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Guidance on Implementation

The Key Stage 2 Framework for Languages underpins the commitments and principles set out in the Primary National Strategy and the National Languages Strategy by offering practical support to teachers, schools and Local Authorities as they develop the primary languages curriculum. It supports the vision and outcomes of Every Child Matters, providing a nationally agreed point of reference which is intended to be used flexibly, in a range of circumstances and which will help make a reality of our vision of an entitlement to language learning for all children by 2010.

The guidance is divided into five sections. The first section is intended for all users of the Framework. Other sections are appropriate for a range of users in different circumstances.

Additional support for detailed planning of the introduction of primary languages using the Framework, as well as examples of the different contexts in which the Framework is being used, will be found in Part 3 of the Framework documentation – *Planning for Entitlement*. This will be made available in phases as from Spring term 2005/06.

The Framework and its supporting guidance documentation is also available on-line at www.standards.dfes.gov.uk/primary/languages.

“ 1 Primary Language Learning ”

An introduction to the Framework for all users

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This section gives an overview of the Framework and of key questions relating to the introduction of languages into Key Stage 2

Languages entitlement

The Key Stage 2 Framework for Languages is a national resource to help schools introduce an entitlement to language learning for every child from the age of 7, as set out in the National Languages Strategy. It is a comprehensive document, defining what children need to know and understand in order to learn another language and reach a recognised level by the age of 11. It will also make a contribution to children’s personal development, fostering their interest and understanding in their own culture and that of others.

The Framework will be introduced gradually over the next four years. It is intended that by 2009/2010 every child across Key Stage 2 will be learning a new language. The period between 2005 and 2009/10 should be regarded as the capacity building phase. Schools, working in partnership with one another, with their Local Authorities and with other key agencies can work collaboratively during this time to develop innovative and high quality language learning and teaching to meet the needs and interests of primary children.

The Primary Languages Entitlement

The key elements of the primary languages entitlement are set out in the National Languages Strategy:

- It is inclusive and for all children.
- It is coherent and operates across Key Stage 2.
- It is part of a broader curriculum involving language and culture.
- It flourishes in a rich learning environment, with high quality teaching, native speakers and ICT.
- Children will reach recognised levels of achievement.
- Their achievement will be celebrated.

Adapted from Languages for All: Languages for Life. A Strategy for England page 15.

The Framework is broad and flexible. It can be used in a full range of different contexts and circumstances. It sets out learning objectives across the five strands of Oracy, Literacy, Intercultural Understanding, Knowledge about Language (KAL) and Language Learning Strategies (LLS) for each year.

The Framework is informed by a clear rationale for teaching languages to young learners. It is also based on a number of assumptions about teaching and learning and about current practice relating to staffing, provision and the primary curriculum.

Rationale for teaching languages in Key Stage 2

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular:

Language learning stimulates children's creativity

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy

Children spend much of their time in language lessons speaking, listening and interacting – more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum

Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to Mathematics and other subject areas such as Geography, Music and Citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

In sum, language learning offers opportunities for children to:

- gain enjoyment, pride and a sense of achievement
- express themselves creatively and imaginatively in another language
- apply and develop their knowledge of languages and language learning
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others.

Approaches to language teaching in Key Stage 2

There is no single way to teach a new language. Learners – including young learners – are individuals with different learning styles, and primary teachers are already very familiar with adapting their teaching methods in order to take account of this. Although there is no single method, there is, however, broad agreement about an approach to language teaching and learning which stresses the importance of communication in the language – real language use – as a central component of learning as well as a desired outcome for that learning. Above all this involves a rich and varied input of the new language together with opportunities for learners to interact with the language. Learners’ motivation will also be a key factor.

Teachers are best placed to know how their children learn and will seek to create the best conditions for successful language learning. In many cases this will involve approaches to teaching and learning with which they are familiar from good primary practice. For example:

Providing enjoyment and stimulation

Children learn best when they enjoy what they are doing and, through this enjoyment, are led to challenge themselves in a secure environment and to discover the unknown. In language learning, children are engaged by games and puzzles; they are enthused by taking part in songs and drama and by listening to stories which are already known in their mother tongue and are thus at the same time both familiar and new.

