



Transition Toolkit

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1. Introduction and rationale

This toolkit is a practical, useful guide containing a set of ‘tools’ (ideas, strategies and resources), designed to inform the process of transition in languages teaching and learning between KS2 and KS3. The notion of transition is more broadly defined than the moment of transfer from Year 6 into Year 7, to include a better understanding of progression across the first seven years of language learning covered by the 2014 KS2 and KS3 Programmes of Study.

“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)

In the 2015 Language Trends Survey, some 44% responding primary schools reported that they have no contact at all with the language departments of local secondary schools. In some cases this is a standstill position of generally weak primary – secondary links; in other cases collaboration that existed previously now no longer exists, partly as a result of the decline in specialist language colleges.

Where there is contact between primary and secondary schools, it is most often a simple informal exchange of information or participation in networks / cluster meetings.

“The introduction of compulsory language learning has not yet stimulated increased contact between language teachers in state primary and secondary schools.”

(Language Trends Survey, 2015)

As part of the Association for Language Learning ALL Connect programme, developed and delivered as a result of Department for Education funding (2014-2016) primary and secondary teachers have had the opportunity to come together.

It is clear that we have much in common:

Primary teachers...

- have a professional concern for language 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...

- share these concerns
- 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 everyday exchanges.

And what do pupils want?

Pupils want...

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

These shared concerns are a positive driver for collaboration. In addition, we now have a statutory Programme of Study; we have a national framework laying out the expectations for language learning outcomes over 7 years from Year 3 to Year 9 and the requirement that the GCSE examinations will build on prior programmes of study at KS2 and KS3. Section two of this toolkit includes a joined up version of these programmes of study, adapted to show more clearly the continuity between the two phases.

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. The level of responsibility for this will differ; heads of languages in secondary schools have no choice but to grapple with it or their learners will struggle to reach the levels required at the end of KS4. Moreover, all secondary classroom teachers have the responsibility to respond to what the learners in front of them know – to build on that knowledge, to notice the repertoire they already have, and not to assume a ‘from zero’ approach in Y7, whilst all primary languages teachers must be confident that they have given their pupils the best possible start to language learning, delivering on the expectations for the first four years of compulsory study.

At KS3 we will get it right when we organise the learning in such a way as to allow learners to show us what they already know and how well they have mastered this knowledge, such that we can quickly build constructively on prior learning, avoiding as far as possible any downturn in either achievement or motivation. We want to welcome previous knowledge and make it clear that it all counts.

To do this we need to know...

- what teachers have taught in terms of conceptual knowledge (grammar) and content (vocabulary)
- what learning looks like in the primary classroom, both in terms of methodology / pedagogy and also learners’ responses to those methods (learning preferences)
- how well individual learners have mastered what they have been learning (measuring the outcomes)

We will know we are getting it right when learners are positively motivated in the classroom and they make rapid and sustained progression in the subject.

At KS2 we will get it right when we ensure that language learning is given sufficient time within the curriculum, when lessons are regular and do not get dropped for special events (more than any other curriculum subject), when we are confident in our teaching, well-

resourced, planning for progression such that we meet the requirements of the KS2 Programme of Study, and when we sustain enthusiasm and interest across all four years of compulsory language learning.

To do this we need to know...

- how to understand progression across the four years of KS2, breaking down the overall curriculum requirements into progressive 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

The aim of this toolkit is to support this process.

It is clear that providing language learners with a continuous and positive learning experience depends on teachers sharing an understanding of how language learning is organised and unfolds over time in a local context. There are, therefore, parts of the toolkit devoted to ideas and suggestions for cross-phase collaboration, information sharing on, before and past the point of transfer, assessment in Year 7 and specific bridging projects. It is expected that these will be adapted by teachers to suit their own particular sets of circumstances.

The toolkit also includes ideas, strategies and resources designed to expand KS2 and KS3 teachers' understanding of the knowledge, skills and understanding outlined in the programmes of study. It details the key linguistic knowledge and skills that primary children develop during KS2, and explores the implications for teaching at KS3.

These are the priorities for the first seven years of language learning in schools as we perceive them currently. The advantage of an online toolkit is that it can grow and adapt over time to reflect changing experiences and perspectives.

As teachers of KS2 and KS3 we have every reason to build excellent cross-phase relationships. Let's seize the day!

ALL Connect Team Eastern Region

December 2015

2. The National Curriculum Programme of Study for Key Stage 2 and Key Stage 3

i. The KS2 Programme of Study

Languages programmes of study: Key Stage 2

National Curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study. Schools are not required by law to teach the example content in [square brackets].

Subject content

Key Stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at Key Stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

ii. The KS3 Programme of Study

Languages programmes of study: Key Stage 3

National Curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of Key Stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the Programme of Study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key Stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at Key Stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

iii. Combined and reformatted KS2 and KS3 PoS

Listening

- **listen attentively** to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words**

Speaking

- **engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- **speak in sentences**, using familiar vocabulary, phrases and basic language structures
- **develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

Reading

- **read** carefully and show understanding of **words, phrases and simple writing**
- **appreciate stories, songs, poems and rhymes in the language**
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- **write phrases from memory, and adapt these** to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Grammar

- **understand basic grammar** appropriate to the language being studied, such as (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.

Listening

- listen to **a variety of forms of spoken language** to obtain information and respond appropriately
- **transcribe** words and short sentences that they hear with increasing accuracy

Speaking

- **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- **speak coherently and confidently, with increasingly accurate pronunciation and intonation**

Reading

- **read** and show comprehension of **original and adapted materials from a range of different sources**, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- **read literary texts in the language, such as stories, songs, poems and letters**, to stimulate ideas, develop creative expression and expand understanding of the language and culture

Writing

- **write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.**

Grammar

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

3a. Key linguistic knowledge developed at KS2

'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 KS2 Programme of Study for languages. It makes suggestions as to which grammar 'should' be taught but many indications are broad and generalised such as 'key features and patterns of the language'.

The following is a comprehensive list of suggestions for the primary language teacher indicating which grammar points could be covered at KS2; examples are in French, German and Spanish. It is also a reference for the secondary teacher to review which points are likely to have been covered at KS2.

We can bring awareness to these points in years 3 and 4 when they are first encountered in lessons although explicit teaching may only come in the latter half of KS2. It is important to remember that these grammar topics will be revisited and knowledge of them further developed throughout KS2, into KS3 and beyond.

This section includes:

- Gender
- Nouns
- Adjectives
- Subject pronouns
- Regular Verbs
- Irregular Verbs
- There is/ are
- Opinions (verbs and adjectives)
- Questions
- Imperatives
- Suggested Classroom Instructions to be used at KS2.
- Suggested questions to be covered at KS2.

A suggested list of grammar points to be covered at KS2

	French	Spanish	German	Wiki Resources
<p><u>Gender</u></p> <p>Awareness of gender as a concept which will be new to most pupils as well as explicit teaching of definite and indefinite articles.</p>	<p>le (m), la (f), les (plural), L' (before a vowel).</p> <p>un (m), une (f), des (some)</p>	<p>el (m), la (f), los (m plural), las (f plural)</p> <p>un (m), una (f), unos (m some), unas (f some)</p>	<p>der/ den* (m), die (f), das (n), die (plural)</p> <p>ein/ einen* (m), ein (n), einige (some)</p> <p>used in the accusative / object (row 2) case e.g. Ich habe einen Hund.</p>	<p>KS2-KS3 German Nouns KS2 Spanish Pencil case indefinite articles</p> <p>Available from the ALL Grammar Wiki: http://all-grammar.wikidot.com.</p>
<p><u>Nouns</u></p> <p>Recognition of nouns in the target language.</p>	-	-	<p>Nouns in German have capital letters.</p>	

	French	Spanish	German	Wiki Resources									
<p><u>Plurals</u></p> <p>An ability to recognise nouns in the plural, both by the article and the noun ending.</p>	<p>Most plurals are formed by adding an –s. For example, <i>une vache</i> > <i>des vaches</i> "cows"</p> <p>However, the final –s in French plural nouns is not usually pronounced.</p>	<p>Most plurals are formed by adding an –s. Sometimes there is a spelling change, e.g. <i>pez</i> > <i>peces</i>.</p>	<p>The words <i>der/das/die</i> all become 'die' in the plural.</p> <table border="1" data-bbox="1249 292 1637 405"> <tr> <td>der</td> <td>das</td> <td>die</td> </tr> <tr> <td colspan="2">add Umlaut and final -e</td> <td>add final -(e)n</td> </tr> <tr> <td colspan="3">if 1 syllable das: add Umlaut and final -er</td> </tr> </table> <p>For words that end in –i or –o, or are French or English in origin, add a final –s, e.g. <i>Kulis, Kinos, Restaurants, Tickets</i>.</p> <p><i>der/das</i> words that end in -el or -en or -er do NOT change spelling in the plural, e.g. <i>Spiegel, Mädchen, Manager</i>.</p> <p>Exceptions have just to be learnt!</p>	der	das	die	add Umlaut and final -e		add final -(e)n	if 1 syllable das: add Umlaut and final -er			<p>KS2-KS3 German Plurals KS2 Spanish Animales Plurales KS2 Spanish Animales Worksheets gender plural colours</p> <p>Available from the ALL Grammar Wiki: http://all-grammar.wikidot.com.</p>
der	das	die											
add Umlaut and final -e		add final -(e)n											
if 1 syllable das: add Umlaut and final -er													

	French	Spanish	German	Wiki Resources
<p><u>Adjectives</u></p> <p>Awareness of the different position of adjectives in a sentence.</p> <p>Awareness of agreement of adjectives (i.e. the ending of the adjective changes depending on the gender of the noun that is being described).</p> <p>As the pattern of adjectival endings is more complex in German, it may suffice to recognise that changes occur, without learning the exact rules which can be covered at KS3.</p>	<p>The adjective mostly comes after the noun in French*</p> <p>un livre bleu la règle bleue</p> <p>des livres bleus des règles bleues</p> <p>*la belle maison</p> <p>Predicate adjectives are separated from nouns altogether, but still agree with them.</p> <p>e.g. La maison est belle.</p>	<p>Usually adjectives in Spanish come after the nouns they describe:</p> <p>un libro rojo una regla roja</p> <p>unos libros rojos unos reglas rojas</p> <p>N.B: Adjectives that end in -o have four forms: alto, alta, altos, altas</p> <p>Adjectives that end in -e have two forms: inteligente, inteligentes</p> <p>Most adjectives that end in a consonant have two forms: popular, populares (form plural by adding -es)</p> <p>Predicate adjectives are separated from nouns altogether, but still agree with them.</p> <p>La puerta está abierta. (The door is open.) Mi padre es viejo. (My father is old.)</p>	<p>German adjectives come before the noun as in English, but have endings dependent on gender and case:</p> <p>ein rotes Buch (n) en roter Bleistift (m) Ich habe einen roten Bleistift (m) (accusative case) eine rote Tute (f) einige roten Kulis (plural)</p> <p>das rote Buch (n) der rote Bleistift (m) Ich habe einen roten Bleistift (m) (accusative case) die rote Tute (f) die roten Kulis (plural)</p> <p>As in English, a German adjective can also come after the verb (predicate adjective): "Das Haus ist groß." (The house is large.) In such cases the adjective will have NO ending.</p>	

	French	Spanish	German	Wiki Resources
<p><u>Subject pronouns</u></p> <p>Pupils should learn the forms of these, especially: I, You, He/ She/ One.</p> <p>The whole paradigm is included for your reference however the essential subject pronouns for active use at KS2 are in bold type.</p>	<p>je - I tu - you (singular informal) il/ elle/ on - he/ she/ one nous - we vous - you (plural/ formal) ils - they (m) elles - they (f)</p> <p>Pupils should be aware there are two words for you in French and know when they are used.</p>	<p>yo - I tú - you (singular informal) él/ ella/ usted - he/ she / you (singular formal) nosotros- we vosotros- you (plural informal) ellos/ ellas/ ustedes- they (m)/ they (f) / you (plural formal)</p> <p>The subject pronouns are frequently omitted in Spanish.</p> <p>Pupils should be aware there are four words/ verb forms for you in Spanish and know when Tú and Vosotros are used.</p>	<p>ich - I du - you (singular informal) er/ sie/ es - he/ she/ it wir - we ihr - you (plural informal) sie/Sie - they / you (plural/ formal)</p> <p>Pupils should be aware there are three words for you in German and know when they are used.</p>	

	French	Spanish	German	Wiki Resources
<p><u>Regular Verbs</u></p> <p>Structure of regular present tense verbs and associated pronouns.</p> <p>Pupils should learn the pronouns and endings of the most frequently used regular verbs, especially: I, You, He/ She/ One.</p> <p>Pupils will encounter other parts of the verb receptively and learn to recognise their meaning.</p>	<p>Structure of –er verbs.</p> <p>jouer = to play je joue tu joues il/ elle/ on joue nous jouons vous jouez ils jouent elles jouent</p> <p>Pupils should also learn the associated pronunciation rules.</p>	<p>Structure of –ar/ -er verbs.</p> <p>hablar= to speak (yo) hablo (tú) hablas (él/ ella/ usted) habla (Nosotros) hablamos (vosotros) habláis (ellos/ ellas/ ustedes) hablan</p> <p>Comer = to eat (yo) como (tú) comes (él / ella / usted) come (nosotros) comemos (vosotros) coméis (ellos / ellas / ustedes) comen</p>	<p>Structure of regular verbs.</p> <p>spielen= to play ich spiele du spielst er/ sie/ es / man spielt wir spielen Ihr spielt sie / Sie spielen</p>	<p>CILT Primary Languages Dictionary skills</p> <p>The teacher in this video clip carefully prepares the children so that they will be able to look up the French for several verbs in a dictionary. She makes many links with children’s work in English, reinforcing their knowledge of word classes and dictionary use.</p>

	French	Spanish	German	Wiki Resources
<p><u>Irregular Verbs</u></p> <p>The common verbs to be and to have.</p>	<p>avoir = to have</p> <p>j'ai tu as il/ elle/ on a nous avons vous avez ils/ elles ont</p> <p>être = to be</p> <p>je suis tu es il/elle/ on est nous sommes vous êtes ils/elles sont</p>	<p>tener = to have</p> <p>(yo) tengo (tú) tienes (él/ ella/ usted) tiene (nosotros) tenemos (vosotros) tenéis (ellos/ ellas/ ustedes) tienen</p> <p>ser = to be*</p> <p>(yo) soy (tú) eres (él/ ella/ usted) es (nosotros) somos (vosotros) sois (ellos/ellas/ ustedes) son</p> <p>*estar also means to be and is used for mood, states and location.</p>	<p>haben = to have</p> <p>ich habe du hast er/ sie/ es / man hat wir haben ihr habt sie / Sie haben</p> <p>sein = to be</p> <p>ich bin du bist er/ sie/ es / man ist wir sind ihr seid sie / Sie sind</p>	
<p><u>There is / there are</u></p>	<p>Il y a</p>	<p>Hay...</p>	<p>Es gibt....</p>	
<p><u>Opinion verbs</u></p>	<p>j'adore... j'aime... je n'aime pas... je déteste...</p>	<p>me encanta(n)... me gusta(n)... no me gusta(n)... odio...</p>	<p>ich mag... ich liebe.... ich hasse... es gefällt mir es gefällt mir (sehr) gut es gefällt mir nicht</p>	

	French	Spanish	German	Wiki Resources
<u>Opinion</u> <u>adjectives</u>	suggestions: excellent fantastique génial intéressant amusant facile nul ennuyeux difficile	suggestions: excelente fantástico estupendo interesante divertido fácil terrible aburrido difícil	suggestions: ausgezeichnet fantastisch toll interessant lustig leicht furchtbar langweilig schwer	

