



ALL Connect Transition Toolkit

*Language World
2016*



ALL Connect



- ALL Connect

KS2 KS3 Transition

Wiki

Transition Toolkit

KS2 Handbook

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“The need to promote effective transition in languages between Key Stages 2 and 3 is not yet high on the agendas of either primary or secondary schools.”

Language Trends Survey 2015





Joining up KS2 and KS3 is arguably the most important piece of work that many of us will do in our careers over the next decade.

ALL Connect Transition Toolkit.





Key messages



Primary teachers

- have a professional concern for MFL transition questions
- care about their pupils' future education and have strong relationships with their pupils
- don't want their work to be wasted when pupils move on to secondary school
- usually live and work in communities where they will meet ex-pupils or parents or siblings who will comment on their transition experience.

Secondary teachers

- have a direct interest in getting transition right because progress and ultimately, attainment depend on it
- know that a smooth continuation in learning is vital, and this includes an awareness of the topics, vocabulary, levels, skills and interest / enthusiasm pupils have developed
- want to know about the learning experiences Y6 pupils have had: e.g. if they have written stories, filmed presentations, learned songs, used skype, mixed foreign language learning into routine activities



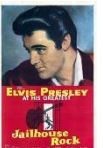


And pupils?



Pupils want...

- their secondary teachers to know what their achievements and successes have been in Primary MFL and how much they have enjoyed it.
- their secondary school teachers to know them as people the same way their primary class teacher did.

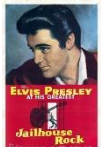




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PoS



KS2 teachers need to know:

- how to understand progression across the four years of KS2 (i.e. breaking down the overall PoS into steps)
- how to balance the four skills listening, speaking, reading and writing
- how to assess pupil progress
- what language learning looks like in Year 7





PoS



KS3 teachers need to know:

- what has been taught (**knowledge = *conceptual (grammar)* and *content (vocabulary)* and *skills*** (e.g. reading with accurate pronunciation – phonics, dictionary skills, etc.)
- what learning looks like in the primary classroom = ***methodology*** and learners' responses to those methods (i.e. ***learning preferences***)
- how well individual learners have mastered what they have been learning = ***measuring the outcomes***





Linguistic knowledge at KS2



- i. Gender
- ii. Adjectival position and agreement
- iii. Structure of regular present tense verbs (pronouns and endings)
- iv. Key irregular verbs (to be, to have, there is/are)
- v. Opinion verbs and adjectives
- vi. Question words and specific questions
- vii. Essential classroom language





If KS2 work looks like this:

LO: to write an introduction about
myself in Spanish.
escribir una presentación sobre
mi en español

Soy Aarshi y tengo once años. Mi cumpleaños es el **11** de abril. Vivo en Hardwick cerca Cambridge. Tengo pelo negro y ojos marrones.

Tengo una hermano. se llama Kartik. Mi madre se llama Shiraz y mi padre se llama Bhaskar.

My familia tiene una mascota- un perro que se llama Milo.

También tengo muchos amigos, pero Abbie, Jaidia, Mikaela y Annabella son mis amigos especiales. Jugamos mucho juntos.

My colores favoritos ^{son} es amarillo y azul. En escuela





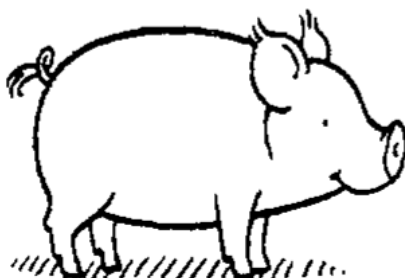
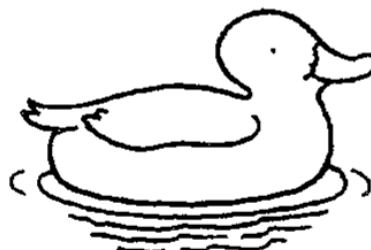
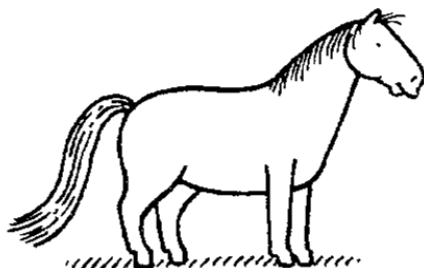
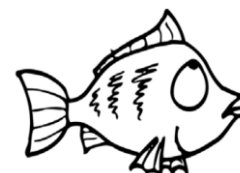
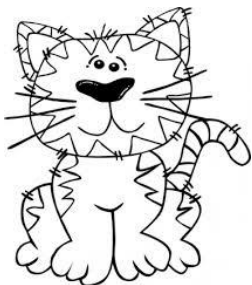
If KS2 work looks like this:





Or like this...

Fui a la tienda de animales y compré ...





Then what are the implications for KS3?



- A suggested activity about bananas and tackling things from a different angle:



- A focus on building a repertoire of structures that pupils can deploy to express themselves.





Developing a Core Repertoire



Use the sheet to extend your answers
Use the sheet less and less
Start to tell stories about what happened

⊕ Quand je vais à la plage...

J'aime
J'adore
Je préfère
Je n'aime pas

Je peux

I can

Je dois

I have to

Je vais

I'm going to / I go

J'espère

I hope to

Je voudrais

Je ne _____ pas

J'ai décidé de

I decided to

J'allais

I was going to

le week-end dernier
le week-end prochain
samedi
dimanche

jouer avec un ballon *to play with a ball*
jouer aux salles de jeux *to play on the arcades*
manger une glace *to eat an ice cream*
acheter un seau et une pelle *to buy a bucket and spade*
explorer *to explore*
nager *to swim*
chercher des coquillages *to look for shells*
dessiner des éléphants dans le sable *to draw elephants in the sand*
promener le chien *to walk the dog*
pêcher des crabes *to catch some crabs*

faire des achats *to go shopping*
faire un pique-nique *to have a picnic*
faire des châteaux de sable *make sand castles*
faire les devoirs *to do my homework*
faire du surf *to do surfing*
faire de la planche à voile *to do windsurfing*

prendre des photos *to take photos*
écrire mon nom dans le sable *to write my name in the sand*
voir mes amis *to see my friends*
boire quelque chose *to drink something*

aller à la plage *to go to the beach*
retourner à la maison *to return home*
me faire bronzer *to sunbathe*
me promener *to go for a walk*

j'ai joué *I played*
je jouais *I was __ing*

j'ai fait
je faisais

j'ai pris
j'ai écrit
j'ai vu
j'ai bu

je suis allé / allée
je me suis promené / ée

et *and* mais *but* par exemple *for example* parce que *because* alors *so* surtout *especially* si *if*