Supporting learning through regular routines

Children hear and use the language repeatedly on a routine basis in classroom interaction. They reinforce their language regularly and frequently by using greetings, numbers, games, stories, pictures and songs.

Making use of and developing communication strategies

Children develop communication strategies which will be of value to them in their everyday lives. They make use of visuals, actions, gestures, labels, toys and ICT to help them understand and use the language.

Ensuring opportunities for children to interact

Children engage with their learning, interacting with language and with other people. They perform to an audience and act out sketches. They communicate with other people, including native speakers. They listen and respond to songs, rhymes and stories and use TV, audio and CD to hear authentic native speaker voices. Such interaction is a part of all learning, but it is particularly important for learners of a new language.

There is also one critical aspect to language teaching and learning which is unique. It is relevant to all learners, and especially to young learners.

Exposure to the new language (the education of the ear)

Learners need to assimilate new sound patterns and to relate them to words and meanings. This process is particularly important in the early stages of acquiring a language when learning habits are being established and with young learners who are particularly receptive to new sounds. In the learning of their first language (mother tongue), children build up a wide experience of spoken language and interaction from birth and draw on this as they become literate. With a new language, exposure to the sound patterns needs to be built into the learning experience because listening to and manipulating the new language are critical for successful language learning. For this to happen, learners need frequent opportunities for intensive exposure to the language. This can be achieved using a range of resources including ICT.

Organisation of Primary Language Teaching

Some key characteristics of the organisation of primary language teaching are outlined below. More detailed advice on some of these issues will be found in Sections 2 – 5 of this guidance pack and in Part 3 of the Framework documentation – *Planning for Entitlement*.

Staffing

Current practice in the teaching of languages in Key Stage 2 includes a variety of staffing models, including:

- an existing primary class teacher with a specialist background in languages
- a primary class teacher with knowledge of and interest in a language who undertakes professional development in order to deliver language teaching either for part of her/his teaching time or full-time
- a language specialist with knowledge of other areas of the primary curriculum. The teacher might only work at one school or may be shared between schools
- support from a teacher from a linked Specialist Language College or other secondary school
- support from a Local Authority advisory teacher, an Advanced Skills Teacher (AST) or other professional
- a Foreign Language Assistant working with the class teacher
- an adult with strong language skills, who might support a class teacher as a Teaching Assistant or Higher Level Teaching Assistant.

Teachers can also be helped by:

- wider language learning opportunities offered by business, Higher Education Institutions, parents and the broader community
- ICT and e-learning
- innovative partnerships with schools in other countries.

These models involve a range of different people, who bring different kinds of expertise to support young learners. During the period of ‘capacity building’ in particular the contribution of secondary and other colleagues with linguistic skills will be vital. Advances in technology will also make it increasingly possible to bring a range of models and native speaker voices into the classroom to support the teacher and provide examples for the children. The Framework is designed to facilitate this process.

There are undoubtedly many benefits from an arrangement where children’s regular class teacher is also their language teacher: language teaching can be readily integrated into many other areas of the curriculum; maximum use can be made of the flexibility of the school day, and of learner groupings; and incidental and informal opportunities for language reinforcement or extension (e.g. taking the register, singing, classroom routines) can be exploited. Where another language specialist teaches the language, that teacher needs to work closely and co-operatively with the primary class teacher.

Organising this varied model of provision will be a significant responsibility of Head Teachers, and further more detailed guidance is given in Section 2 of this guidance.

Which language to teach

Schools may choose to teach any modern foreign or community language.

The choice of language will depend on factors such as:

- the availability, expertise, experience and interests of the staff
- the ability to sustain and resource the teaching of a particular language across Years 3 to 6
- the expectations and ambitions of the children and their parents
- support from native speakers in the locality and contacts with countries where the language is spoken
- the languages which are taught in neighbouring primary and secondary schools
- the language policies of the Local Authority.

Teaching a language with a non-Roman script

Some schools have introduced children to a language with a non Roman script – Urdu, Chinese, Japanese for example. The Framework has been designed for use with any language. It will, however, be necessary to interpret some of the Literacy objectives sensitively when dealing with characters and non-Roman scripts. Additional guidance will be made available on this during the course of 2005/6.