Question words and examples of questions that could be covered in KS2 languages

	French	Spanish	German	Wiki Resources
<u>How?</u>	<p style="text-align: center;">Comment...?</p> <p>Comment t'appelles-tu? (Literally: How you call yourself?)</p>	<p style="text-align: center;">Cómo..?</p> <p>Cómo te llamas? (Literally: How you call yourself?)</p>	<p style="text-align: center;">Wie?</p> <p>Wie heißt du? (Literally: How are you called?)</p>	<p>CILT Primary Languages Conversation Model The teacher poses a range of conversational questions in German. He throws a soft toy to individual children who must reply promptly as soon as they catch the toy. Children answer questions confidently, building up a short conversation. Script and audio available in French and Spanish, too.</p> <p>CILT Primary Languages Conversation Performance Children ask and answer questions confidently without scripts. Children answer questions confidently, building up a short conversation. Script and audio available in French and Spanish, too.</p> <p>CILT Primary Languages Find your partner 'Find your partner' – a speaking activity, in which children must find their partner by walking round the room and asking each other questions in German. They combine and reuse previously learnt language.</p>
<u>Who?</u>	<p style="text-align: center;">Qui.. ?</p> <p>Qui a un chien ? Who has a dog?</p>	<p>¿Quién? ¿Quiénes...? ¿Quién tiene un perro? Who has a dog?</p>	<p style="text-align: center;">Wer...?</p> <p>Wer hat einen Hund? Who has a dog?</p>	

	French	Spanish	German	Wiki Resources
<p><u>What?</u></p> <p><u>(Which?)</u></p>	<p>Qu'est-ce que... ?</p> <p>Qu'est-ce que c'est ? What is it ?</p> <p>Qu'est-ce que tu fais? What are you doing? Quel/ quelle (What – in the sense of which and is followed by a noun) Quel animal vois-tu? Which animal do you see?</p> <p>(or followed by the verb être) Quelle est ta matière préférée ? Which is your favourite subject?</p>	<p>Qué... ?</p> <p>¿Qué <u>haces</u>? What are you doing?</p> <p>Cuál...? (which)</p> <p>¿Cuál es tu nombre? What is your name? (literally which is your name?)</p> <p>In Spanish, use qué to mean which, when followed by a noun:</p> <p>¿Qué animal te gusta? Which animal do you like?</p> <p>but...</p> <p>¿Cuál es tu animal preferido? Which (what) is your favourite animal?</p>	<p>Was.. ? (plus verb)</p> <p>Was ist das? What is that?</p> <p>Was machst du ? What are you doing?</p> <p>Welcher... ? (What followed by a noun) Welche Farbe hat dein Hund? What colour is your dog? (literally which colour has your dog?)</p>	
<p><u>When?</u></p>	<p>Quand...?</p> <p>C'est quand ton anniversaire? When is your birthday?</p>	<p>¿Quando..?</p> <p>¿Cuándo es tu cumpleaños? When is your birthday ?</p>	<p>Wann.. ?</p> <p>Wann hast du Geburtstag ? When is your birthday ?</p>	

	French	Spanish	German	Wiki Resources
<u>Where ?</u>	Où,,,? Où habites-tu? Where do you live ?	¿Dónde...? ¿Dónde vives? Where do you live ?	Wo...? Wo wohnst du? Where do you live?	
<u>Why?</u>	Pourquoi...? A) J'aime les maths B) <i>Pourquoi?</i> A) I like maths B) Why?	¿Por qué? A) Me gustan las matemáticas B) ¿Por qué? A) I like maths B) Why?	Warum...? A) Ich lerne gern Mathematik B) Warum? A) I like learning Maths. B) Why?	
<u>Imperatives</u> (learnt and used predominantly in the context of classroom instructions)	Répétez! (Formal/ plural) Répète ! (informal singular)	Repetid! (Plural) ¡Repíte! (Informal singular)	Wiederholt! (Plural) Wiederhol! (Informal singular)	

A suggested list of classroom language

Teacher: Classroom instructions	Resources:		
	German: German hubs & spokes classroom language Classroom language - teacher Classroom language - pupils	French: French hubs & spokes classroom language	Spanish: Spanish hubs & spokes classroom language Spanish classroom language pupils Spanish classroom language teachers Y3 Spanish classroom instructions
Come in!	Entrez!	¡Entrad!	Kommt rein!
Sit down!	Asseyez- vous!	¡Sentaos!	Setzt euch!
Look at page... / the board!	Regardez la page... / le tableau blanc !	¡Mirad la página... / la pizarra !	Schaut auf die Seite... / die Tafel !
Listen!	Écoutez!	Escuchad!	Hört zu!
Repeat!	Répétez!	¡Repetid!	Wiederholt!
Hands up!	Levez la main!	¡Levantad la(s) mano(s)!	Finger hoch!
Work in pairs!	Travaillez avec un/ une partenaire !	¡Trabajad en parejas!	Arbeitet mit einem Partner !
All together!	Tout le monde ensemble !	¡Todos juntos!	Alle zusammen!

Stand up!	Levez-vous!	¡Levantaos !	Steht auf!
Silence please!	Silence, s'il vous plaît	! Silencio, por favor!	Ruhe, bitte!

Teacher: praising / encouraging contributions from the class			
Excellent!	Excellent!	¡Excelente!	Ausgezeichnet!
Great!	Fantastique!	¡Fantástico!	Fantasctisch!
Very good!	Très bien!	¡Muy bien!	Sehr Gut!
Well done!	Bien fait!	¡Bien hecho!	Gut gemacht!
Come on!	Allez!	¡Venga!	Los! Komm!
Come on everyone!	Allez, tout le monde !	¡Ánimo, chicos!	Los, alle!
Let's go. A volunteer?	On y va! Un volontaire ?	¡Vámonos! ¿Un voluntario?	Los! Ein Freiwilliger?

Pupil classroom language

How do you say...? (in English / in Spanish / French / German)	Comment dit-on..... ? (en anglais / en français)	¿Cómo se dice.. ? (en inglés / en español)	Wie sagt man.... ? (auf Englisch h/ auf Deutsch)
Can I...? ...talk in English?	Puis-je parler en anglais ?	¿Puedo... ...hablar en inglés?	Darf ich ... auf Englisch sprechen?
Sir / Miss, can you ...repeat?	Madame/ Monsieur, pouvez vous répéter?	Señor(a), ¿puede... ...repetir?	Können Sie wiederholen?
Sir / Miss, can you ...help me?	Madame/ Monsieur, pouvez vous m'aider?	Señor(a), ¿puede... ...ayudarme?	Frau / Herr... Können Sie mir helfen?
Sir / Miss, can I go to the toilet?	Puis-je aller aux toilettes?	Puedo ir al baño ?	Darf Ich zur Toilette gehen ?
Can I have a pen / pencil please?	Je peux avoir un stylo / un crayon, s'il vous plaît ?	Quiero un boli / un lápiz, por favor.	Kann Ich einen Kuli / einen Bleistift haben, bitte ?
It's right / correct / true.	C'est correcte / C'est vrai	Es verdad / verdadero	Das ist richtig!
It's wrong / false.	Ce n'est pas correct/ C'est faux	Es mentira / falso.	Das ist falsch!
I have a problem.	J'ai un problème	Tengo un problema.	Ich habe ein Problem
I have a question.	J'ai une question	Tengo una pregunta.	Ich habe eine Frage

I have finished.	J'ai fini	He terminado.	Ich bin fertig
I have forgotten.	J'ai oublié	He olvidado.	Ich habe vergessen
I think that...is.....	Je pense que.....est....	Pienso que...es	Ich glaube, ... ist....
OK.	D'accord.	Vale.	OK / in Ordnung.

Suggested questions to be covered at KS2	These are questions pupils should be able to ask and answer by the end of Y6.		
What is your name?	Comment t'appelles-tu?	¿Cómo te llamas?	Wie heißt du?
How do you spell you name?	Comment ça s'écrit?	¿Cómo se escribe?	Wie schreibt man das?
How are you?	Ça va?	¿Qué tal? ¿Cómo estás?	Wie geht's?
How old are you?	Quel âge as-tu?	¿Cuántos años tienes?	Wie alt bist du?
When is your birthday?	Quelle est la date de ton anniversaire?	¿Cuándo es tu cumpleaños?	Wann hast du Geburtstag ?
Where do you live?	Où habites-tu?	¿Dónde vives?	Wo wohnst du?
Do you have any brothers and sisters?	As-tu des frères ou des soeurs?	¿Tienes hermanos?	Hast du Geschwister ?

Do you have any pets?	As-tu un animal ?	¿Tienes animales?	Hast du Haustiere ?
What is the weather like?	Quel temps fait-il?	¿Qué tiempo hace?	Wie ist das Wetter?
Do you have.....?	As-tu.....?	¿Tienes...?	Hast du.....?
Do you like....?	Est-ce que tu aimes?	¿Te gusta(n)?	Magst du....?du gern.....?
Do you want... ?	Tu veux....?	¿ <u>Quieres</u>?	Möchtest du...?
What is the time ?	Quelle heure est-il?	¿Qué hora es?	Wieviel Uhr ist es?
What would you like... ?	Vous désirez..... ?	¿Qué quiere(s)?	Was möchtest du ? Was möchten Sie ?
How much... ?	C'est combien ?	¿Cuánto cuesta? ¿Cuánto es?	Was kostet das ?
Do you agree... ?	Tu es d'accord ?	¿Estás de acuerdo ?	Bist du einverstanden ?
And you ?	Et toi ?	¿Y tú?	Und du? Und dir? (with Wie geht's?)
What is your favourite... ?	Quel est ton/ta....préfér(e) ?	¿Cuál es tufavorito/a ?	Was ist dein(e) Lieblings.....?
What are you like.../ What do you look like?	Tu est comment?	¿Cómo eres?	Wie bist du?

3b. Implications for KS3 of linguistic knowledge developed at KS2

Development of pupils' linguistic knowledge in languages

As we take on the challenges of preparing our learners for the new, more demanding GCSE, secondary languages teachers need to make the most of pupils' language-learning across KS2, KS3 and KS4. An earlier start equips pupils to make sustained progress over a longer period.

In KS2, pupils are introduced to the fundamental grammatical concepts of a foreign language. Irrespective of the language studied, these could include: gender, word order and verb forms. These may well have been introduced in contexts such as stories or subject-content related material. Pupils may have absorbed them implicitly through songs and rhymes, or they may have worked on them explicitly, for example in activities such as adapting texts or kinaesthetic sentence-building.

Secondary language teachers benefit from pupils' familiarity and confidence with the fact that a foreign language works differently from English. We will find that primary colleagues have had to make similar decisions to us over whether to emphasise meaning and content, or focus on explanation and terminology. Grammar will always be both the knowledge of the building-blocks of language and the understanding of the importance of accuracy. Both require the grasp of basic concepts and the application of rules.

Pupils' knowledge of grammar in English

Secondary languages teachers have already seen the impact of the KS2 emphasis on grammar in English, in particular the spelling, punctuation and grammar tests (<http://tiny.cc/KS2SampleTests>). Pupils arrive in Year 7 with the vocabulary "fronted adverbials" and "subordinate clauses". They are keen to apply this knowledge to improving their own writing in English and may find the constraints of writing in a foreign language frustrating. For example, ask pupils for a list of adjectives in English and they will come up with, "bejewelled", "glimmering", "nauseating". We need to be careful not to limit the range of their expression to "petit", "moche", "bleu". Yet, as with all knowledge taught, there will be the full range of understanding in the Year 7 cohort, and secondary teachers will need to find ways to know their learners quickly, in order to respond to their different levels of grammatical knowledge.

Classroom Language

In KS2, pupil and teacher use of the foreign language may be built into the routines of the day. For example, greetings, instructions, songs, colours or numbers may be reinforced in PE lessons. At KS3 we can build on positive attitudes to use of the target language without letting it fossilise in requests to remove blazers or go to the toilet. We can look to unlock the linguistic knowledge contained in learned phrases, and then deliberately build up the script around predictable classroom activities and situations.

Implications

The implications of pupils' prior progress in linguistic knowledge will include consideration of:

- how we equip pupils with building blocks of language they can use to express themselves, including for classroom communication, and with increasing focus on the quality of their expression
- how we develop pupils' awareness of the need for accuracy
- how we explain or model grammatical concepts, and how we balance terminology with practical examples
- grammar pedagogy; when to use inductive and deductive methods.

Approaches and Support

Different teachers will favour different approaches to these issues. The following ideas and resources come from a range of sources. It may well be that with a new KS2 to KS4 curriculum in languages, this is the moment to try new strategies including some that don't necessarily fit with what we have previously practised.

High Frequency Words

Googling "Most common 100 words in French" (or German, or Spanish) and comparing it with what we set out to teach, can be a shock. How many of the words would our pupils recognise? How secure is their knowledge? Is the way we teach failing to equip them with key words?

[Top 100 French words](#)

[Top 100, 200, 500 German words](#)

[Top 100 Spanish words](#)

[100 most commonly used words in French, German, Spanish and English](#)

Available from the **ALL Grammar Wiki**: <http://all-grammar.wikidot.com>

Research into reading shows that pupils tend to accept and learn single translations for words, but do not actively seek and develop multiple translations, therefore, it is key for teachers to prioritise prepositions, conjunctions and pronouns from the very beginning of language teaching and to ensure that where a high-frequency word has a number of possible translations, that pupils are actively exposed to the word in a number of contexts.

Frances Wilson recently completed [a research project for Cambridge English on reading](#) and her research explores the idea that recognising the top 2000 most frequently-published words in a foreign language enables access to most general authentic texts. [Further action-research carried out by language teachers Jane Driver and Laura Fengler](#) has highlighted that the top 50 most-published words count for between 30 – 60% of the total word-count within an authentic written test (in Spanish and German). Furthermore, the 50 most frequently published words in French, Spanish and German are mostly prepositions, conjunctions and pronouns rather than verbs and nouns (which are often the main focus in lessons).

In addition to the lists on the ALL Grammar Wiki, [here is an additional link to lists of the most published words in variety of languages](#) (just choose the language on the left).

Many pupils think “je m’appelle” means “my name is”. Other pupils incorrectly write “je’m appelle” because they are trying to relate the French to the English form “I’m called”. We have taught the overall “meaning” of the expression, but perhaps without exploiting the opportunity to learn key high frequency words. We shouldn’t be surprised, therefore, when pupils don’t know the meaning of “je” or confuse it with “j’ai”.

One successful approach to switch this emphasis is to invert how we practise vocabulary. Often we give the start of a sentence and challenge pupils to complete it with as many different words as they can. For example, “je voudrais...”: “Je voudrais une banane.” “Je voudrais une limonade.” This puts the focus on the set of nouns to be learned. If we do it the other way round, it puts the focus on the pupils’ store of useful language for making sentences. So instead we would ask pupils how many sentences they can make with the word “banane”. “J’aime les bananes.” “J’ai une banane.” “Les bananes sont jaunes”, “Je n’ai pas de banane aujourd’hui.” “J’ai mangé une banane.” “Voici une banane.” “J’ai mangé ta banane.” If pupils struggle to do this, we should question how we have been teaching rather than give up.

Spontaneity

At KS3 we want pupils to develop the repertoire of language they have at their disposal and can use to express themselves and develop responses spontaneously. The curriculum needs to equip pupils with a snowball of language which grows and grows. We don’t want them to remember only the words and structures from the current unit. Different schools will develop the core repertoire in different ways. Opinions; connectives; verbs which are followed by the infinitive; high frequency words; verb endings: all are powerful tools for self-expression.

