

## ASCL Key Stage 2/Key Stage 3 German Transition Toolkit

### A practical, workable tool to support effective transition

The Department for Education's 2013 MFL KS3 Programme of Study (POS) refers to **cross-phase coherence** "teaching may be of any language and should build on the foundations of language learning laid at KS2, whether pupils continue with the same language or take up a new one".

The **KS2 POS** (DfE 2013) states "language learning should establish the foundations of learning how to learn a language and enable pupils to develop an appreciation of how language works in addition to making substantial progress in one language".

The **Teaching Schools Council MFL Pedagogy review** (2016) recommends that "Language teachers should know and build on the grammar taught in the KS2 NC for English' and that 'secondary schools should know about the modern languages taught at their feeder primary. Wherever possible, they should support language learning in primary and plan to build on pupils' primary school language knowledge"

The **Primary Languages White Paper** recommends that "primary schools should provide receiving secondary schools with a clear statement of what pupils have been taught and what pupils should know and be able to do at the point of transfer from KS to KS3".

#### ASCL's KS2/KS3 FL Transition Toolkit has two distinct and complementary aims:

- 1 Provide an informed actionable base for secondary MFL teachers to build upon, so that teachers can organise learning in a way that allows pupils to demonstrate what they already know and how well they have explored this knowledge. Teachers are then able to build quickly and constructively on prior learning, avoiding as far as possible any downturn in either achievement or motivation.
- 2 Provide a minimum body of conceptual knowledge (grammar, vocabulary and phonology) and cultural knowledge that has been explored, retained and actively used by Year 6 pupils at the end of four years of language learning at KS2. This is particularly for primary teachers may be unsure of what knowledge and skills would best equip their learners for a good start in secondary

#### The 'drag and drop' toolkit can be used in three different ways:

##### Flexibility

The 'drag and drop' (ie copy and paste) feature of the toolkit allows primary language teachers to select the grammar, vocabulary, phonology, and cultural knowledge that their pupils have explored and retained at the end of KS2, then drag this across to populate the blank boxes according to their pupils' learning ( they may add to this if they wish).

## Transition scenarios

- 1 Where there are a small number of collaborative partner feeder schools, joint discussions can lead to an agreed conceptual body of knowledge to drag into and populate the blank boxes.
- 2 Where there are a large number of feeder primary schools, each school can drag and drop their pupils' learning into the boxes and secondary colleagues can determine the overlap in learning, so that there is at least a common actionable baseline.
- 3 Where a different language is taught in KS3 to KS2, secondary colleagues can use the populated toolkit to support the learning of a second language through making links to what they have learnt and building on transferable skills.

Where language teachers in partner primary and secondary schools are unable to meet, the toolkit can act as a virtual dialogue tool, giving primary colleagues autonomy to share examples of vocabulary, grammar and phonology explored and giving secondary colleagues the opportunity to request certain areas be explored.

The toolkit is available in French, German and Spanish and can be used or adapted by groups of partner and feeder schools. The aim is to provide genuine continuity of language learning between phases. It is important to note that the examples given here are exemplification only, this is not a prescriptive list. By the end of KS2, children should know a range of all word types, ie noun, pronoun, adjective, verb, adverb, conjunction, preposition as illustrated here.

### Department of Education:

*"Pupils should be taught to 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."*

This statement is taken from the [DfE KS2 Programme of Study for languages](#). Whilst it makes suggestions as to which grammar 'should' be taught, many indications are broad and generalised such as 'key features and patterns of the language'.

ASCL's toolkit builds on [other transition toolkits](#) and aims to provide some suggested linguistic knowledge which has been retained and can be actively used by pupils at the end of KS2. Inevitably, pupils will have encountered more language than outlined here but this essential content and progress forms the basis for effective transition between stages as well as points of reference when introducing a new language in KS3. Repeating work is a strong demotivator; whereas if key language is revisited and extended, it can help with a sense of progress noted to be important for motivation and [transition](#).

The suggestions are informed by and complement most commercial resources and packages aimed at supporting the teaching of KS2 languages.