j'ai dit

il... a dit
elle... a dit

avec mes amis
avec ma famille
avec mon chien
à Cromer
à Yarmouth

à la plage
on the beach
dans la mer
in the sea
en ville
in town

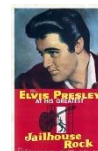
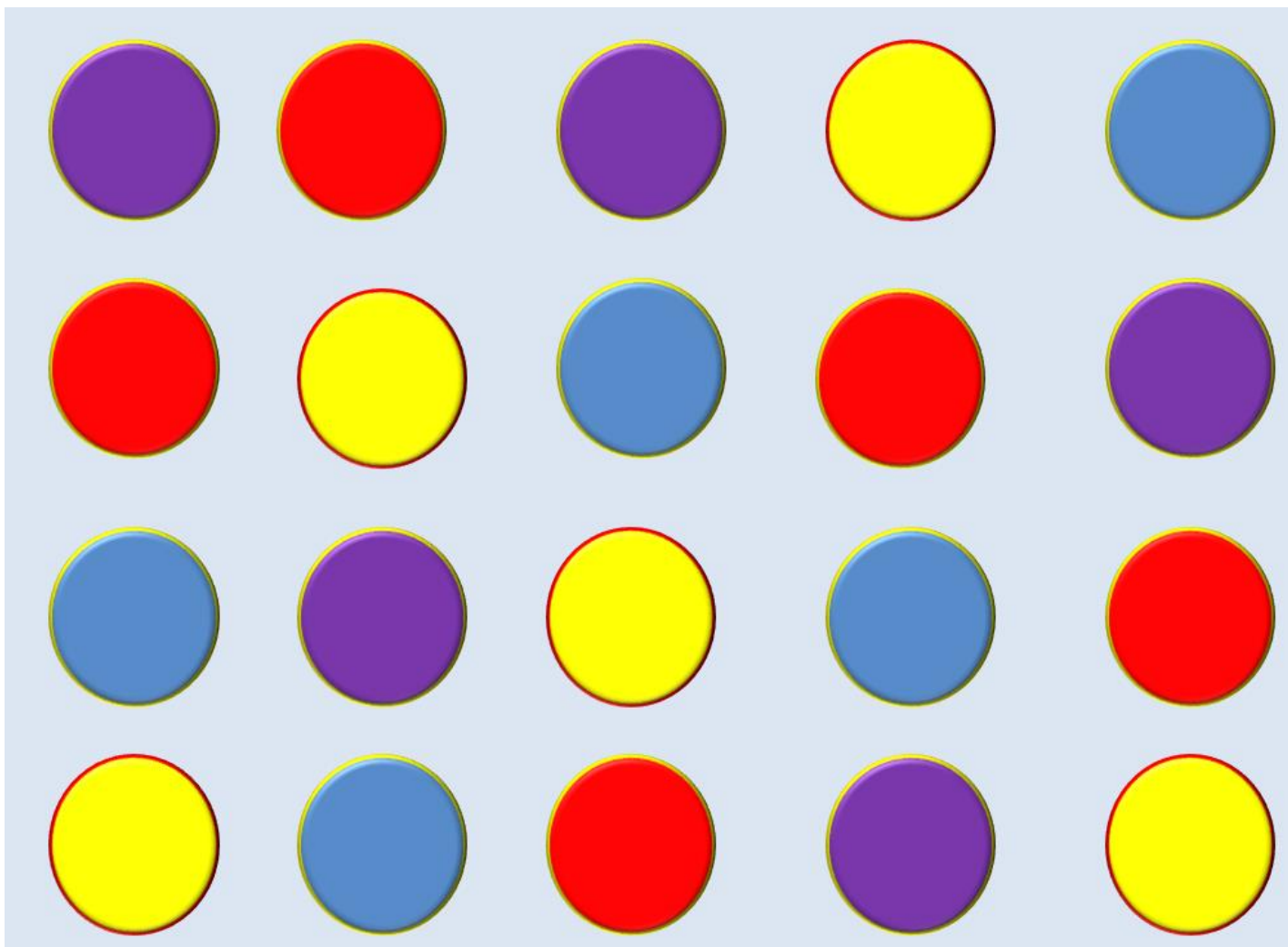
dans un café
dans un magasin
in a shop
en haut de la falaise
on top of the cliff
sur la jetée
on the pier

il fait beau
it is nice
il faisait beau
it was nice
il pleut *it rains*
il pleuvait
it was raining





Classroom language @ KS3





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Key skills KS2-KS3



- ✓ i. Pronunciation / Sound-writing links
- ✓ ii. Memorisation
- iii. Dictionary use
- iv. Ability to work with a partner
- v. Well-developed attention and listening skills
- vi. Ability to decode short (and longer) passages of written text (fiction and non-fiction)





Phonics KS2 – KS3



Here is a suggested set of progression steps for phonics:

1. I have learnt the phonics key words and remember them.
2. I can recognise and match key sounds and words that rhyme.
3. I can repeat new words accurately and make the link to key phonics.
4. I can read individual new words (including cognates) aloud, applying phonics knowledge.
5. I can write individual words accurately, building them from written syllables.
6. I can remember how to pronounce known words correctly over time.
7. I can read short phrases accurately that contain mostly familiar language.
8. I can write short phrases accurately that contain familiar language and I can write individual new words with some accuracy, relating their spelling to key phonics words.
9. I can read a short text quite accurately that has familiar and new language in it.
10. I can write words and short phrases that I hear with some accuracy, predicting the spelling of new words.