The Keep Talking resources on the ALL Speaking Wiki support growing pupil spontaneity in developing longer answers. For example, [Keep Talking about the Beach](#). Pupils work in pairs with the sheet in front of them. One partner tells the other in English what to say. The other partner uses the sheet to say it in French. This is done in small chunks, but making up extended coherent answers. For example:

I like to go to the beach especially if it is sunny because I can swim
or have a picnic but if it rains I prefer to play on the arcades
for example at the weekend I was going to go to the beach but
it was raining so I decided to return home...

Using the sheet, saying the French is the easy part. Thinking of something coherent and sophisticated to say has to be developed just as much. Pupils can then swap partners and keep practising. “Speed dating” involves them doing this activity with a series of partners, speaking French for three or four minutes with each partner. The idea is that each partner they work with will challenge them to say something different.

To reduce reliance on the sheet, the teacher can provide a version that has no English translation. As the pupils move on to more and more partners, they can decide when they are ready to work without looking at the sheet at all, or to look at it only when they need it.

At the end of the activity, pupils can speak spontaneously about Going to the Beach using a repertoire of chunks of French that can be reused and recombined to express themselves.

Classroom Language

Languages teachers want to see their pupils using the target language for real communication in the classroom. James Stubbs has talked at ALL Conferences about how to sow the seeds of “rehearsed spontaneity”. He then deliberately continues to develop the “script” so that classroom language and the requirement to communicate drive the acquisition of more sophisticated language, keeping pace with the curriculum.

On his blog (<http://tiny.cc/SowingSeeds4Speaking>), he shows ways to develop classroom expressions and exploit the language features they contain. For example moving from “Can I take off my blazer?” to “Can I show you a picture of my dog?” or “Can we take off our blazers?”

He shows how a simple “Hide the dog” game originally intended to practise guessing different places in the classroom, can become the vehicle for increasingly complex classroom language: “Can I hide the dog?” “We won last time” “No, Emily is going to go outside”. The script is planned in advance and cued on the whiteboard. What is rehearsed in one lesson, is produced spontaneously in the next.

Another resource to incentivise spontaneous classroom use of the target language for real communication is the Target Language Bingo (in [French](#), [German](#) and [Spanish](#)) on the ALL Speaking Wiki. The coloured laminated grid is stuck on the wall. When the teacher hears a pupil using the target language, they put the pupil’s initials on one of the circles on the grid. The different circles are for different types of language. Purple is for using the target language to be friendly or polite. Red is for talking to another pupil in the target language. Yellow is for asking the teacher something. Blue is for giving an opinion or information. When four circles in a row on the grid have been hit, the teacher gives all the pupils with a circle in that row a reward in line with the school’s reward policy (usually a merit).

Linguistic knowledge and translation

When pupils translate from English into the target language, things can go wrong. Some teachers have responded by telling pupils never to do this and to write by piecing together pre-learned chunks of the foreign language. Now translation is back on the Programme of Study and we are teaching pupils how to translate successfully. From their learning in KS2, pupils will understand that different languages work in different ways.

Translation can be used as a way to direct pupils to correctly build pieces of writing from a repertoire of language they have been taught. The [Translate & Write resources](#) on the ALL Writing & Translation Wiki use translation to model how to use chunks of French to build sentences and paragraphs.

Another simple way to use translation to model writing is to give pupils a text to translate into English. Then ask them to translate it back into the target language. As they have only just seen the original, they enjoy the challenge and feel confident that it is French they do know.

At a more sophisticated level, translation involves an awareness of the fundamental differences between English and the target language. [The Fiestas resource](#) on the ALL Writing & Translation Wiki shows the work of a pupil who has been encouraged to write in English and then translate into Spanish. Pupils are guided to identify and highlight the pitfalls in different colours, and then successfully translate. Here the key differences between Spanish and English are: word order, possessives, gender, verb conjugations, avoiding two word verbs (“enter” not “go in”), and avoiding the passive voice. Before pupils get to this stage, they will have worked on translating texts on different fiestas set by the teacher out of and then into the target language. The example shows how this can lead on to pupils successfully translating what they want to say into the target language.

Grammar and Accuracy

Here are some different resources for tackling grammar from the ALL Grammar Wiki.

One approach is to ask pupils to notice and apply patterns for themselves. This [Different Tenses worksheet](#) asks pupils to spot the difference in the formation of different tenses. Then they match verbs to the correct column, before applying the pattern to other verbs.

Some teachers like to use kinaesthetic activities to make grammar more tangible. One example is the [French sentence machine resource](#) on the ALL Grammar Wiki. Pupils build the machine and then use it to compile long, grammatically correct sentences.

Another example is the [Perfect Tense French kit](#) where pupils follow step by step instructions to assemble verbs in the perfect tense.

At the same time, we should not be afraid to teach pupils the key linguistic terminology that enables them to become linguists.

Grammar and quality of language

This [Quality Writing resource](#) on the ALL Writing & Translation Wiki asks pupils to annotate different samples of writing on the topic of holidays. They are asked to make suggestions about the quality of the writing. This includes the coherence of the text and the variety and sophistication of the writing. Pupils’ responses may be informed by input they have had from their language teacher, but they may also challenge us to equip them better to write convincingly.

Verb Tables

One major aspect of linguistic knowledge that will be new to pupils in KS3 is how to handle verbs. Teaching pupils how to use a verb table is a powerful tool that enables them to express themselves successfully and accurately. It is a step-by-step process that appeals to many pupils, and it is a key language-learning skill. The French verb tables for [Jobs](#), [Crime](#) and [The Environment](#) on the ALL Grammar Wiki take pupils through the stages of:

- using a verb table to find the meaning of a specific verb
- using a verb table to find the correct ending for a model verb
- applying the ending to a different verb
- selecting the correct person and tense when translating short sentences.

Using verb tables like this can even be a way to introduce pupils to tenses for the first time, asking them to notice the different forms and how they relate to meaning.

Knowing how to use verb tables boosts pupils' confidence and supports them as language-learners. If we have been insisting that pupils memorise rules or verb forms as a pre-requisite to using them, then we may have found that their progress stalls. If we allow them to make progress using a verb table, then they develop confidence in the process. The pupils can decide when they can start reducing reliance on using their verb table for support. Meanwhile, they can be successfully practising manipulating verbs. Memorisation may be the last piece of the jigsaw to fall into place.

The [Imperfect Perfect resource](#) on the ALL Grammar Wiki encourages pupils to contrast two different tenses. If we are nervous of grammar and only teach little bits in isolation, pupils don't necessarily understand the overall linguistic picture. Sometimes pupils can successfully manipulate the structure we have just taught, but cannot later select the correct tense and apply it for themselves. Often sophisticated narration requires the use of tenses in combination. This resource uses an Axe deodorant advert to inspire pupils to talk about what was happening and what happened next. They can then follow that grammatical format to create their own advert.

4a. Key Skills for KS2

Skills development is key in second language learning and acquisition. Skills accelerate language learning and enable pupils to access language that is more complex than their productive repertoire.

To afford smooth transition from KS2 to KS3 it is important for there to be an on-going focus on skills. This section focuses on ways to develop specific language learning skills. The sections that follow provides guidance and activities to further develop and build on these skills at KS3 and beyond.

i. Phonics / Pronunciation / Sound-writing links

Phonics and pronunciation are a logical starting point for language learning; as with our mother tongue, learning to read and pronounce words accurately benefits from developing a repertoire of phonics knowledge. This is fairly straightforward with Spanish and German, where once each sound has been learned, the written text can be accessed and sounded out correctly. In French it is a little more complex because different combinations of letters often produce the same sound (just as in English), but there are many excellent phonics resources to support this learning.

For example, in [this video clip from the Primary Languages Training Zone](#), the teacher reinforces and deepens children's understanding and knowledge of sound/spelling links by playing a simple but effective 'Repeat if you hear the sound' game, played against the teacher. The children then use their previous knowledge of spellings to read words accurately from word cards. They are aware of rules and patterns in words and apply their knowledge with confidence when reading unfamiliar words, for example the silent t at the end of words. The teacher uses many effective teaching strategies in the clip. In the [Sound spelling links video, also from the Primary Languages Training Zone](#), we see how the teacher draws attention to the silent -t with young learners, showing them the spelling of the word 'salut', which they already know how to say. It can be very useful to focus little and often on sound-writing links in all languages, but particularly French.

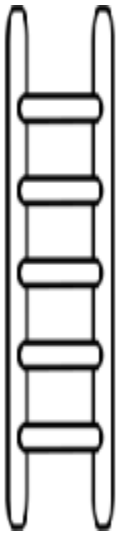
In all European languages, there are a large number of cognate words and phonics work is particularly important here, as the brain automatically wants to produce the mother tongue sound. Embedding phonics in long-term memory is key both to understanding spoken language and promoting accurate production.

One effective way to teach phonics is to link the sound to an image and a gesture. The gestures can then be used non-verbally to elicit correct pronunciation in lessons (this also helps to reduce the amount of English or L1 in language lessons). If this method is used, it is useful for teachers at KS2 and KS3 to use the same phonics gestures and phonics should remain a focus at KS3. There are examples of this approach ([Francophoniques](#), [Jollyphonics](#) and [Spanish phonics](#)) on the ALL Speaking Wiki.

If secondary and primary colleagues are looking for a useful starting point for working together to join up aspects of their language provision, they may find it beneficial to agree

how they approach the teaching of the sound-writing relationship. It can be helpful to consider the progression of this skill across both key stages.

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.

Most primary and secondary teachers agree that the transition point Y6 into Y7 occurs at Steps 6-7 on this ladder.

ii. Memorisation

Memorisation of a wider range of vocabulary is key if pupils are to extend their active repertoire.

It is apparent that memorisation is not straightforward for all pupils and to become proficient, pupils need to have the opportunity to try out a range of vocabulary learning and memorisation techniques.

The list below gives examples of a range of key strategies for memorisation of words and short phrases including some key techniques that KS2 pupils will be familiar with from their L1 learning, for example [‘Look – Say – Cover – Write – Check’](#)

Use these five steps to learn the meaning, pronunciation and spelling of new words.

1. Look

Look carefully at the word. Close your eyes and try to picture the word in your mind. This uses your visual memory.

2. Say

Say the word out loud to yourself. This uses your auditory memory.

3. Cover

Cover the word – say it and ‘see’ the word in your mind.

4. Write

Write the word out from memory. This is a kinaesthetic strategy.

5. Check

Check your word against the original. Did you get it right? Combining seeing, listening and doing strategies makes memorising more effective.

It is really important that we do not only teach one method as every learner is different; it is a good for learners to try different methods to see for themselves which ones work for them. The ALL Progression & Transition Wiki has an example of a teacher working with primary pupils to discuss a range of [vocabulary learning methods](#). Here are a few ideas that pupils can use at KS2 and KS3:

Visual:

- **Traffic lighting**

When learning vocabulary, it is always important to know what they know already. Apply 'traffic light' coding to the list of vocabulary from this module, as follows:



I do not know what this word means or how to spell it.

I know what this word means but I cannot spell it nor use it in a sentence.

I know this word. I can spell it and use it in a sentence.

- **Vocabulary Knowledge scale**

This is a very similar principle to traffic lighting. How do they know if they really know a word? Ask themselves:

1. Do I know what it means when I see it?
2. Can I pronounce it?
3. Can I spell it correctly?
4. Can I use it in a sentence?

Auditory:

- Record yourself saying groups of 7 words
- Make up a rhyme or song

i. Take a well known tune and put words to it. Try to find the best possible fit of words to music by trial and error. When they are happy with it, sing it through until they can do it from memory. If they are short on ideas, they could try the tune of 'if you're happy and you know it'. For an example of a teaching sequence that includes language learnt to a familiar tune, see the [From Presentation to Production folder](#) from the Primary Languages Training Zone.

ii. Find a music track online with a good beat but no words. Fit words to it to create a rhythmic chant. Trying to keep in time with the beat will make them recall the words more quickly, and when they can perform the chant from memory they can be sure that they know the words well.

- Teach words to a parent / willing volunteer
- Get someone to test them

Reading and Writing:

- Look – say – cover – write – check
- De-vowel the words and see how many they can remember.
- Write the word, counting the number of letters. Turn over and write the first letter with blanks for the remaining letters. Try to complete the word, and check.
- Make crosswords / word searches / criss-cross puzzles / odd-one out games
- Mind map the words
- Pupils make up a silly story to illustrate their words (this can even be a mixture of English and target language; whatever helps learners remember best).

Kinaesthetic:

- Fanfold words
- Pupils write down the words on colour-coded post-it notes & stick them around their room so they see them all the time
- Pupils make flashcards to test themselves

Online:

Learning is all about doing. If learners prefer using technology to help them learn, these ideas may be useful:

- Use an online app to record saying the TL words and their English meaning – pupils use this to test themselves.
- Make some online flashcards and then play the games and activities created with them. e.g. www.quizlet.com
- Create word shapes with vocabulary, using a website such as www.wordle.net or www.tagxedo.com

At KS3, it will be important to develop memorisation further to be able to retain longer sentences and even paragraphs in long-term memory. At KS2, this skill can also be developed, particularly through the use of song and rhyme. Rhymes make language memorable, and learning short poems, rhymes and songs off by heart at KS2 can sow the seeds for later learning at KS3, as in this example of a [German numbers rhyming song](#).

Reading stories and short poems can be both a useful way to encounter new language and later to revise it. Teachers can easily create simple poems from familiar vocabulary, as one lesson using pairs of opposite words shows – [Reading a Poem from the Primary Languages Training Zone](#).

The ALL Literature Wiki has many examples of poems that can serve the purpose, particularly if divided into sections for different members of the class to learn for a group performance:

- [Le calendrier](#)
- [La plaza tiene una torre](#)
- [Rot und Grün](#)

iii. Dictionary use

Dictionary proficiency is a key language-learning skill that encourages pupils to become more independent learners. Before learning to use a bilingual dictionary, it is important that pupils learn the alphabet in the target language and this may be something reserved for upper KS2, although some teachers may choose to do this sooner with their classes.

Routes into Languages in Wales has collated a range of resources to practise the alphabet and spelling (<http://spellingbeecymru.co.uk>) in French, Spanish and German (as well as Welsh). These include:

- Audios of the alphabet including letters with accents.
- Single word spelling narration.
- Audio word activity.
- Audio to word match up activity.

These resources can be used independently by pupils or in class using an interactive whiteboard.

In addition to knowing the alphabet it is also essential to be familiar with the layout of a bilingual dictionary as well as know some fundamental grammar, i.e. word classes and how to recognise those in the TL, definite and indefinite articles, pluralisation and adjective endings. It is important that pupils at upper KS2 are secure with these to avoid frustration and incorrect dictionary use.

The ALL Progression & Transition Wiki has an example of a Y5 dictionary lesson ([KS2 Spanish sports dictionary skills](#)) and further examples of material to develop dictionary skills ([KS2 Spanish dictionary skills](#)). At KS2 the focus is largely on looking up nouns and adjectives, but there may also be useful opportunities to practise looking for infinitive verbs ([KS2 dictionary skills](#)).

There are also a lot of online resources that can support the development of dictionary skills in young learners. Lisa Steven's blog (<http://tiny.cc/DictionarySkills>) has good ideas to make dictionary skills lessons more engaging.

Some examples are:

- Quick draw Spanish: Pupils compete to draw their "weapon" (dictionary) and "shoot" (find a word) as quickly as possible.
- Guide Word Trap: Guide words are the words at the top inside and outside corners of each page in the dictionary. One player opens to any place in the dictionary and reads the two guide words aloud. The other players must say or write a word that they think should come between the two guide words. Players get a point for each correct word.
- The Biggest Entry: Ordinary words like *walk*, *play*, or *read* have multiple meanings and grammatical forms. In groups or individually give pupils a list of words that have multiple entries. Pupils guess how many entries each word will have or have to find the word with the most entries, etc.

