



ALL Briefing No. 15

Date : September 2019

Theme: **What Primary Language coordinators need to know (3 of 4)
Transition**

1) Background:

ALL was funded by DfE to create training (and other resources) at the time of the most recent curriculum review. These are entitled 'ALL Connect' and are all freely available on line.

ALL members created the ALL Transition Toolkit to support teachers in Primary and Secondary schools.

Key messages :

The ALL Connect **Transition 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. It is a **comprehensive** work written by practising teachers and based on their experience.

2) Online support

THE LANGUAGE MAGICIAN

is an award-winning online game for Primary children learning a language which serves to motivate learning, and also to capture relevant data on children's skills (Listening, Reading, Writing) which teachers can download and pass on to receiving teachers to inform their planning.

<https://www.thelanguagemagician.net/>

A range of support, courses and resources for professional development is available through ALL and others.

See the ALL Primary Supplement to Languages Today published September 2019. This is mirrored on the ALL website at : <https://www.all-languages.org.uk/primary-2/>

The Primary area of the ALL website also offers links to further guidance :
<https://www.all-languages.org.uk/primary-2/guidance/>

Facebook users can join the LIPS (Languages in Primary Schools) group for support.

3) Networking opportunities

There are ALL Primary Hubs across England, providing information, training and opportunities to meet and talk with other practitioners in your area. To find your nearest group, visit: <https://www.all-languages.org.uk/about/community/local/>

Points for reflection / action:

If you are working with colleagues in a cluster of schools you may wish to use the training resources (PowerPoint) which accompany the Toolkit on the same blog page.

Download the Toolkit and select the areas you wish to study in priority order. You might choose to consider aspects of the key stage 2 curriculum first, for example:

3a. Key linguistic knowledge developed at KS2

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

Or

4a. Key skills for KS2

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

You might also choose to work on the Toolkit in a cross-phase project with other schools.

Consider joining ALL (if you are not a member) to be kept in touch and to be supported by your peers.

Consider being involved with (or setting up) a local ALL Primary Hub. There are ALL Primary Hubs across England, providing information, training and opportunities to meet

and talk with other practitioners in your area. To find your nearest group, visit <https://www.all-languages.org.uk/about/community/local/>

References :

The Toolkit and associated training materials are available for download here : <https://allconnectblog.wordpress.com/2016/01/05/all-connect-ks2-3-transition-toolkit/>

ALL Briefing on Transition from <https://www.all-languages.org.uk/primary-2/guidance/>

https://oasis-database.org/catalog?utf8=%E2%9C%93&search_field=all_fields&q=transition

OASIS is the Open Accessible Summaries In Language Studies (OASIS) initiative aims to make research findings on language learning and teaching available and accessible to a wide audience.

This Briefing has been prepared by volunteers from the ALL Primary Steering Group and is for the benefit of ALL members and others. Opinions expressed are those of the authors and do not necessarily constitute the policy of the Association for Language Learning.

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Keep in touch – we are here to help!

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