<p>oi</p>  <p>le <u>poisson</u></p>	<p>ui</p>  <p><u>Oui</u>!</p>	<p>eu</p>  <p>le <u>jeu</u>-vidéo</p>	<p>au</p>  <p>les cise<u>aux</u></p>
<p>ou</p>  <p>la <u>poule</u></p>	<p>i</p>  <p>le m<u>idi</u></p>	<p>u</p>  <p>les <u>lunettes</u></p>	<p>é</p>  <p>le <u>bébé</u></p>
<p>ez</p>  <p>le <u>nez</u></p>	<p>er</p>  <p>dans<u>er</u></p>	<p>qu</p>  <p>la <u>question</u></p>	<p>gn</p>  <p>la monta<u>gne</u></p>
<p>in</p>  <p>le <u>vin</u></p>	<p>en</p>  <p>le serp<u>ent</u></p>	<p>on</p>  <p>le <u>pont</u></p>	<p>tion</p>  <p>la pollu<u>tion</u></p>



Memorisation

- Most Common Words
- Francis Wilson Reading Research
 - 2000 words theory
 - Strategies for reading
- 50 most published words
 - 50 % of Spanish texts
 - 35 % of German texts
- Word types:
 - prepositions
 - pronouns
 - articles



Memorisation

- Most Common Words
- Spelling Bee - Routes into Languages
- Memorisation as a skill



Start Stop

una goma
a rubber

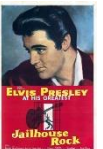
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Intercultural Understanding



KS2?



KS3?

The iceberg concept of culture





As you would expect to find in a Transition Toolkit:



Cross phase collaboration

- i. Teachers
- ii. Pupils
- iii. Parents
- iv. CPD opportunities

Information-sharing

- i. Curriculum – What has been taught?
- ii. Pedagogy – How have pupils learnt?
- iii. Assessment – How well do they know it?
- iv. Pupil work – What can they do?



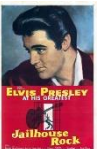


and also:



Assessment in Year 7

- i. Questionnaire
- ii. Language aptitude
- iii. Baseline testing





Bridging projects



- i. Storytelling (5 different projects)
- ii. Making links
- iii. Transition project
- iv. Language leaders
- v. Competitions (Eurovision, Linguamaths, Spelling Bee etc...)

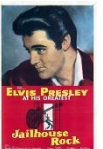




Differentiation



- i. Exploit new technologies
- ii. Use open-ended tasks / task-based learning
- iii. Offer extra-curricular opportunities
- iv. Choose new contexts so that familiar vocabulary feels 'new'
- v. Focus on skills





A different approach to Year 7



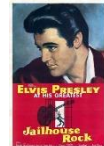
- Francovision

Key Skills: Memorisation, Pronunciation, Dictionaries, Culture, Communication, Learning Styles, Team Work.

- Art Exhibition



- Clil





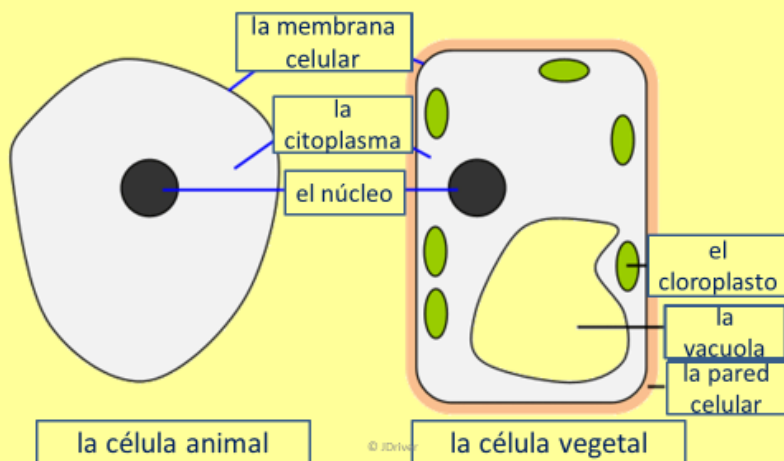
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Miércoles, 22 de Mayo