- **Syllable Score:** Pupils take turns rolling two or three dice to come up with a two or three-digit number, which becomes a page number. For example, a 1, a 3, and a 5 =135, the student turns to page 135 in the dictionary and finds the word with the most syllables. The number of syllables is the number of points the student wins. You could time this or give a target number of points to reach.

There are also a number of useful resources on TES focusing on dictionary skills for French, Spanish and German: <http://tiny.cc/TESDictionarySkills>.

iv. Ability to work with a partner

Language learning is about communication with others; therefore it is key to develop all four skills both active and passive through pair and group work. Using language in a productive way for real communication can be very empowering and rewarding for learners.

Two heads are often better than one when it comes to learning vocabulary. Working with someone else helps learners to concentrate for longer and makes learning more enjoyable. Here are some activities that learners may do in pairs:

- **Word association**
One pupil says a word and the other says a word that is related to it in some way.

For example:

- Winter
- Es schneit.
- Schneemann
- January

- **Hangman or pictionary**

- **Beginnings and endings**
One pupil says a word and the partner's next word must start with the final letter of his/her word. Pupils aim to make the longest chain of words they can!

For example:

- marrón
- naranja
- amarillo
- ordenador

- **Syllables**
One pupil says the first syllable of a word with two or more syllables. His/her partner has to finish the word.

- **Tandem testing**
Pupils take a section of words and test their partner.

- **Revision**
It can be more fun to create revision activities for a partner, too. Pupils can identify a set of words, and create two or three revision activities for their partner, using these words. Ideas might include:
 - anagrams
 - missing letters
 - odd one out
 - secret code (using 'wingdings' font or similar)
 - definitions
 - wordsearch / crossword
 - lotto

Pupils at KS2 enjoy interacting in the target language and are able to build up to paired conversations involving several exchanges. A [video clip of Y4 pupils learning French](#) shows how using puppets can be particularly beneficial in this respect. This folder of resources from the former Primary Languages Training Zone contains a full description of the activity, together with audio for the French, German and Spanish versions of the puppet dialogues.

There are further examples of speaking development at KS2 on the ALL Progression & Transition Wiki, including a teacher-led activity to build up question and answer routines, ([Conversation Model](#)) leading to pupils' independent use of the same questions and answers, as they throw a soft toy ([Conversation Performance](#)).

The '[Find your partner](#)' activity models another way to foster target language interaction. Pupils circulate, asking three key questions to find the pupil with exactly the same identity. All of these examples show pupils developing the ability to both ask and answer questions confidently.

It is not only in speaking that pupils at KS2 work well together. Pupils benefit from working in pairs on simple writing activities, too, taking it in turns to be the scribe or the checker. [Writing colours](#) is a very nice video example of this.

v. Well-developed attention and listening skills

Consistent and continued exposure to clear models of the spoken language is essential for developing pupils' understanding, and sows the seeds for subsequent accurate production.

Teachers at KS2 can develop these skills in a variety of different ways. They may use activities that are very similar to those used at KS3. A useful example of this is a [competitive clothes game](#) in which the teacher describes what one person is wearing, and pupils identify the correct person from a selection of twelve different pictures.

Another useful example of a listening activity is the [Dash Game](#), in which pupils have individual word cards. The teacher reads out a sentence with some of the words. Pupils who have one of the words come to the front and build the sentence with the correct word order.

The teacher is often the main source of target language. This can be daunting for those new to teaching languages. There are some helpful examples of teacher target language (script and audio in French, German and Spanish) linked to specific tasks and activities that support teachers in this position. One example is the '[At the beach](#)' set of resources. Another is the resource for revision of [greetings, numbers and colours](#).

Pupils benefit from repeated opportunities to listen to the same language, increasing with each their ability to join in with the words. Having actions to link meaning and words is also useful to embed the language in longer-term memory, as previously discussed in the phonics section above. Authentic songs (accompanied by video) are a valuable resource in the KS2 classroom. They hold sufficient interest that learners maintain concentration through repeated exposure and thereby develop their ability to produce and retain the new language over time. Joining in all together reduces anxiety and allows pupils to develop their skills at their own pace, too (for example, [The Miller's Song](#)).

vi. Ability to decode short (and longer) passages of written text (fiction and non-fiction)

At KS2, pupils need to learn to:

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

The [ALL Connect KS2 Grammar Module](#) models the exploitation of a story text 'The four friends', showing how to develop these three aspects of learners' reading skills.

4b. Implications for KS3 of skills acquired at KS2

Linguistic skills KS2-KS4

The four key skills Listening, Speaking, Reading and Writing occupy a place of equal importance in languages teaching and learning from KS2 to KS4 and beyond. In addition, the new KS3 languages curriculum requires the development of a further sub-set of skills: translation, spontaneous response to questions and images, wider productive vocabulary, and an appreciation of literature or authentic materials, which will subsequently be tested in the new GCSE from 2018. The skills acquired and teaching approaches in KS2 inform the decisions we take about how KS3 fits into the pupils' overall progress as language learners.

Phonic skills

Pupils coming into Year 7 already have a greater familiarity with the sounds of the foreign language. They may well have worked on the sound-spelling link and rules of phonics, rather than learning each new word through repetition.

At KS3 we therefore want to go beyond the teaching of individual words, and instead concentrate on sound and spelling patterns. This knowledge transforms pupils' capabilities in the foreign language. A pupil who has mastered the sound-spelling link can read aloud or learn vocabulary independently. When they read in silence, they correctly render words in the foreign language in their heads. When they listen, they can correctly turn the sounds into a word. When they write, they reverse that process.

In Spanish, the key sounds can be modelled in one simple conversation, such that when we teach greetings, we are actually teaching something more far-reaching: the sound / spelling system of the language.

Hola. ¿Qué tal?
Bien, gracias.
¿Cómo te llamas?
Me llamo Ángela. Soy española.
¿Cuántos años tienes?
Tengo diez años.

French pronunciation rules may be more complex than Spanish or German, but they are certainly less tricky than the phonics of English which pupils work on at KS1 and KS2. Two successful approaches to French phonics are Rachel Hawkes's [Francophoniques](#), [Jollyphonics](#) and [Spanish phonics](#) or Vincent Everett's key sounds in familiar words [French sounds key words](#). Vincent's approach is based on identifying key sounds and spellings in words that pupils meet early on in Year 7. When these words are taught, pupils' attention is drawn to the spelling pattern. When they meet other words containing the same spellings, they are referred to the known words and encouraged to apply the same rules to the pronunciation of the new words.

Rachel's approach involves choosing and teaching a set of key words for the purpose of introducing the phonics of the language. This can be done over a series of lessons early in Year 7, where it has not already been done at KS2. As well as introducing a richer vocabulary, teachers can match actions to sounds. For example, if the key word for the French "oi" sound is "poisson", then the word is accompanied by a fish gesture. As a result, if a pupil is in doubt over how to say another word containing the "oi" sound, the teacher can cue the correct pronunciation by miming the fish gesture. This means the teacher can support the pupil to correct themselves without having to give them the correct answer. This approach is based on techniques familiar to many pupils from when they learned the phonics of English in KS1.

Vocabulary learning strategies

Once the skill of unlocking the phonics of the language has been mastered, pupils can develop another skill: tackling vocabulary learning more independently. Again, this is an area where good practice may have been developed at KS2. At KS3, we want to equip pupils with a range of strategies and habits for learning vocabulary (see examples on the ALL Progression & Transition Wiki: [KS2-KS3 Knowing what you know](#), [KS2-KS3 Spanish example Freyer model vocab elaboration](#), [KS2-KS3 vocabulary learning strategies booklet](#)). This means that instead of focussing on learning a set of words, lessons are used to develop the use of vocabulary for communication and self-expression.

One approach to this has become known as "flipped learning", where the responsibility for the learning lies with the pupils and must be completed in preparation for the lesson (for example: [KS3 Spanish Flipped Learning Past Holidays](#)). Often the lesson will start with a test or a requirement for the pupils to show evidence of their learning. Teachers find that planning more creative or interactive lessons using what has been learnt encourages pupils to do the preparation work.

Another incentive for pupils to develop their skills and habits as vocabulary-learners is to use competition: for example, the Routes into Languages Foreign Language Spelling Bee (www.flsb.co.uk) or school competitions, such as the Northgate High School Vocabulary Competition (<http://tiny.cc/NorthgateComp>).

For Year 7 pupils, the Foreign Language Spelling Bee links back to the memorisation and pronunciation skills developed at KS2. It aims to aid pupils in their vocabulary learning and spelling as well as embedding the pronunciation rules and alphabet whilst ensuring that pupils pay attention to basic key grammatical points like gender and learning the article as an integral part of the noun. It focuses on key vocabulary taught in the early stages of language learning.

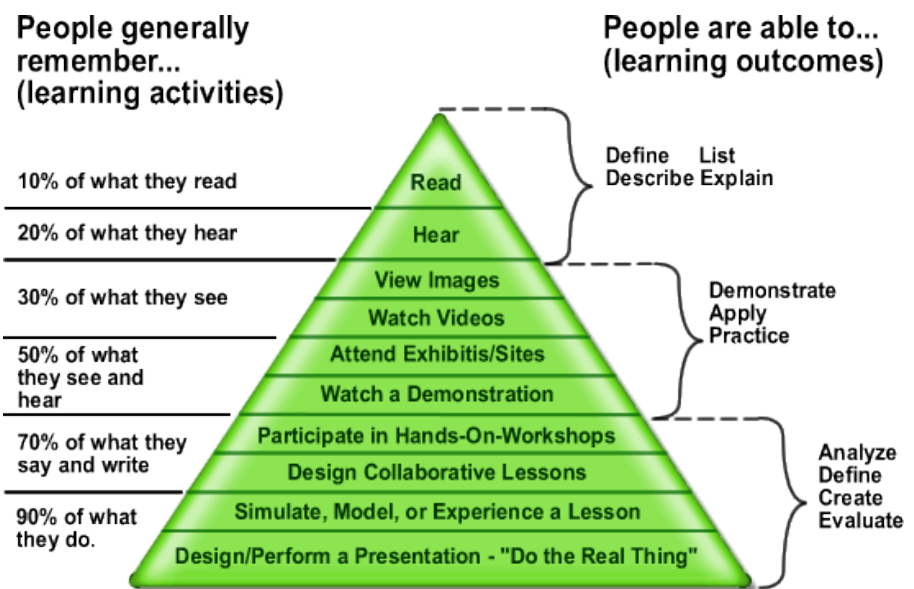
The Spelling Bee is a national competition rolled out by Routes into Languages and is run across the United Kingdom which starts with a focus on 50 words in a class competition, followed by a school, regional and national stage each with an additional 50 words.

The competition is sponsored by vocabulary-learning website www.vocabexpress.com and participating schools are given free access to the Spelling Bee wordlists when they sign up to the Spelling Bee: www.flsb.co.uk.

As well as using peer pressure to create a climate where pupils strive to do well, competition allows for support from team members or older pupil mentors, acting as international leaders. Various online vocabulary-learning sites also run competitions or use the incentives of scores and different levels (www.vocabexpress.com, www.quizlet.com, www.duolingo.com, www.memrise.com, <http://languageperfect.com>).

At KS3, it is also important to develop memorisation further to be able to retain longer sentences and even paragraphs in long-term memory.

Working from Edgar Dale's cone of learning experience principle, that memory is most effectively constructed through active / productive rather than passive / receptive methods, pupils are encouraged to take active steps towards longer-term retention, using a method called 'chunking': [KS3 memorisation chunking PPT](#).



[Edgar Dale's cone of learning, from Wikimedia Commons, the free media repository.](#)

Source: <http://www.edutechie.ws/2007/10/09/cone-of-experience-media/>

Author: Jeffrey Anderson

Dictionary skills

At KS2 the focus is largely on looking up nouns and adjectives. At KS3 dictionary skills can be developed with a greater focus on looking up verbs, for example: [KS3 Spanish Dictionary Lesson verbs](#). In addition, here is an example of a dictionary skills lesson linked to the Y8 and Y9 Translation Bee competition: [KS3 Dictionary skills transbee](#). The Translation Bee is a development from the Spelling Bee and is run by Routes into Languages, and supported by Vocab Express: www.ftb.co.uk/.

It is important to discourage pupils from using Google Translate or equivalent as a dictionary as computer-generated translation tools cannot be relied up to give a correct translation, particularly of whole phrases. There are a number of online dictionaries that are available, but two of the best are:

- www.wordreference.com (which also has a very useful verb conjugator)
- www.leo.org or www.dict.cc/german-english (German)

In addition, there are two further websites that give translations in context, allowing pupils to judge whether the translation given is the right one:

- www.reverso.net (which also has a very useful verb conjugator)
- www.linguee.com

Working in pairs and groups

Knowing that pupils at KS2 have already developed routines and activities for learning language together and communicating in pairs or small groups gives us confidence to increase what we expect of learners at KS3. We saw in the previous section KS2 learners asking and answering basic questions confidently and from memory in pairs. To take learners on from this point, the ALL Progression & Transition Wiki has examples of a number of activity types for pair / group work that can be adapted for different ages, topics and abilities with instructions for each activity, e.g. [KS3 pairwork group tasks](#). These include:

- **Trapdoor:** Competitive game promoting repetition and memory where student try to guess each other's sentences.
- **Paired Learning:** Pupils get a list of core phrases with TL and English translations which they cut up into flashcards and teach each other the language.
- **3-2-1:** This is a paired reading game where pupils take it in turns to say 3, 2 or 1 word in a text. The aim of the game is to say the last word in the sentence to win a point.
- **In the Zone:** Pairs work (within given time limit) to come up with as many statements/utterances about one or more pictures or verbal prompts.
- **Find Somebody Who:** Pupils should find someone in the class who meets a criteria by asking questions either in a speaking line set up or walking around in the classroom.
- **Speaking Lines / Speed Dating:** Pupils are given a set of questions to ask and answer and line up in pairs. Each time the teacher says goodbye they all move one place down the line swapping partners.
- **Spend the Words:** A number of words/phrases are on cards and they are divided up equally between the pair or group. Then a topic is given and the pupils have to try to 'spend' their cards naturally in conversation on the given topic.
- **Just a Minute:** This is a game in pairs where pupils have to try to speak for a minute (or given amount of time) on a topic.
- **Bingo:** Given a specific topic to talk about (or a set of questions if appropriate), pupils have to try to include each thing from the Bingo grid. When they do, they cross off the box and in their pairs, it's the first person to cross everything off who wins (full house).

There are of course many more resources to support paired / group interaction on the ALL Speaking wiki: <http://all-speaking.wikidot.com>.

In addition to individual exercises that can be embedded into any lesson, it is also very motivating for pupils to get involved in collaborative projects. These can be short-term or longer-term projects. Projects often encourage pupils to use their language in a more creative way than is sometimes possible in lessons and it also gives them greater autonomy in their learning.

Many such projects are supported by Routes into Languages (www.routesintolanguages.ac.uk) and some are described on the ALL Progression & Transition Wiki: [KS3 Projects](#), [Language Challenge](#).

Listening skills

At KS2 pupils practise listening and joining in with a range of sources including teacher voice, songs, rhymes, poems, and stories. The KS2 teacher may or may not be a specialist, and interactional classroom target language may therefore be variable. In addition to having a common approach to developing phonics knowledge, KS2 and KS3 teachers would also gain from collaborating over their classroom language. It is extremely helpful for pupils if KS2 and KS3 teachers use the same classroom language as each other, supported by the same gestures and visuals. Teaching using the Target Language as the main means of classroom communication ensures that the opportunities for pupils to listen and understand are maximised, and that they are active in their learning throughout the lesson, which helps to promote high levels of motivation and good behaviour, too. See section 3 of this toolkit for suggested classroom language and resources to support its teaching.

