For example, incoming pupils may know how to use a bilingual dictionary or know about high frequency words. These abilities are there to be utilised to promote progress both for the individual learner and the class.



## Encouraging partner primary schools

Secondary schools and Specialist Language Colleges already engaged in supporting primary teachers have encountered a range of responses to the introduction of language learning. Many are enthusiastic and keen to get going, others express concerns and anxieties. Common concerns are:

- The primary curriculum is very full and there is no time to teach another subject.
- Primary school priorities are Literacy and Numeracy.
- There are no specialist linguists on the staff.

While recognising that these perceptions are based on genuine concerns, secondary colleagues can help their primary counterparts to see these challenges from a different angle.

The primary curriculum has been modified over recent years and schools have more freedom to decide what to teach according to the interests of particular pupils. Language learning carries many benefits for children, helping them to develop their own oracy and literacy and making a major contribution to their understanding of their own culture(s) and those of others. Language learning can be integrated across the curriculum and taught flexibly through a range of subjects. It can be embedded in daily classroom routines and across school life. In this way, time can be found for languages without putting undue pressure on other subjects. Language learning can enhance pupils' achievements in other subjects, as children reflect on their learning and engage more actively with new concepts and content. Teachers without prior experience and with basic knowledge of another language can achieve much that is worthwhile for their pupils by planning carefully, using high quality resources, including ICT and applying their existing primary expertise.

Primary teachers should be encouraged to think about the skills they bring to language teaching. They have extensive knowledge of how to teach Literacy and a solid expertise in teaching a whole range of subjects. They understand how young children learn and how to cater for their differing needs and abilities. Starting with a small amount of new language and some good resources they can be encouraged to experiment with some language teaching. Little by little working in partnership with secondary colleagues and other providers, primary teachers can improve their own subject knowledge and in time build progression from simple routines to more sustained language learning.

## Further Information and Support

Teachers and planners will need guidance and access to appropriate resources as they extend the opportunities for language learning to all children in Key Stage 2.

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](http://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](http://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](http://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](http://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](http://www.standards.dfes.gov.uk/primary), [www.standards.dfes.gov.uk/schemes/primary\\_mfl/](http://www.standards.dfes.gov.uk/schemes/primary_mfl/) and [www.standards.dfes.gov.uk/primary/publications/inclusion/sll\\_sen/pns\\_sen118705sll.pdf](http://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](http://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](http://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](http://www.britishcouncil.org.uk), [www.languageassistant.co.uk](http://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](http://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](http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm) and [www.assetlanguages.org.uk](http://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](http://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](http://www.goethe.de/ins/gb/lon/enindex.htm)

Spanish – [www.sgci.mec.es/uk/english.html](http://www.sgci.mec.es/uk/english.html)

French – [www.institut-francais.org.uk](http://www.institut-francais.org.uk)

Italian – [www.italcultur.org.uk](http://www.italcultur.org.uk)

Japanese – [www.jpjpf.org.uk](http://www.jpjpf.org.uk).

You may also wish to familiarise yourself with more general information on the changes taking place in the primary curriculum and the children's services arena.

Every Child Matters: Change for Children sets out plans for the full range of services that children and young people use – from hospitals and schools, to police and voluntary groups – to work together effectively to ensure that children are safe and able to achieve what they want in life [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk).

Excellence and Enjoyment: A Strategy for Primary Schools set the vision of the primary school of the future, offering a rich, varied and exciting curriculum which develops children in many ways [www.standards.dfes.gov.uk/primary/publications/literacy/63553/](http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/).