Of particular importance will be the development of links between primary and secondary schools and discussion and agreement about common and compatible approaches within local learning communities. The Framework is designed to help this process.

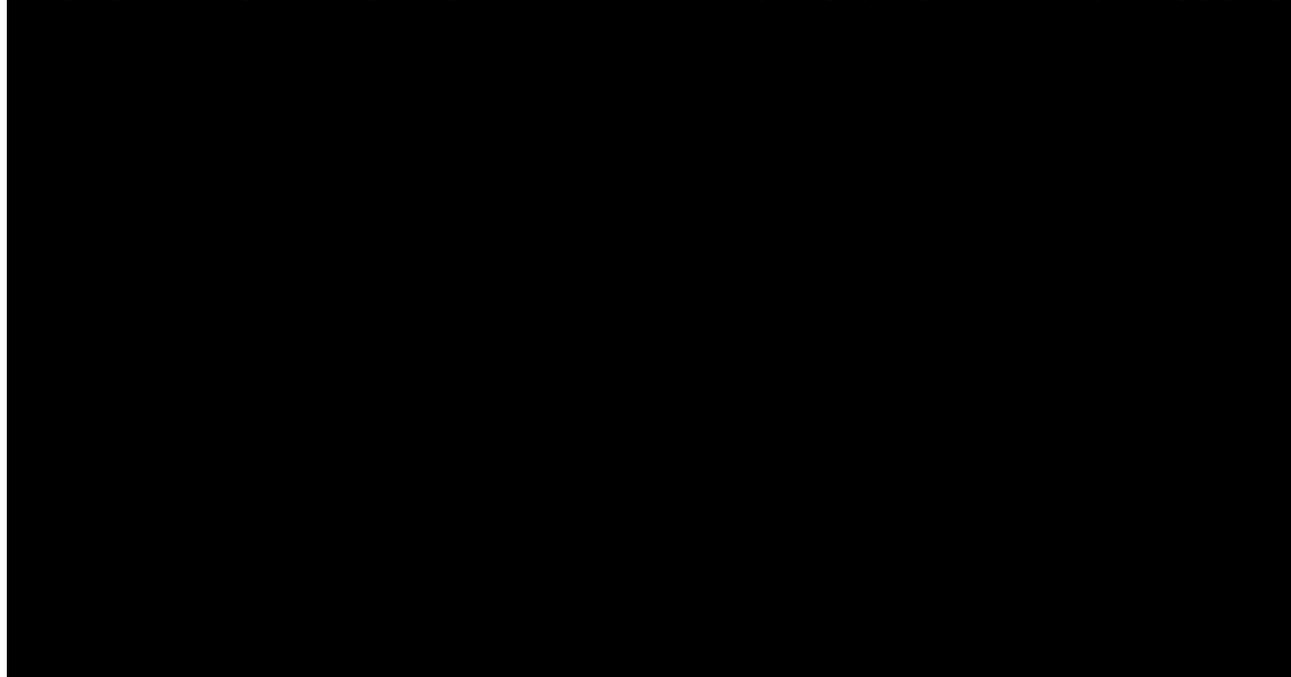
Links with other subjects

Effective integration into other areas of the curriculum helps to make cohesive links between subjects, which can raise teachers' and children's motivation and make better use of their time.

Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra. The Framework exists to enable schools to build motivating and imaginative teaching plans and units, which deal with content of real interest and relevance to children. Planning for language learning should also fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and Enjoyment.

To help in this process, examples of cross-curricular links are included in the on-line version of the Framework and will be in Part 3 of the Framework documentation – *Planning for Entitlement*.

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Time and Timetabling

Time allocation across the week should be sufficient to ensure that children have opportunities to interact with the language and for their learning to be properly reinforced. Children benefit from frequent opportunities to practise and assimilate newly presented language, and schools will ideally teach languages regularly throughout the week.

The Framework works on the basis that schools will plan for no less than 60 minutes per week of dedicated ‘language time’. This might be divided into relatively short sessions, for example:

- 15 minutes per day
- 3 x 20 minutes
- 2 x 30 minutes plus one shorter session of 10 minutes.