Many teachers find TL teaching an intimidating prospect and, in the initial stages, it is helpful for teachers to script the TL as part of the lesson plan. Planning for teacher talk also allows us to reduce the amount of non-essential talk in the classroom.

It is good practice to link instructions with a gesture, to always use the same instructions and use cognates where possible (in the initial stages), to support the audio instruction with the written form on PowerPoint and visual resources and to keep instructions as short and simple as possible. Pupils very quickly learn the key classroom language and will often mimic the teacher or understand the instruction simply through the use of gesture whilst passively acquiring the TL instructions. The consistent use of TL in lessons also develops pupils' tenacity and decoding skills.

It is also a good idea to teach key TL phrases explicitly, especially those common phrases that pupils use in the classroom (e.g. Can I go to the toilet, etc.). It is even more useful when these TL phrases teach a key verb phrase that can be adapted in multiple ways to create new meanings. The ALL Progression & Transition Wiki has a number of lessons and resources dedicated to teaching classroom target language: [Early Year 7 lessons to establish TL use](#).

Apart from using the target language as a way to increase pupils' exposure to the language, it is important that pupils develop strategies to help them to decode language they hear. Some strategies we want them to develop include:

- **Cognates:** Cognates help comprehension. In written form cognates are more easily recognised, but in listening this is not always the case as words sound unfamiliar. Pupils need practise in transcribing cognates accurately so that they can then decode their meaning.
- **Prediction:** Before tackling a listening task, it is important for pupils to read the questions carefully and look for any clues (including visual clues, such as photos, etc..) to anticipate what the dialogue may be about and then to predict the potential answers (i.e. What might they hear?). If pupils note their predictions in the TL, they can then match more easily to what they hear.

- **Common sense / logic / world knowledge:** Pupils can help themselves by thinking through logically and asking themselves ‘What makes most sense?’ in any given scenario.
- **Abbreviations / task prioritisation:** Listening out for several details in one passage puts pressure on our working memory. It can help pupils to develop techniques for dealing with this. One strategy is for pupils to abbreviate their answers, noting the first couple of letters of an answer that they can go back and complete afterwards. Another strategy is for pupils to listen out for different pieces of information on subsequent listenings. This technique can help weaker pupils to feel more confident and be more tenacious.

At KS2 and KS3 we can give pupils lots of opportunities to hear and respond to the spoken word. The ‘[Dash game](#)’ modelled in resources from the former Primary Languages Training Zone is one example from KS2. At KS3 we will want to exploit these techniques more explicitly with student prior to carrying out listening exercises.

Ability to decode short (and longer) passages of written text (fiction and non-fiction)

Pupils can make use of cognates, prediction and logic strategies also in reading. In addition, reading routines like the one below can help pupils to maximise their comprehension of written texts:

- Read the title and look for any visual clues – what is the topic of the text? What type of text is it (i.e. a blog, a newspaper article, a letter, etc.)?
- Skim read the text – can they identify the overall meaning of and any key points from the text?
- Read the questions – are there any questions that pupils can answer already?
- Return to the text looking for each answer – pupils should ensure that they don’t waste time trying to find answers that they can’t find, but that they move onto the next question and come back to the difficult ones at the end.
- Remember that comprehension questions are often asked in the same order as they appear in the text.
- Use knowledge of cognates linked to logic and prediction to make an educated guess for the trickier questions

As for listening, it is important to give pupils to as many opportunities to engage with as wide a variety of text as possible, particularly authentic texts.

Approaches to source material

To support teachers with the inclusion of literary texts the ALL Literature Wiki (<http://all-literature.wikidot.com>) has many resources for teachers to exploit at KS2 and KS3. One useful strategy is to use parallel bilingual texts to make authentic and literary material accessible, for example ‘Le comte de monte cristo’ (<http://tiny.cc/MonteCristo>) or ‘Le monstre qui volait des oeufs’ (<http://tiny.cc/Monstre>).

In KS2, pupils meet a richness of vocabulary through songs, stories and subject-content related material. It is worth looking at an excellent example of this; [the KS2 work on Kandinsky](#). At KS3 we want to maintain this variety and range of vocabulary.

ALL's FLAME (Future for Languages as a Medium of Education) initiative: www.flameplus.net, which aims to develop the use of content and language integrated pedagogy, has many useful resources in its Resource Bank (<http://cliil4teachers.pbworks.com>). In addition, literary texts are a rich source of vocabulary and authentic sources can make the content of the language curriculum much more age-appropriate in terms of pupils' interests and intellect.



Progression

The freedom from attainment targets and levels means that teachers can focus on the skills learners are developing, with a progression of “can do” statements that target specific strategies. This focuses on habits which pupils successfully adopt, and supports progress in the range of skills required to blossom as a language-learner.

It is vital that KS2 teachers are thoroughly familiar with the KS2 Programme of Study and expected progression within it. Teachers will find the [ALL Connect KS2 Progression module](#) helpful in this respect. They will also find that the detailed non-statutory guidance in the [KS2 Framework](#) continues to be relevant and valuable.

The ALL Progression & Transition Wiki (<http://all-progressiontransition.wikidot.com>) features approaches from different schools to progression in the key skills of language learning. One of these offers a model that links KS2 to KS3 and charts progression across both key stages: [KS2-3 Languages Steps Assessment Framework](#).

Above all, progression at KS3 depends on teachers having a sound understanding of what their pupils can already do from KS2. If, for example, pupils are already able to take part in an activity like [Jigsaw](#), in which they guess what might be hidden behind specific shapes, using the target language spontaneously for statements such as ‘I think that there is a white dog behind the black square’ then we need to plan our teaching at KS3 to move pupils on.

Consolidation is also necessary for progression, but we may need to choose new contexts for revisiting familiar language, so that pupils themselves know they are progressing and so that they maintain and develop their interest throughout KS3.

5. Intercultural knowledge & understanding from KS2 and implications for KS3

Despite its absence from the specific attainment targets, intercultural knowledge and understanding are prominent in the purpose of study statement that opens both the KS2 and KS3 programmes of study:

*Learning a foreign language is a **liberation from insularity** and provides an **opening to other cultures**. A high-quality languages education should foster pupils' curiosity and **deepen their understanding of the world**. The teaching should enable pupils to express their ideas and thoughts in another language and to **understand and respond to its speakers**, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, **learn new ways of thinking** and **read great literature in the original language**. Language teaching should provide the foundation for learning further languages, equipping pupils to **study and work in other countries**.*

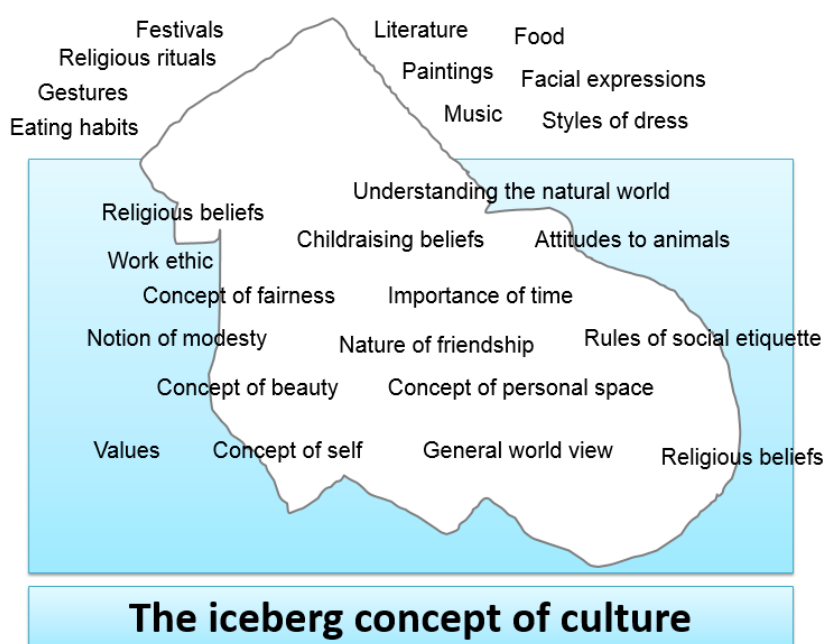
Learning a new language provides unique opportunities for pupils to explore national identities and become aware of both similarities and contrasts between the cultures of different countries, including their own, appreciating the richness and diversity of other cultures, recognising that there are different ways of seeing the world, and thereby developing a truly international outlook.

Several years ago, Ofsted advised that primary schools should:

'Ensure intercultural understanding is built into work where it does not yet feature prominently' and that secondary schools should 'make more use of authentic materials to help develop pupils' language skills and their intercultural understanding' (p.8 Achievement and Challenge, Ofsted, Jan 2011).

It seems useful therefore to define intercultural understanding more clearly and describe in greater detail the sorts of knowledge and understanding pupils develop through KS2, and the implications for teaching and learning at KS3, giving specific ideas, examples and resources wherever possible.

Although there is surface and deeper culture, the two are related. One is often the underlying rationale for the other.



Exposing learners to the things they can perceive, the surface culture, in a very real and sensitive way, lays the foundation for a better understanding of the belief systems that underpin them.

So, for example, learning about the Día de los Muertos (Day of the Dead) celebrations in Latin America may lead to a deeper appreciation of different cultural perceptions about death, whilst a unit of study on water use in the Spanish-speaking refugee camps of the Western Sahara brings learners closer to the realities of daily life in very different parts of the world.

These explorations of culture through the foreign language develop both *intercultural competence*, or a person's ability to relate to and communicate with people who speak a different language and live in a different cultural context, as well as *intercultural understanding*, a person's knowledge and understanding of a different cultural context, and their willingness to engage with people who live in that context.

It is helpful to know that whenever we introduce any aspects of target language culture, (festivals, gestures, paintings, food, music, daily routines, authentic literature, fashion etc.) we are developing pupils' intercultural knowledge base. Nevertheless, without any guidance as to depth or extent of experience, it can be difficult for teachers to be confident that they are optimising learners' understanding, or providing opportunities for progression.

Several years ago, following on from the successfully established APP (Assessing Pupil Progress) frameworks in English and Maths, the QCA piloted a version for KS3 languages. It included within it a strand for intercultural understanding. Whilst the framework was never adopted nor made publicly available, it may still be of use to us here in giving some suggestions about how intercultural knowledge and understanding may develop and deepen over time.

Whatever else it might do, this framework makes abundantly clear the difficulty of trying to describe progression within intercultural understanding! We see immediately how the different 'levels' overlap and converge, and how thankless a task it would be to try to design ways to assess this progression.

Nevertheless, we can see that, over time, we might expect pupils to progress from receptive to productive knowledge, following this pattern:

- know basic information about the target language country and language
- make simple comparisons, supported by the teacher
- identify similarities and differences from more detailed source material
- present information about the target language culture
- present and describe similarities and differences
- select, organise and present information and explain points of view drawn from a range of sources
- investigate independently an aspect of target language culture, analyse and present the findings.

QCA APP (Assessing Pupil Progress) framework for KS3 languages

Intercultural understanding	
With reference to language, life, culture and traditions, pupils:	
1	<ul style="list-style-type: none"> • identify countries and communities where the target language is spoken • demonstrate awareness of politeness conventions in speech and behaviour
2	<ul style="list-style-type: none"> • show some knowledge about target language countries or communities • demonstrate awareness of different social conventions
3	<ul style="list-style-type: none"> • identify some specific aspects of target language countries or communities • make simple comparisons between life in target language countries or communities and their own
4	<ul style="list-style-type: none"> • understand and respond to materials from, or relating to, target language countries or communities • identify some similarities and differences between target language countries or communities and their own
5	<ul style="list-style-type: none"> • understand and communicate information about aspects of target language countries or communities • describe some similarities and differences between target language countries or communities and their own
6	<ul style="list-style-type: none"> • select and present specific information and views from different sources about aspects of target language countries or communities • compare their own experiences with those of people in target language countries or communities
7	<ul style="list-style-type: none"> • investigate independently aspects of target language countries or communities and present their findings • analyse and explain some similarities and differences between target language countries or communities and their own
8	<ul style="list-style-type: none"> • research and analyse sources of information about aspects of target language countries or communities, and present their findings in an appropriate format • draw conclusions, make comparisons from their analysis and communicate personal responses

These clearly do not represent linear progression.

We know that learners across the whole of KS2 will be learning new, basic information about the TL country with each new topic they cover.

We would, however, expect to see pupils in upper KS2 begin to identify similarities and differences and to present information orally and in writing about aspects of the target language culture.

At KS3 they will continue to do this as they explore new topics, but we would also then expect to see them begin to explore cultural topics with more independence, increasing the depth of thinking, as well as the range, length and interest of what they are able to say / write on these topics.

A further point of reference for progression within intercultural understanding is the KS3 Framework for Languages (2009):

3.1 Appreciating cultural diversity

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> investigate an aspect of life and compare with their own, noting similarities and differences 	<ul style="list-style-type: none"> identify and explain an aspect of life that has changed over time 	<ul style="list-style-type: none"> develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched

3.2 Recognising different ways of seeing the world

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> explore interests and opinions of young people and compare with their own reflect on and challenge stereotypes 	<ul style="list-style-type: none"> investigate aspirations of young people, recognising perspectives that are both similar to and different from their own explain the origin and purpose of a custom that does not exist in their own culture 	<ul style="list-style-type: none"> explain predominant beliefs and values, showing awareness of perspectives that may differ from their own understand how attitudes towards other countries and reactions to world events may differ from those of their own culture

Language learning is inherently global and culturally-laden, such that we might be excused for thinking it impossible to teach and learn languages without at the same time developing intercultural understanding.

Whilst true to an extent, there is undoubtedly more that we can do to ensure that culture and intercultural knowledge and understanding come to the fore.

It seems useful at this point to provide some concrete examples of lesson content and resources, to avoid the all too frequent 'mystification' that ensues when our talk is either too theoretical or too general.

The following ideas and resources can be found on the ALL Connect Blog and on the ALL Progression & Transition Wiki:

	French	German	Spanish
KS2	Classroom lessons on Kandinsky paintings , looking in particular at his use of colour related to emotions.	Easter words primary video and lesson material showing how a teacher presents Easter vocabulary and explains German Easter traditions at the same time.	Pupils use simple sentences, shapes and colour vocabulary to describe Miró paintings , and then create their own paintings and Spanish descriptions.
KS3	My world: nationalities presented through a poem, leading to display work on 'me and my things'.	Colours: Most primary pupils learn colours. Even if pupils have not studied German in primary school, it feels useful if we consider enriching the contexts in which we introduce and use colour vocabulary at KS3. This Art Descriptions lesson includes a German song about favourite colours, which highlights an interesting cultural difference, and the leads on to using colours for describing the work of German-speaking artists.	Animales – España y Peru: It is likely that pupils who have learnt Spanish before will have learnt a number of animals. This lesson introduces some lesson common animals that are native to Spain and Peru.

In addition to these resources, two additional sets of resources show how primary teachers are building intercultural understanding through international exchange with other schools: [International Exchange](#) and [Penfriend letters](#).

All of these lesson ideas and resources share some or all of the following features.

They:

- offer new perspectives on one's own culture
- make the usual unusual
- compare and contrast home and target language cultures
- provide a richer context for language development
- make small changes that have a big impact
- celebrate diversity

For any teachers looking to develop the aspect of intercultural understanding in their language teaching, here are a few tips for getting started:

- Start small!
- Use imagination to give new contexts to familiar language within existing schemes of work
- Make small but significant changes to lexical choice
- Use authentic material
- Keep to the target language
- Simplify language not concepts

6. Cross-phase collaboration

One of the key elements of being an effective languages teacher is knowing your pupils *individually*. This is what makes differentiation and real communication possible; it is impossible to genuinely motivate and inspire the learner without knowing them personally. When pupils cross phases and/or move schools, this is a crucial moment in so many ways, not least in terms of maintaining their *sense of being known* individually. It is vital that pupils do not feel lost and anonymous in their new, unfamiliar and potentially daunting learning environment.