## Overview of core elements

- Gender
- Agreement
- Nouns
- Adjectives
- Subject pronouns
- Possessive pronouns

- High frequency regular verbs
- High frequency irregular verbs
- Adverbs and adverbial phrases
- Prepositions
- There is/ are
- Opinions (verbs and adjectives)
- How to make nouns plural
- Questions
- Imperatives
- Suggested Classroom Instructions to be used at KS2
- Suggested questions to be covered at KS2
- Agreed grammatical English terminology eg nouns, articles, determiners
- High frequency language such as colours, days of the week and months
- Conjunctions and intensifiers
- Umlauts and digraphs
- Word order
- Cultural knowledge
- Numbers

## Further information

DfE, National Curriculum in England: Languages programmes of study

[www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study)

Teaching Schools Council, Modern Foreign Languages Pedagogy Review

<https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf>

Research in Primary Languages, White Paper: Primary Languages Policy in England

[www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-inEngland.pdf](http://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-inEngland.pdf)

ALL Connect Transition Toolkit

[www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf](http://www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf)

ASCL KS2/KS3 Language Learning Transition Toolkit

[www.ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-TransitionToolkit](http://www.ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-TransitionToolkit)

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# Appendix

## German Language Schemes of Work for KS2

**EARLY START's** lively videos feature real children in varied, interesting contexts, filmed in the foreign country, with authentic voices, and glimpses of everyday life and culture to help young beginners get a sound, age-appropriate foundation for language learning. These structured online resources offer lots of support for non-specialist teachers: “whiteboard talking flashcards”, original and authentic songs and cultural presentations. A Teacher’s Manual aids lesson planning, with games and activities. Early Start offers a free trial/inspection service [www.earlystartonline.com](http://www.earlystartonline.com)

**PRIMARY LANGUAGES NETWORK** transforms the provision of languages in primary schools with engaging teaching resources and comprehensive planning and assessment tools. We offer our KS2 primary scheme of work in French, German and Spanish which includes both “Click2Teach” for non-specialist teachers with audio stories, videos, songs, games and a language up-skilling course and “BeCreative” for confident language teachers with lesson plans, creative ideas and resources. To find out more and organise your virtual tour, please visit [www.primarylanguages.network](http://www.primarylanguages.network)

## German Schemes of Work for Key Stage 2 – free of charge

### German in primary schools: ready-to-use material for non-specialists and substantial support for your school by the Goethe-Institut

The Goethe-Institut is the official cultural institute of the Federal Republic of Germany and supports school leaders, teachers, and learners of German to achieve their aims and helps to facilitate and strengthen the teaching of German.

### Services for introducing German at primary schools

- **Headteacher brochure** which points out the advantages of teaching and learning German in the UK and shows the attainment targets in the first year of German achievable with the Goethe-Institut’s scheme of work.
- Provision of **teaching material Felix and Franzi** developed by the Goethe-Institut for UK primary school teachers who have little or no initial German
- **Upskilling courses** to help you get started and to equip non-specialist language teachers with a basic knowledge of German
- Film *The Smart Choice: German at Primary Schools in the UK*. Watch online or order your free copy at the Goethe-Institut London.
- German at Primary Schools in the UK booklet as a great tool to make the case for German on parent evenings and language days
- **Further training events in the UK** as well as **scholarships for courses in Germany and Austria** (culture, methodology and didactics, language courses)
- **Library service** (extensive choice of current and inspiring books and resources for primary schools)
- Support in organising school projects and offering cultural events
- **Film screenings** at the Goethe-Institut
- **THE LANGUAGE MAGICIAN** - a free assessment tool in the form of a videogame to be used at primary school level

The Goethe-Institut provides teaching materials, language training and advice for free. Please contact our primary school specialist **Dominique Böert** if you would like to be supported with your language learning

[www.ascl.org.uk](http://www.ascl.org.uk)

programme: dominique.boeert@goethe.de **Deutsch mit Socke**: a website provided by German TV for German as a foreign language.

## Acknowledgements

ALL Primary Steering Group

[www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf](http://www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf)

List of commercial schemes of work and free schemes of work compiled for the Languages in Primary Schools

Facebook group: [www.facebook.com/groups/primarylanguages](https://www.facebook.com/groups/primarylanguages)

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