Día de ciencias
(Aula 98)

Vida y procesos de vida



¿De qué parte de la cadena alimenticia son?

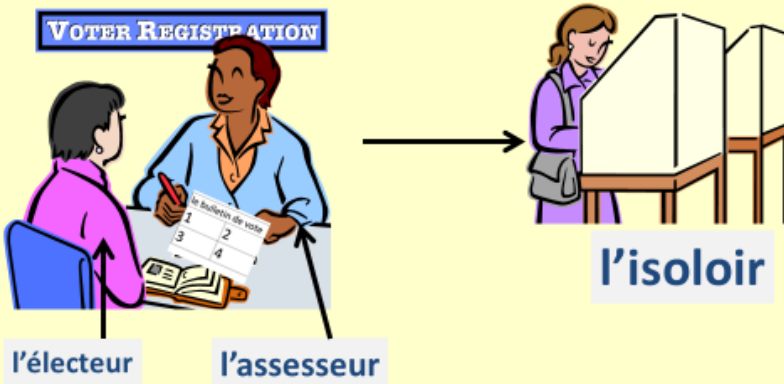




CLiL – PSHE

le système électoral

VOTER REGISTRATION



L'Angleterre



La France

1. on peut acheter de l'alcool
2. on peut avoir des relations sexuelles
3. on peut conduire
4. on peut voter
5. on peut travailler
6. on peut acheter un animal
7. on peut acheter des cigarettes
8. on peut acheter un billet de loterie
9. on peut se marier

quand on a

1. ____ ans

2. ____ ans

3. ____ ans

4. ____ ans

5. ____ ans

6. ____ ans

7. ____ ans

8. ____ ans

9. ____ ans

quand on a

1. ____ ans

2. ____ ans

3. ____ ans

4. ____ ans

5. ____ ans

6. ____ ans

7. ____ ans

8. ____ ans

9. ____ ans

L'école primaire

1. Il y avait une uniforme.
2. Il y avait beaucoup des règles.
3. Il y avait une cour.
4. Il y avait beaucoup des élèves.
5. C'était très grande.
6. C'était terrifiante.
7. C'était amusante.
8. Les profs étaient agréables.

Le collège (secondaire)

- a. Il y a une uniforme
- b. Il y a beaucoup des règles.
- c. Il y a beaucoup des élèves.
- e. C'est très grand.
- f. C'est terrifiant.
1. C'est amusant.
2. Les profs sont agréables.

Vrais ✓ ou faux? ✗

1. Faites un cercle 2. Salade de Fruits

■ Qui a.....

- les yeux bleus?
- les cheveux blonds?
- les cheveux longs?
- les yeux gris?
- les cheveux noirs?
- des lunettes?





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What next?

Visit the ALL wiki sites:

Literature Wiki:

all-literature.wikidot.com

Speaking Wiki:

all-speaking.wikidot.com

Grammar Wiki:

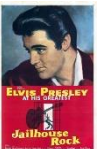
all-grammar.wikidot.com

Writing & Translation Wiki:

all-writingtranslation.wikidot.com

Progression & Transition Wiki:

all-progressiontransition.wikidot.com





The Transition Toolkit

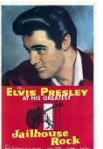


- ALL Connect Transition Toolkit:

<https://allconnectblog.wordpress.com/2016/01/03/transition-toolkit/>

- Or follow the link from:

<https://allconnectblog.wordpress.com>





I launch this Toolkit...