When teachers from different key stages and schools talk to each other, work and even teach together and become known to pupils (and parents) prior to their move, they facilitate a *smoother transition*. This is the ultimate objective of collaboration across key stages. Here are some suggestions as to how teachers can promote links between secondary and primary languages. Examples and case studies are taken from several primary and secondary schools in Cambridgeshire.

i. Teachers

Making initial contact

There are many ways in which teachers can collaborate and no hard and fast rules for success! It is vital, however, that KS2 teachers *know* and understand the environment to which their learners are headed (complicated when there are lots of different options!) and, vice versa, KS3 teachers need to appreciate the context from which their learners come.

Ideally *lines of communication* should exist between KS2 and KS3 teachers already. If this is not the case, it is a priority to establish contact, whether by email, phone, writing a letter or even setting up a visit to the school. This is not always as easy as it sounds! Colleagues can sometimes be hard to reach but it is worth persevering, as an initial contact name and email / phone number is the first step towards any meaningful form of collaboration.

Cross-phase observations

Offering to *visit and/or be visited* by your KS2/3 colleague is a great next step in working together. An invitation to observe a Y6/7 class in the primary / secondary school, with a request to do a reciprocal visit to observe secondary / primary teaching, can be illuminating. It is helpful to establish a common understanding that the purpose is to learn about the pupils' learning and experience in the different key stages, with a view to enhancing practice in both. However challenging, it is important to find time afterwards (not always easy!) to discuss each other's learning environment and any ideas generated through the observations. Establishing an informal, convivial atmosphere of *cross-phase partnership* is key. Clearly this is challenging if you have more than one potential secondary school to liaise with or a very wide range of partner primary schools, but even one visit is much better than none.

Liaison meetings

Particularly where there is head teacher support, it can work well for primary and secondary colleagues to meet together at regular intervals during the year, to share practice and experiences. At such meetings it can be helpful to focus on specific skills or sub-skills and share work from both phases, with the aim of understanding cross-phase progression. See section 4b of this toolkit for a suggested KS2-KS3 progression ladder for phonics knowledge, and the ALL Progression & Transition Wiki: [KS2-KS3 Progression ladder phonics](#). Other aspects of practice to focus on could be use of stories, songs and games, as well as the teaching of grammar, writing and/or assessment practice.

The sorts of knowledge sharing that can help us to provide a more unified methodology for learners could be supported by discussing answers to these questions:

- How do you present new vocabulary typically?
- How do you give instructions? In TL? Which language do you use for instructions exactly?
- Do you play games? (Which ones? Favourites?)
- How do you get pupils to memorise new language?
- How do you tell when they know the language well?
- What is the balance of listening, speaking, reading and writing?
- How, when, what do you write? From memory?
- Do you use dictionaries? How do you use them typically? What types of words are pupils able to find and how do they then use these?

ii. Pupils

Language leaders

Once in contact, there are many ideas of how to set up exciting and interactive activities and projects which will ultimately help primary learners to transition more seamlessly to KS3. One of the most effective activities, schools have reported, is a *visit from KS3/4 pupils to KS2*. The Language Leaders Programme (<http://tiny.cc/LanguageLeaders>) offers a structured framework for such visits. Pupils who sign up to the programme, typically Y9 or Y10 pupils, undertake to plan and deliver language lessons to younger learners, as a key part of this leadership award. Over several years, a real impact is observed, as primary pupils aspire to apply for the Language Leader Programme when they move to secondary school.

This is evidently a win-win situation on many levels! Primary school pupils are keen to learn from older pupils from their future secondary school, some of whom they may know already. The experience establishes a tangible link with and interest in the next phase of their education; meeting and working with older pupils takes away some of the trepidation they might otherwise experience and helps them to feel already a part of the secondary school learning community.

It can be similarly positive to incorporate primary school visits into secondary school exchange programmes. This is another very effective way of helping KS2 learners feel a part of the life of the secondary school, when for example, older French pupils from the secondary school languages exchange lead them in a variety of language learning activities. For some primary schools, this can be a stepping stone to establishing international links of their own.

Taster days

Although potentially a little complicated and costly to organise the first time around, *taster days* are a great way to collaborate across phases. KS2 pupils visiting their future secondary school is always a positive step in minimising potential anxiety and encouraging smoother transition. Pupils could try out a new language / a new language learning experience for a lesson / morning. Alternatively they might do a workshop in a chosen aspect of the target language culture: music, dance, art, or cooking. This is also a great opportunity for cross-curricular collaboration within the secondary school too. Involving KS2 staff in the planning and review of such days is key.

Inter-school competitions

Inter-school competitions and activities are another way of encouraging collaboration. Language days or weeks, perhaps as part of European Day of Languages celebrations around the 26 September, might contain a Languages Quiz for all form groups to complete, as a part of the secondary school's inter-house or inter-form competition.

Including feeder primary schools in this quiz and reporting their results as a school and as individual classes alongside the other form groups/houses, would help feeder schools to feel a part of school life.

Shared resources

Another example to support smoother transition for KS2-3 would be for KS3 pupils to create a *learning resource* which KS2 pupils can use and assess, thus encouraging the KS2 pupils to feel *valued and included*.

For example, Year 7 pupils create a children's book using prepositions, with the premise of looking for a hidden toy / pet / person in a room and / or house:

'Où est Bobo?

Est-il sous la table?

Non!' etc etc....

The story is read and assessed by Year 5 pupils for quality of interest, artistic appeal, language, etc.

The MFL Storybird website (<http://mfl-storybirds.wikispaces.com>) provides an excellent way for pupils to create and share foreign language stories.

Film and drama

Other events that work well to bring pupils together through languages involve film and/or drama. Primary schools can be invited to bring pupils to the secondary school for a touring theatre company, or to watch KS3 foreign language drama performances. In addition the organisation Into Film (www.intofilm.org) organises free foreign language film viewings in local cinemas to which partner primary and secondary schools could be jointly invited.

iii. Parents

Communication

The key point here is, whatever you are doing, make it *high profile*. Let parents know via email, parent mail, newsletter, twitter, blogs, notes in student planner, parent assemblies, parents evenings... whatever it takes! It is crucial that parents are informed about the cross-phase links that exist and that they are aware of all the opportunities and events.

As primary parents tend to visit the school site very regularly, it works well to have a display in the reception area detailing all of the cross-phase learning that is happening.

Active involvement

In order to involve parents in *enriching the KS2/3 curriculum*, one suggestion would be to invite parents who speak a language other than English at home to *deliver a session in their home language* to pupils at KS2 or KS3 level.

Another useful idea is to provide Year 6 parents with resources and / or training on how to *help and support the language learning* of their son / daughter as they head into KS3. This could be a list of online resources and documents that the parents could access prior to pupils starting at secondary school to prepare them for their new stage in language learning. Here is one example, whereby the secondary school's website shares ten PowerPoint lessons in the Spanish essentials, with embedded sound files (www.combertonvc.org/Lessons-1-to-10) together with an overview document and a booklet for consolidation activities (www.combertonvc.org/Year-6-Spanish-Resources).

Parents into secondary school

Parents who have felt very involved with their child's primary education can sometimes feel disenfranchised when their child moves to secondary school. Instead of one teacher there are now many and it often seems less straightforward to acquire an understanding of secondary school life. Offering new Y7 parents the chance to observe a Y7 languages lesson can be therefore very welcome. This is something that is relatively easy to arrange, and is completely free. On the ALL Progression & Transition Wiki there is a [sample letter to parents](#) and an [observation proforma](#) for parents to complete.

Another idea that has worked well is to invite Y7 parents into school during the first term for an hour, during which they have an introduction to the foreign language, designed to equip them with the skills and knowledge they need to support their child's learning. Teaching parents the sound-writing relationship through phonics gives them the knowledge and confidence to work alongside their child to complete learning homework, arguably the most important (and arduous) of all homework tasks! See the ALL Progression & Transition Wiki for [a sample presentation](#) for a Parents into Spanish evening and [booklet for parents to take away](#) with information about learning styles and memorisation strategies.

iv. CPD opportunities

Further guidance and training are available through the *ALL Connect project materials for KS2 and KS3*: (<http://allconnectblog.wordpress.com>).

In addition, *ALL Primary Hubs* exist throughout the UK to support KS2/3 colleagues and facilitate collaboration: <http://tiny.cc/ALLLocal>.

7. Information Sharing (on & before transfer)

Information that is shared on and before transfer between primary teachers and secondary languages teachers is important in helping to assess the proficiency of pupils when they arrive in Year 7. This allows secondary languages teachers to provide a curriculum that is relevant, interesting and challenging and that does not re-teach language in the same way as it has already been covered at primary school. Equally we want to avoid assuming too much about all learners' mastery of language they have encountered during KS2. Getting the first term of Year 7 right is key to ensuring that pupils, who have been keen and motivated during KS2, remain so during KS3.

Clearly the more that secondary languages teachers know about their incoming pupils' learning the better but this must be balanced by the need to keep the implications for primary teachers reasonable, in terms of collating data. At the same time the data chosen need to be of practical use to KS3 languages teachers.

As discussed in the section on cross-phase collaboration, developing strong links with primary school staff is essential. Knowing the lead languages colleague in each of the partner primary schools, inviting him/her to meetings, discussing which aspects of the new KS2 Programme of Study could and should be assessed is vital in developing a good working relationship and creating a document / data collection process that is valued by both contributors and recipients.

Mixed experience year groups

Many secondary Heads of Languages find themselves in the situation where they have a year group of pupils where some have three or four years' experience of learning French and others who have spent three or four years learning a different language (e.g. Spanish). This is where data-sharing takes on a particularly important role. This information can be used to help place pupils into an appropriate set or to inform the class teacher so that suitable differentiation can be employed to avoid the: *'I've already learnt this before – this is boring!'* situation. This is not to negate the importance of revisiting topics and grammar covered at KS2 but there needs to be progression, moving some pupils onto the next stage, not forgetting those who may be new to the language and providing them with the basics - a juggling act indeed but one that can be facilitated by accurate data from KS2. There is further discussion about differentiation in Year 7 in section 10.

A longer term plan

In the long term, after building links and good relationships with local primary schools, (maybe through outreach work and sharing good practice) secondary languages teachers might hope to develop a model whereby all main feeder primary schools are either learning the same language, or one which allows incoming secondary pupils to continue with the language learnt at KS2, enabling a smoother transition for both staff and pupils, and an optimum curriculum provision.

Developing a language transition document - what information should be included?

Here are some suggestions as to the contents of the document:

i) Curriculum

It is important for secondary languages staff to know which topics / themes / grammar have been covered at KS2. Sharing a copy of the Scheme of Work/ Scheme of Work overview is even better. As a minimum, a simple list of topics / grammar points covered in year 5 and 6 is essential. Languages teachers at KS3 will ideally want to know how well these topics/ areas have been covered or if any sections have been left out.

ii) Pedagogy

It is useful for the new KS3 teacher to know if the pupils have been taught by a languages specialist / class teacher / teaching assistant or a variety of teachers. A brief mention of the types of activities used answering questions like the following would be useful:

Have pupils ever listened to any recordings in the Target Language?

If so which resources were used?

Have pupils used any specific online / interactive whiteboard programmes?

Has a scheme of work/ resource pack been bought into? If so, which one?

The previous section offers a more detailed set of prompts for cross-phase discussion, which are more relevant if face-to-face meetings happen semi-regularly.

If not, some idea of the sorts of learning experience, and resources used in the classroom, is helpful on transfer.

iii) Assessment

If recent assessment has been undertaken, these scores could be shared; however, assessment has been made more complex since the phasing out of National Curriculum levels. Given that we do have a statutory Programme of Study with outcomes that pupils are expected to reach by the end of KS2, the assessment document could simply be a teacher assessment (one document per class) indicating how well the individuals have met those expected outcomes, along the following lines:

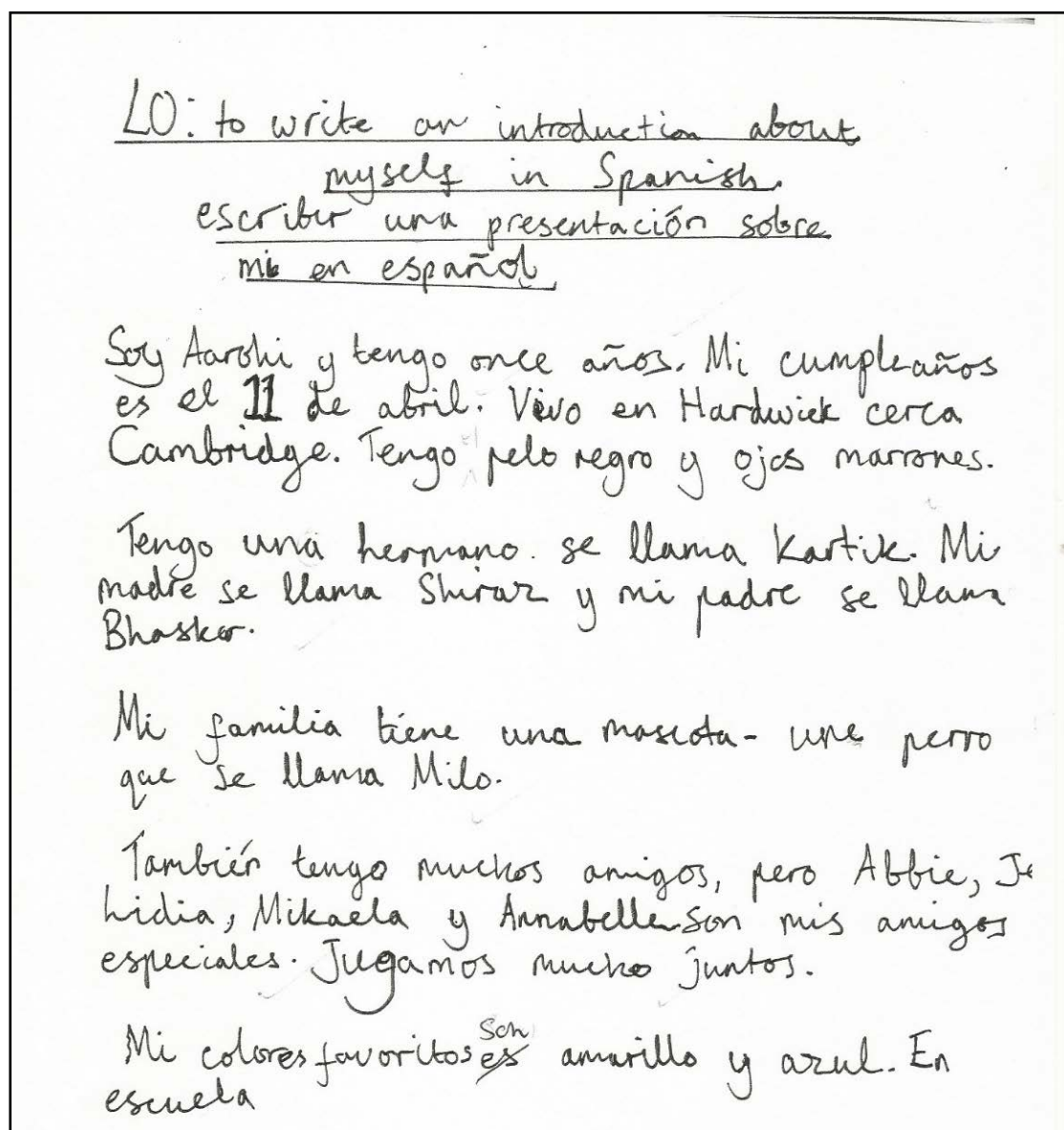
- Green (Pupils who are exceeding / mastering expectations)
- Amber (Pupils who are meeting expectations)
- Red (Pupils who are developing / emerging/ working below expectations).

