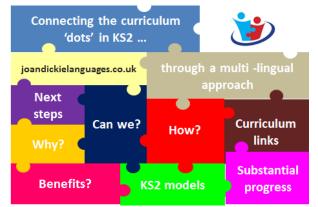
# Language World 2015 joandickielanguages.co.uk



Rather than provide image heavy PowerPoint hand-outs, I have summarised my main points below. Please contact me with any comments, feedback and questions: joandickie1@gmail.com

Key websites for further information on a multi-lingual approach are:

www.joandickielanguages.co.uk

www.ascl.org.uk/about-us/ascl-projects/discovering-language/

## Why?

A multi-lingual option is a valid alternative approach for KS2 languages for 4 main reasons:

### 1. A recognised and respected alternative

- Eric Hawkins / Eveil aux langues <a href="http://www.languageawareness.org/web.ala/web/member/page\_eric\_hawkins">http://www.languageawareness.org/web.ala/web/member/page\_eric\_hawkins</a>
- Discovering Languages: <u>www.ascl.org.uk/about-us/ascl-projects/discovering-language/</u>

## 2. The reality of KS2

- Limitations of curriculum and planning time: MFL is not a core subject and is one of 9 foundation subjects
- 4 progressive years is too challenging for non-specialist teachers
- Primary teachers frequently change year groups, key stages and schools. Which language should they prioritise? To what level? Where is the funding?
- No setting? Differentiation becomes an issue in Y5/6
- Mixed age classes (20% of KS2) need a rolling /returning curriculum
- The new primary curriculum is encouraging curricular themes: can languages be part of this?
- KS2 teachers are well trained in literacy: let's maximise this!

### 3.Transition issues

• This remains a major issue if primaries study different languages to different levels

• Evidence is suggesting that KS2 English progress is best indicator of KS3 success : see Reading University research 4. Multi-lingual makes sense!

- Gives opportunities for the discovery of links between English and other languages
- No research support to show that 9 years of one language is providing us with stronger linguists
- Creates a linguistic foundation for KS3 to move more rapidly forwards
- Looks to the future with English as a global language and English speakers needing to learn how to learn new languages (maybe not to fluency level) rather than having limited fluency in just one language.

### Can we?

• See 2014 KS2 Languages Programme of Study which includes the comments:

- TEACHING:
- should focus on enabling pupils to make substantial progress in one language
- should lay the foundations for further foreign language teaching at key stage 3

### PUPILS SHOULD:

• ...speak ...understand ...read ...write...broaden...explore...engage...develop...present...appreciate... describe...understand key features and patterns & how these differ from and are similar to English.

For further arguments linking a multi-lingual approach to the 2014 KS2 PoS for languages, see: <u>http://joandickielanguages.co.uk/language-awareness/</u>

## How?

Some long term KS2 models:

- Y3/4 Spanish ; Y5/6 French
- Y3 French; Y4 German; Y5/6 Spanish
- Y3 Spanish; Y4 German; Y5 Mandarin; Y6 French
- Y3 Spanish; Y 4 German & Latin; Y5 Russian & Mandarin & French; Y6 French
- Y 3-6 French with a yearly half term module, looking at a different language linked to other curriculum areas For teaching materials to support the classroom teacher see:

http://www.ascl.org.uk/about-us/ascl-projects/discovering-language/teaching-materials.html

#### Progression and curriculum links

Discovering Language is producing guidelines to encourage progression and rigour in a multi-lingual approach with suggestions for cross curricular links, in particular with English. See website to download: http://joandickielanguages.co.uk/language-awareness/

- A 3 language overview
- A 4, 5 or 6 language overview
- Y 3 to Y6 medium term plans

Making 'substantial progress in one language'? Two definitions of 'progress' are suggested:

- 1. Increasing **linguistic competence** as judged by former levels. DL schools report that Y6 pupils
  - o are attaining a firm level 3 after a 3 language model,
  - $\circ$  ~ are able to 'transfer skills' successfully and quickly move to phrase and sentence levels.
- 2. Having a wider understanding of grammar and language learning skills with pupils able to:
  - o confidently use grammatical terms
  - $\circ \quad$  see a particular language in the context of its language family
  - o reinforce their knowledge and understanding of English.

#### Benefits of a multi-lingual model

- A very flexible model to adapt to a school's current and future situations
- Supportive of the non-specialist who won't need to take any language to too high a level
- Very PRIMARY: promoting 'joined-up' curriculum thinking
- Adaptable to mixed age planning
- A solution to transition headaches, sending language aware pupils to Y7 without too great discrepancies in variation in languages nor depth to which they've been studied
- A future-resilient model for first language, or immersive English speakers, teaching them the skills needed to learn any language.

#### Next Steps: extra support materials coming soon...

- > to support the progressive Discovering Language themes
- > to be used alongside language learning
- First draft modules on my website: www.joandickielanguages.co.uk

DISCOVERING LANGUAGE MODULES: a progressive, language awareness programme for KS2			
Y3	¥4	Y5	Y6
Signs & Patterns	Word Families	The Story of Writing	World Wide Words
Shh!	Colour cousins	Pictograms	Les trois petits cochons
Talking without words	Discovering cognates	The first writing	Adjectives and plurals
Mama!	Bruder Jakob! Frère Jacques!	ABC	Petit chaperon rouge
Learning from babies	Germanic & Romance families	Phonetic scripts	Word order & politeness!
Woof!	Happy Birthday!	Prince or princess?	Going global!
Listening to animals	Days, months and myths!	The story of noun gender	Celebrating language: from English to the world!
1-2-3	Yum!	Dictionary challenge!	Knowledge about Language (KAL)
Looking for patterns	Anglo Saxon meets Norman	Bilingual dictionary skills	Revision unit looking to further progress in Y7.