This overview thereby highlights pupils with a flair for languages and those who require additional support/ have SEND. It could also indicate those who have not completed sections of the KS2 Languages Programme of Study (e.g. recent arrivals, those with a high rate of absenteeism, or those withdrawn from lessons).

iv) Pupils' Work

Teachers could include an example of the pupil's best work: a recent recording of a speaking assessment, a short written task completed in class, a letter to their new teacher talking all about themselves or a piece of work for display in the secondary school.

Some schools are piloting a project in which all Year 6 pupils produce a piece of writing about themselves, in response to the same task brief, and under the same conditions. That piece of work is then stuck into the front cover of the Year 7 exercise book. This serves as constant evidence of the level of proficiency the pupils reached towards the end of Year 6, and includes information about specific vocabulary, grammar, length and interest of sentences, use of conjunctions, as well as overall accuracy, attention to detail, spelling, punctuation and handwriting. Just looking at one example piece below gives an insight into how useful this might be:



As a motivational end of year project pupils could even create a booklet or a PowerPoint, entitled '[All About Me](#)'. There is a real communicative purpose to the work as pupils have a real audience (their new languages teacher). This gives the languages teacher not only an opportunity to see what the pupil's level of current proficiency is, but also to get to know a little about each pupil before their arrival in September.

Some schools use a 'passport to languages' style project incorporating highlights of learning from KS2. This could be passed on to the languages teacher towards the end of Year 6.

Examples of different kinds of KS2 – KS3 language transition documents

See a sample transition document below, and [downloadable from the ALL Progression & Transition Wiki](#). The Wiki has further examples of transition documents for teachers to adapt to their own contexts. These have been kindly shared by members of ALL who are experienced languages advisors, trainers and teachers, in particular Sue Cave and Catherine Cheater.

1. [Transition Information for languages KS2 – 3 Sue Cave:](#)

There are further support materials for primary languages on Sue's website:

www.cavelanguages.co.uk

2. [KS2-3Transition Document Catherine Cheater:](#)

This sample was adapted from Catherine Cheater's original:

www.catherinecheater.co.uk

<u>Transition information languages KS2-KS3</u>	<u>Teacher Assessment</u>
Name of primary school:	Green (names of pupils exceeding expectations):
Name of class:	
Number of Y6 Pupils:	
French lessons (How long and how frequent are the lessons? How long have the pupils been learning French for?):	Amber (names of pupils meeting expectations):
French teacher (please indicate if subject specialist):	
Scheme of work (please list topics and grammar covered). Please attach a copy.	
Resources and programmes used by pupils:	Red (names of pupils developing/ emerging):
Assessment undertaken:	Any additional information about pupils:

8. Assessment in Year 7

Following on from the previous section on information-sharing, particularly at the point of transfer from Year 6 into Year 7, this section offers a short description and examples of different tools and sources of information for building up a profile of current learner proficiency and linguistic potential.

i. Questionnaire

During the summer term of Year 6 or at the very start of Year 7, it can be very useful to gather in some self-report data from pupils. If you are in contact with partner primary schools, asking them to administer a very short, easy to complete questionnaire can be the easiest way to collect information. As with all such information-gathering, it is important to know (and to communicate clearly with any colleagues) what you are going to use the information for. This will also determine the nature and extent of the questions asked.

When it comes to questionnaires the guiding principles are simplicity and clarity. The [Year 6 Progress Questionnaire](#) on the ALL Progression & Transition Wiki is one sample format which could be adapted to suit different contexts. A further example of a short, on-entry or end of Year 6 task elicits prior knowledge in a structured, yet open-ended way: [KS2 Y6 transition task](#).

At the start of Year 7, teachers may want to gain further insights into pupils' attitudes to and opinions about their language learning. One example on the Wiki (the [KS3 Y7 start to year questionnaire](#)) has been minimally adapted from one used by researchers in a recent study funded by the Nuffield Foundation, entitled [Primary Modern Languages](#): the impact of teaching approaches on attainment and preparedness for secondary school language learning. It is available in French, German and Spanish versions.

Taking learning forward through KS3, there are several different student voice tools available on the Wiki for teaching to adapt as required, including:

1. [Y7 open-ended prose questions survey](#)
2. [Y7 French student voice questionnaire](#)
3. [KS3 general questionnaire](#)
4. [KS3 termly review](#) (reflecting on the quality of teaching)
5. [KS3 360 review](#) (including student evaluation of class teacher)
6. [KS3 attitudes questionnaire](#) (5-point Likert scale)
7. [Y9 options questionnaire](#)
8. [KS3 speaking questionnaire](#)

ii. Language aptitude

It is increasingly the case that learners arrive into Year 7 with a mixture of language learning experience. It may be some time before those with a high level of linguistic ability but no prior experience of the language being learnt are able to show what they are capable of.

To try to control for this, departments might find it helpful to make use of some sort of linguistic aptitude measure (e.g. the [Y7 Languages Investigations Baseline 2015 documents](#) on the ALL Progression & Transition Wiki) to support the day-to-day diagnostic assessment for learning that the class teacher is doing routinely. It is worth noting that there is no 'magic' in any one-off assessment tool, and that the validity of such assessments generally takes time to build up.

Looking back at results from such measures, once those learners have completed GCSE examinations five years later may offer a useful part of the overall picture of student assessment within the school's local context. If combined with other available data such as reading ages, KS2 results and KS2 teacher assessment in whichever foreign language has been learnt, linguistic aptitude data can be of value.

iii. Baseline testing

Many secondary schools will want to carry out some sort of baseline assessment within the first term of Year 7, to enable suitable target-setting within their new whole school assessment frameworks. Those assessments will clearly be highly individualised, but working on the principle that it is always valuable to start with something and adapt, we include on the ALL Progression & Transition Wiki some examples of first-term assessments in French, German and Spanish:

- [Y7 French assessment writing school](#)
- [KS3 German Term 1: writing, reading & speaking](#)

When planning a first term assessment, secondary teachers will find it valuable also to see examples of Year 6 assessments. This will obviously be most beneficial if shared across local schools, but there are examples of Year 6 assessments on the ALL Progression & Transition Wiki too, for interest and reference:

- [Y6 French reading assessment](#)
- [Y6 French weather reading task](#)
- [Y6 French reading and writing assessment hobbies](#)

iv. Complementary data

The current situation nationally, in which assessment frameworks in Key Stages 2, 3, 4 and 5 are in the process of being reinvented, gives rise to a lot of uncertainty in schools and this does nothing to aid our processes of transition. It can be helpful to hold on to those measures that will remain in place and those for which we have years of accumulated data.

Three measures that may be useful in this respect are reading ages, CATs tests and the CEFR (Common European Framework of Reference). The latter is very useful because it has been widely used across most European countries for so long that some general principles have emerged concerning the minimum number of learning hours each stage might be expected to take the average learner.

Whilst these are not absolute measures, they can be helpful for those asked to re-design assessment and target-setting frameworks.

There are slight variations in the suggested Guided Learning Hours (GLH) in different models, but the model below is the Alliance Française model (<http://tinyurl.com/AFGLH>), taken as it refers to French, one of the main foreign languages taught in schools in England.

	GLH
A1	60-100
A2	160-200
B1	360-400
B2	560-650
C1	810-950
C2	1060-1200

The GLH are helpful in deciding the approximate progress we can expect during each key stage. All primary and secondary schools vary in their allocation of curriculum time for language learning, but here we have taken as a starting point 30 minutes per week in Years 3 and 4, 60 minutes in Years 5 & 6, and 150 minutes per week across KS3 and KS4. This equates to 3 x 50 minute lessons across KS3 and KS4.

Year	Hours of tuition	Cumulative hours	CEFR Level
3	19	19	
4	19	38	
5	38	76	
6	38	114	A1
7	95	209	A2
8	95	304	A2+
9	95	399	
10	95	494	B1
11	95	589	
12	190	779	B2
13	190	969	C1

We can see from the table that, with this number of GLH, we might reasonably expect learners to achieve at least A1 competence by the end of KS2, and at least A2 by the end of Y8 (assuming the curriculum allocation hours given), making significant progress towards B1 but not reaching it by the end of Y9. Whilst we should not take any one measure in isolation, these sorts of data can help us to arrive at a better informed picture of the progression we can expect in our own school contexts. Likewise, CATs and reading age data have correlated well over time with GCSE outcomes, and therefore helped to predict them, giving us a general pattern, as follows:

Reading age Year 7	CATs score	expected GCSE grade*
15.03 years	130+	A*
14+	120+	A
13+	110+	B
11-12	100+	C
10-11	85+	D
9	75+	E / F / G

9. Bridging projects

The transition from KS2 to KS3 can be difficult for pupils and teachers, especially in contexts where the Year 7 classes are highly mixed-experience. A secondary school may well take pupils from different feeder schools with different language-learning provision. There may be pupils whose language learning has been inconsistent and irregular; there may also be pupils who have learnt a different foreign language to the one offered in the secondary school. Within one class, therefore, there may easily be very able pupils with no prior experience of the language being studied alongside weaker pupils who have had four years of weekly lessons with a confident teacher, following a well-planned scheme of work, with additional opportunities for consolidation provided at regular intervals during morning registration, assemblies and other subject lessons. And, of course, there will be every possible variation of these scenarios.

Bridging projects connect KS2 and KS3 learning in some way and are useful for a number of reasons:

- They facilitate a smoother transition by providing a link to prior learning or giving pupils a common aim regardless of their prior knowledge.
- They allow teachers to assess pupils' prior learning and current knowledge and ability.
- They introduce secondary languages teaching in a way that is familiar, whether in terms of pedagogy or content itself, so that learners feel comfortable in the languages classroom from the outset.

Examples of some bridging projects are:

Storytelling

Storytelling makes for excellent bridging work. Pupils can be introduced to simple stories in the TL in primary school and those stories can then be embedded into SoW at secondary to give Year 7 pupils a feeling of security and familiarity in a new context. Research into reading shows that pupils do not 'grow out of' children's stories and fairy tales, but rather that revisiting those stories stirs up a sense of nostalgia which is generally positively received. In a storytelling project, gestures can be linked to key vocabulary at primary which can then be used by secondary teachers in the languages classroom to support target language teaching, providing a methodological bridge. Stories are multi-faceted and can involve all four language skills; pupils might, for example, get to know a particular story in Year 6, which they then produce a response to in Year 7.

There are some excellent examples of transition Storytelling projects developed by groups of teachers as part of two major projects: CILT 7 – 14 transition projects and Linked Up transition projects.

Here is a summary of several projects and links to their resources:

1. [CILT 7 – 14 German Aladdin storytelling project](#)
2. [CILT 7 – 14 French Un lion à Paris](#)

3. [Linked up - Histoires sans paroles](#)

This project used picture stories to encourage pupils to produce creative and independent spoken work. The pupils received input on how to use dictionaries, verb tables and phrase toolkits successfully in their language learning which was then applied to the picture stories.

4. [Linked Up - Story Making in French / German / Spanish](#)

The International Learning and Research Centre's Key Stage 3 Innovation Group engaged with the Story Making project prioritising the development of pupils' skills, confidence and independence in speaking, including opportunities to use language creatively in a range of contexts. Stories, created collaboratively, provided the context for the language learning.

5. [Linked Up - Exploring Literacy through Storybird](#)

Year 7/8 pupils produced French and Spanish e-Books using the Storybird website. These e-Books were then shared with year 5/6 pupils in feeder primary schools, who used them as a lesson resource. Year 6 pupils then wrote their own e-Books in French and Spanish. The project culminated in a showcase event where year 5/6 and 7/8 pupils got together to read their books to each other, giving feedback in the target language.

Making links

Several transition projects have focused on creating better student-student and teacher – teacher links across KS2 and KS3. These include:

1. [Linked Up - Communicate to Integrate](#)

In our project 'Communicate to Integrate', we planned to improve year six pupils' experience of transition by pairing them up as pen pals with pupils in year seven at their destination secondary. Later they met and worked together at a special French theatre event at the secondary school.

2. [Improving pupil progress in languages through effective approaches to transition](#)

This project involved primary and secondary teachers working together to provide a smooth transition experience for pupils between Key Stages 2 and 3 through the adoption of systematic approaches to planning, teaching and assessment. It included peer observations and the effective use of ICT to record, monitor and assess learning.

3. [Linked Up – Transition](#)

The project focused on building on pupils' prior knowledge of French from their lessons in primary school and on familiarising secondary school teachers with some of the key methodology used in primary languages teaching in order to ensure that there is sufficient recognition of pupils' prior learning. There are multiple resources shared, included a Y7 transition scheme of work, tasks, tests and samples of pupil work.

4. [Language Leaders](#)

Language Leaders is a project originally developed by Rachel Hawkes (Comberton Village College) which is supported by Routes into Languages. The project develops pupils to work in pairs or triads as teachers delivering a series of language lessons to younger learners. Running Language Leaders in secondary school is an excellent way to bridge the transition between KS2 and KS3. Most schools run Language Leaders in Year 9 or Year 10 with student leaders meeting weekly to develop language lessons to deliver to primary pupils. The benefits of running Language Leaders is that pupils at KS3 are encouraged to

take ownership of the subject and ‘buy in’ for the long term (i.e. GCSE), and that primary school pupils are introduced to ‘near-peer role-models’ and gain aspirations to become a Language Leader once they get to secondary.

Competitions

Introducing a class competition to the start of Year 7 can be an excellent way to revise key skills in a new context, at the same time as encouraging teamwork. Individual competitions which forefront key linguistic skills or bring together language knowledge with other aspects of the curriculum can also ensure a really positive start to Year 7. Here are a few ideas for such projects:

1. Eurovision Song Contest

Holding a Eurovision Song Contest is something that a number of secondary schools have traditionally done as part of their Year 7 curriculum to embed pronunciation and phonics rules and to provide a fun, non-threatening way to get pupils speaking (or singing!) in the target language and expose them to authentic texts and foreign culture. This is something that could easily be developed into a transition project. In the Eurovision Song Contest Year 7 pupils learn a section of a song in their language learning groups and are then recorded performing it. These performances are then judged (often by pupils in higher year groups and / or members of staff). Some schools have extended the reach of the project, inviting pupils in feeder primary school to watch the videos and vote for their favourite performances, too. This gives pupils an idea of ‘what is coming’ in Year 7 and allows them to see some of last year’s Year 6 pupils enjoying themselves and performing in Year 7.

2. [Linguamaths](#)

Linguamaths is a Languages / Maths project designed for KS2-3. It comprises a series of Maths tests including (sequences, rounding, addition, subtraction, multiplication and division) and is currently divided into 3 levels (Level 1 – numbers 1-10, Level 2 – numbers 1 – 100, Level 3 1 – 1000). Linguamaths is ideal for incorporation into lessons as well as to form the basis of a transition day project or competition day.

3. [Foreign Language Spelling Bee](#)

As detailed in Section 4b Skills, the Spelling Bee is a national competition rolled out across the United Kingdom by Routes into Languages. The project starts with a focus on 50 words in a class competition, followed by a school, regional and national stage each with an additional 50 words (200 words in total). The competition is sponsored by vocabulary-learning website www.vocabexpress.com and participating schools are given free access to the Spelling Bee wordlists when they sign up to the Spelling Bee on the website. The Foreign Language Spelling Bee links back to the memorisation and pronunciation skills developed at primary school. It aims to support pupils in their vocabulary learning and spelling as well as embedding the pronunciation rules and alphabet whilst ensuring that pupils pay attention to key grammatical points like gender and learning the article as an integral part of the noun. As the Spelling Bee focuses on key vocabulary taught in the early stages of language learning, it is an ideal project to launch at the beginning of Year 7 when many pupils will have varying knowledge and gaps due to their differing experience at KS2. The competitive element of the competition and pressure against the clock encourages the more able to push themselves, whilst the repetitive and skills-based nature of the task and the use of key basic vocabulary supports the development of the less able or those who may have limited or no prior knowledge from KS2.

10. Differentiation in Year 7

KS2 Provision and Implications for Year 7

As noted in the previous section on bridging projects, pupils arrive in Year 7 with different prior experiences of language-learning. Many may have made substantial progress in one language over the four years of Key Stage 2 and other pupils may have had a more limited introduction to a language or languages. Even where primary and secondary colleagues have worked hard to coordinate and ensure continuity, it is still likely that there will be pupils from other schools whose different starting points will have to be taken into consideration.

Differentiation and Challenge

The key to differentiation is knowing our pupils. This means knowing them as individuals and valuing their prior learning.

As discussed in section 8, many schools have 'baseline tests' or 'aptitude tests' to establish pupils' starting points or for setting. Where pupils come with different experiences of languages, it is important to decide if we are testing ability or prior knowledge. In languages, some schools delay baseline tests for this reason, but it is important to ensure that we don't ignore or dismiss what pupils have already learned.

Many schools choose not, or are not able, to set in Year 7. Whether we set or not, classes have always been, and will continue to be, mixed ability. Giving scope for our pupils to develop independently and challenge themselves is key to maintaining progress for individuals of different starting points, as well as of different abilities.

We can do this in several ways:

- exploit new technologies that support learner autonomy and allow differentiated progression rates
- make tasks more open-ended and project-based in nature, supporting with reference materials and group work skills, as appropriate
- encourage engagement in extra-curricular language learning projects which encourage pupils to take the learning beyond the classroom
- make the old / familiar new
- focus on skills

Exploit new technologies

Pupils and schools can subscribe to language-learning apps which allow pupils to progress at their own rate.

These can either be apps that teachers control and set work on, for example: www.vocabexpress.com or www.quizlet.com. Alternatively, pupils can learn new language themselves, using apps such as www.memrise.com or www.duolingo.com.

Open-ended tasks / Project-based learning

Independence, real communication, creativity and open-ended tasks which provide the right level of linguistic and intellectual challenge to all pupils should be central to the languages curriculum in Year 7.

For example, the [Linked Up project: A new approach to Y7+: Continuity, Creativity, Culture](#) explores ways to build on prior learning from KS2 using reference resources that enable pupils to be more independent and respond at their level to open-ended tasks, including group work strategies.

Language Futures (<http://languagefutures.org.uk>) is a programme of project-based learning where schools can encourage independent work with creative outcomes.

Extra-curricular opportunities

[The Languages Challenge](#), devised by Vincent Everett (Northgate High School), developed by Routes into Languages and validated by the Children's University, supports pupils to pursue a love of languages. They complete a series of challenges around learning-strategies or using languages in everyday life.

The Routes into Languages Challenge is an accredited activity (the Children's University is used in many primary and secondary schools as a holistic bridging project which spans the whole-school curriculum). It was created to support and reward pupils for using their languages creatively. Pupils complete a series of tasks and present the evidence to Routes into Languages. On successful completion of the Languages Challenge, certificates and prizes are awarded.

The Languages Challenge is for any pupil in Years 7 to 9 who are committed, creative and enthusiastic. The teacher or older pupils act as mentors and guide pupils through tasks. There are 7 categories: *Learning the Basics*, *Using your Talents*, *Research*, *Culture*, *Creativity*, *Resources*, and *Futures*. Each category has a choice of tasks. Pupils must complete at least one task from each category and they may choose additional tasks from any category to gain more points. Tasks are worth 5 or 10 points. To successfully complete the Languages Challenge, pupils must achieve a minimum total of 100 points. Pupils must keep evidence of each task in a portfolio. This could be in the form of photographs, videos, or writing. They also need to write up an overall self-evaluation explaining what they have achieved and learnt.

Any other competitive and / or participatory projects, such as those mentioned in the previous section, offer pupils the opportunity either to catch up with their peers or follow their own accelerated progression path.

New contexts: making the old / familiar new

It is important to start Year 7 with something that does not repeat exactly what has already been covered, while still cementing the basics. Pupils have increasingly sophisticated expectations of the content of language lessons, and we must continue to spark their interest with a well thought-out start to Year 7.

This can include anything from giving familiar language tasks a new twist to a completely new context in which to encounter language taken from several more traditional topics. Here are some examples:

A simple example of how to take a familiar context and tweak it, is ['Catch the spy'](#) on the ALL Speaking Wiki. Pupils circulate asking and answering basic questions cued by identity cards. The activity encourages them to identify who they suspect is the spy, based on the quality and confidence of their French.

A focus on art or artists is a good context for moving pupils from the basics of shapes and colours to something more sophisticated. [Resources developed at Northgate High School](#) as part of an ALL Linked Up project show how important concepts such as gender and word order are tackled in a new context, by describing pictures. Resources on the ALL Writing & Translation Wiki ([French writing: l'art](#) and [French writing: l'artiste](#)) model how to talk about how a painting makes pupils feel and how to adapt the biography of an artist in order to talk about themselves. Pupils can then create their own art exhibition with the description of their artworks and their biographical note written in French.

There are several further Linked Up projects that focus on enriching curriculum content and / or use CLIL (Content and Language Integrated Learning, where other curriculum subjects are taught through the medium of the target language) as a focus for transition teaching:

1. [A new approach to Y7+: Continuity, Creativity, Culture:](#) This project looked at how to enrich the familiar topic of house and home, building in intercultural understanding:
2. [Madagascar:](#) A cross-curricular/phase project to develop innovative approaches to integrating a range of curriculum areas, enabling pupils in vertical groupings to work collaboratively to develop a variety of skills, including language learning strategies and understanding intercultural issues. Peer coaching with pupils is used to support learners.
3. [Using CLIL to tackle transition issues: developing capacity within the partnership:](#) The project developed a CLIL PSHE scheme of work which they taught pupils PSHE through French.
4. [Water water everywhere:](#) Resources were created to enrich French teaching in the primary classroom. Materials incorporate more sophisticated language and curriculum content as the children get older. Links are made to most areas of the curriculum for most age groups, and all the ideas can easily be adapted for mixed-age classes and to aid differentiation.
5. [Day of the Dead:](#) With the Mexican festival of 'The Day of the Dead' as our inspiration, teachers created a scheme of work which encouraged language teaching through Social and Emotional Aspects of Learning (SEAL) activities, and championed the Global Citizen agenda through cross-curricular links. Following from this we engaged Key Stage 2 pupils with Key Stage 3 language learners to work towards bridging the languages transition gap.
6. [On the Snail Trail:](#) 'On the Snail Trail' aims to capture language learning in Key Stage 2 and put it into a meaningful context. CLIL methodology is explored for French, Spanish, German and Italian, through mathematics based on a story book and exploring the evolution of snails in science.

7. [These shoes are made for talking:](#) This project uses drama to stimulate real communication, generate spontaneous interaction and increase cultural awareness. Using process drama techniques, pupils and teachers step into someone else's shoes and 'become' someone from another country who does not speak or understand English, with pupils using their imagination to create 'real life' scenarios.

8. [Music is the rhythm of our lives:](#) This project has the theme of transition between Key Stages 2 and 3 and Key Stages 4 and 5 within the context of music, and has involved a Primary school, a Secondary school and a French partner school.

The CILT 7 – 14 Transition projects also have examples of creative work in this respect, with the [Geographical Context module](#) focused on rainforests and a [New Contexts module](#) focussing on comparing and contrasting home towns with towns in France or Germany.

Skills Focus

In section 4b of this handbook we give the example of how a simple greetings conversation in Spanish can cover the sound-spelling link, or how when we teach vocabulary we are also teaching vocabulary-learning techniques. Whatever topic we choose is a vehicle for a sharp focus on progression in skills and linguistic knowledge. Here are a few further examples:

1. [The Spanglovision Competition:](#) started by Rachel Hawkes (and taken up by other schools as [Francovision](#) or Eurovision) is a good example of how identifying the key learning skills (memorisation, pronunciation, communication) can free us from stereotypical topics. Each group learns a popular song in the target language and is filmed singing it from memory. The videos are then shown in assembly and the winner is chosen by voting. This puts the emphasis on key learning skills: memorisation, pronunciation, culture and communication. Other skills such as research or dictionary skills can also be involved. It challenges teachers to find the best way for their particular group to learn, and produces a strong incentive for pupils to work as a team. If the videos are shown in successive rounds in assemblies of other (older) school years, then the competition also helps integrate Year 7 into the school community. This is particularly strong when the older pupils can look back to their own Spanglovision efforts. These videos are very popular five years later for Year 11 leavers' day.

2. [Creating a Language Learning Skills Continuum:](#) This Linked Up project provides stand-alone teaching and learning activities and resources to develop pupils' transferable Language Learning Skills and Knowledge About Language. The learning activities are matched to learning objectives in the Key Stage 2 and 3 Frameworks and can be used with any scheme for learning.

Finally, pupils starting secondary school are coming from a context where they probably had one main teacher who knew them well, to a school where they have many teachers who they feel hardly know them at all. Languages teachers can use this as an opportunity to make some of the more traditional topics work as a medium for real communication, as long as we can show that we are genuinely interested in getting to know pupils and helping them to get to know each other.

11. Research

Language Trends 2014/15

The Language Trends survey: Carried out in partnership between CfBT Education Trust and the British Council, this survey charts the health of language teaching and learning in schools in England.

Primary languages

1. **Foreign Language Learning in Primary School:** This project is testing the effect of learning a foreign language at Key Stage 2, looking particularly at the impact on literacy development in English.
2. **Primary Modern Languages: the impact of teaching approaches on attainment and preparedness for secondary school language learning:** Funded by the Nuffield Foundation. Suzanne Graham, Theo Marinis, Alan Tonkyn and Louise Courtney.
3. **Lessons from abroad: international review of primary languages:** This report provides an evidence base on language learning within various primary curricula across the world. It focuses on international research and developments in early language learning and common challenges and policy responses.
4. **Primary modern foreign languages:** An overview of recent research, key issues and challenges for educational policy and practice (2005)

Transition

The 5 learning bridges to transition: The Impact of School Transitions and Transfers on Pupil Progress and Attainment Galton, Gray and Ruddock, Homerton College Cambridge 1999 – DCSF Research Report No 131

What makes a successful transition from primary to secondary school? An Effective Pre-school, Primary and Secondary Education 3-14 Project

What can we learn from the pupil? Pupils' perception of languages at the KS2-3 transition. Presentation at ALL Language World, 2014

KS3 and KS4 languages

Professional Development Consortium in Modern Foreign Languages: Research-informed languages pedagogy. A collaboration between teachers and researchers has led to the identification of 8 principles for languages teaching and learning. There is a wealth of material on the site, well worth exploring.

Not dumbing down but stimulating up: A recent research study into reading and the importance of reading skills.

12. Further links

Transition

1. **Linked up projects**: There were 35 projects linked to different aspects of transition, completed as part of the Linked Up programme, which concluded in 2010. It is well-worth exploring these fully. There are reports and resources to accompany each one.

2. **CILT 7 – 14 Transition projects**: (Now archived.) Currently, the links to the project reports and resources still work. Some of the specific projects are referred to within this toolkit and those resources are also available on the ALL Progression & Transition Wiki.

3. Sets of links [Livebinders]

- **French KS2** (<http://www.livebinders.com/play/play/1267994>)
[Access key for private binder: ABC123]
- **Spanish KS2** (<http://www.livebinders.com/play/play/1267969>)
[Access key for private binder: ABC123]

4. Authentic reading resources KS2 & KS3

French	
1	www.littleredlanguages.co.uk Stories and poems in French (German and Spanish, too)
2	http://mfl-storybirds.wikispaces.com/ Online books written for language learners
3	www.mauricecareme.be/poemes.php One of my favourite French poets for use in the classroom
4	www.comptines.net An excellent source of short texts for exploiting at KS2 – KS4
5	www.les-coccinelles.fr/poesies.html Some excellent poems for the classroom
6	http://litteratureprimaire.eklablog.com/monsieurcouleur-a106977064 An amazing site full of possible resources
7	www.childtopia.com/index.php?module=videos&func=cuentos&newlang=fra Classic stories with text, audio and pictures for reading along
8	www.modernhaiku.org/essays/frenchhaiku.html Some nice, authentic French Haikus in here

German	
1	www.leselupe.de Amazing site
2	http://mfl-storybirds.wikispaces.com/ Online books written for language learners
3	http://bfu.goethe.de/a1_sd1/lesen.php & https://www.goethe.de/de/spr/kup/prf/bar.html Goethe Institut resources (A1-C2)
4	www.labbe.de/zzebra/index.asp?themaid=484&titelid=1927 Some classical poems which are accessible
5	www.deutschalsfremdsprache.ch/index.php?SUBJECT=&actualid=5057&which_set=101 Extensive set of PDF texts with comprehension activities
6	http://german.tolearnfree.com/free-german-lessons/index.php?qo2=6&gototal=711&niveau=1 Beginner, intermediate & advanced texts, with self-marking comprehension activities
7	http://german.about.com/library/bllesen_inhalt.htm 12 reading texts with accompanying audio
8	www.familie.de/kind/maerchen-geschichten-576161.html Many will need abridging / adapting but still very useful & sections could be used.

Spanish		
1	http://mf1-storybirds.wikispaces.com/	Online books written for language learners
2	www.spanishwithjudith.com/spanish-forkids.html	An amazing portal with poems, stories, riddles, tongue twisters
3	http://spanishplayground.net/tag/easy-spanishpoems/	Excellent site with lots of ideas for poems to use in the classroom
4	www.elhuevodechocolate.com	Poems, but also some stories and songs
5	www.milcuentos.com	Website with links to interactive short stories. The stories include pictures and audio. There is a title for each picture together with a short paragraph so it could be printed out and done as a match up activity or in a computer room.
6	http://eljardinededouglas.blogspot.co.uk/search/label/Poesias	Modern poet – Douglas Wright – loads of excellent material for KS2 – KS4 here, poems and song
7	www.gloriafuertes.org/index.php/literatura-inf	Gloria Fuertes is an excellent poet for KS3/4 – I bought Los mejores versos from Amazon.
8	www.storyplace.org	Stories to watch, read and listen with follow up activities

5. Authentic listening resources KS3

French		
1	www.audio-lingua.eu/?lang=en	Searchable MP3 clips by topic, level and language
2	http://lyricstraining.com/	Site for song activities in many languages using the text
3	http://enseigner.tv5monde.com/collection/paroles-de-clips	Amazing site with ready-made resources
4	http://platea.pntic.mec.es/cvera/hotpot/chansons	Fantastic website with lots of exercises around French songs

German		
1	http://bfu.goethe.de/a1_sd1/hoeren.php & https://www.goethe.de/de/spr/kup/prf/bar.html	Goethe Institut resources (A1 – C2)
2	http://slowgerman.com/	Really good podcast site
3	www.audio-lingua.eu/?lang=en	Searchable MP3 clips by topic, level and language
4	http://lyricstraining.com/	Site for song activities in many languages using the text

Spanish		
1	www.audio-lingua.eu/?lang=en	Searchable MP3 clips by topic, level and language
2	www.spanishlistening.org	Search by topic and difficulty level, with transcript and activity.
3	http://lyricstraining.com/	Site for song activities in many languages using the text
4	http://zachary-jones.com/zambombazo	Not just songs. This is an amazing site for authentic material of all kinds.