In addition to this dedicated time allocation, teachers should seek opportunities during the week to enable children to use their newly acquired language skills. The curriculum offers opportunities throughout the day, planned or incidental, to reinforce language work, for example carrying out class routines. Teachers might also introduce some elements of the Framework (for example the Knowledge About Language strand) into general literacy work.

The duration and frequency of the sessions will depend on who is teaching the language. Primary class teachers will have more flexibility than visiting teachers.

Key Stage 1

Although the Framework is designed for pupils in Key Stage 2, some schools will choose to begin some exposure to the new language or languages in Key Stage 1. This could involve either offering an experience of more than one language, or an early start in the chosen language that will be taught in Key Stage 2.

Work with new languages in Key Stage 1 can be used to:

- build links between school and home, where some children are already speakers of other languages
- develop listening and speaking skills and build confidence
- encourage and develop children’s linguistic and creative skills
- build positive attitudes to languages and culture
- develop learning about other countries and cultures.

Language work can be embedded within routine practices, for example greetings and salutations at the start and end of the day, celebrations such as birthdays and other events, assemblies, book weeks, cultural festivals, inputs by visiting speakers. Language work can also be included in many areas of the curriculum such as Music, PE, English, Mathematics, Geography, Drama and Art.

Schools can use the Framework by planning around the objectives which seem most appropriate for younger learners – Oracy and Intercultural Understanding, awakening and encouraging children's interest in the world around them and in the sounds of the new language. It is recommended that learners of this age have opportunities to hear and use the language regularly for short periods of time.

Further guidance on working with children in Key Stage 1 will be included in Part 3 of the Framework documentation – *Planning for Entitlement*.

Continuity to Key Stage 3

The Key Stage 2 Framework for Languages focuses both on progression in language capability and on developing confidence and curiosity about languages and language learning. Both of these aspects should provide pupils with a sound basis for further study and achievement at secondary school.

They will also create new challenges for secondary schools; in particular as full primary entitlement is achieved. The experience of the 19 Pathfinder Authorities shows that the key to effective transition lies in recognising and building on children's prior knowledge, understanding and achievement. Working in partnership is an essential factor in ensuring that children progress smoothly and with confidence from language learning at primary school to language learning at secondary school. The establishment of links and networks is therefore an important condition for successful continuity across the Key Stages.

In order to identify what is particular to primary language pedagogy teachers will benefit from mutual observation of learning and teaching at the heart of their planning and schemes of work. Secondary teachers are often surprised at the complex and sophisticated ways that young learners function in languages and at the cross-curricular approach that primary teachers develop. Primary teachers welcome more knowledge about what will be expected of their children, particularly in terms of skills and pace, when they progress to secondary language lessons.

Further guidance on transition issues will be included in Part 3 of the Framework documentation – *Planning for Entitlement*.

Inclusion

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. In planning to meet the varied needs of pupils, teachers can adapt the Framework objectives and choose objectives from any part of the Framework which will be helpful in supporting the learning of individual children. The Framework in this respect fully reflects the principles in *Speaking, Listening & Learning: Working with Children who have SEN*.

Children for whom English is a second or additional language can be greatly encouraged and supported by language lessons. They are able to take pride in their existing linguistic skills and see languages other than English being valued. They can build on their experience of using a number of languages in their daily life and contribute to the Intercultural Understanding of their fellow pupils. Their plurilingual experience may help them to learn the new language or languages.

The National Curriculum and Equal Opportunities

National Curriculum documentation suggests three principles to guide schools

- 1 **Setting suitable learning challenges**
High expectations, differentiation, choice of objectives.
- 2 **Responding to diverse learning needs**
Appropriate learning environments, work matched to interests and suitable targets.
- 3 **Overcoming potential barriers to learning for individuals and groups.**
Addressing the particular needs of:
 - *Children with special educational needs or disabilities.*
 - *Gifted and talented children.*
 - *Children for whom English is a second or additional language.*

Teachers can also use the Framework to provide suitable challenges for gifted and talented pupils. This can be through planning to address learning objectives from future years, differentiated questioning during whole class activity or through individual projects which encourage children to experiment with language and using models and reference sources to create new meanings with increasing independence.

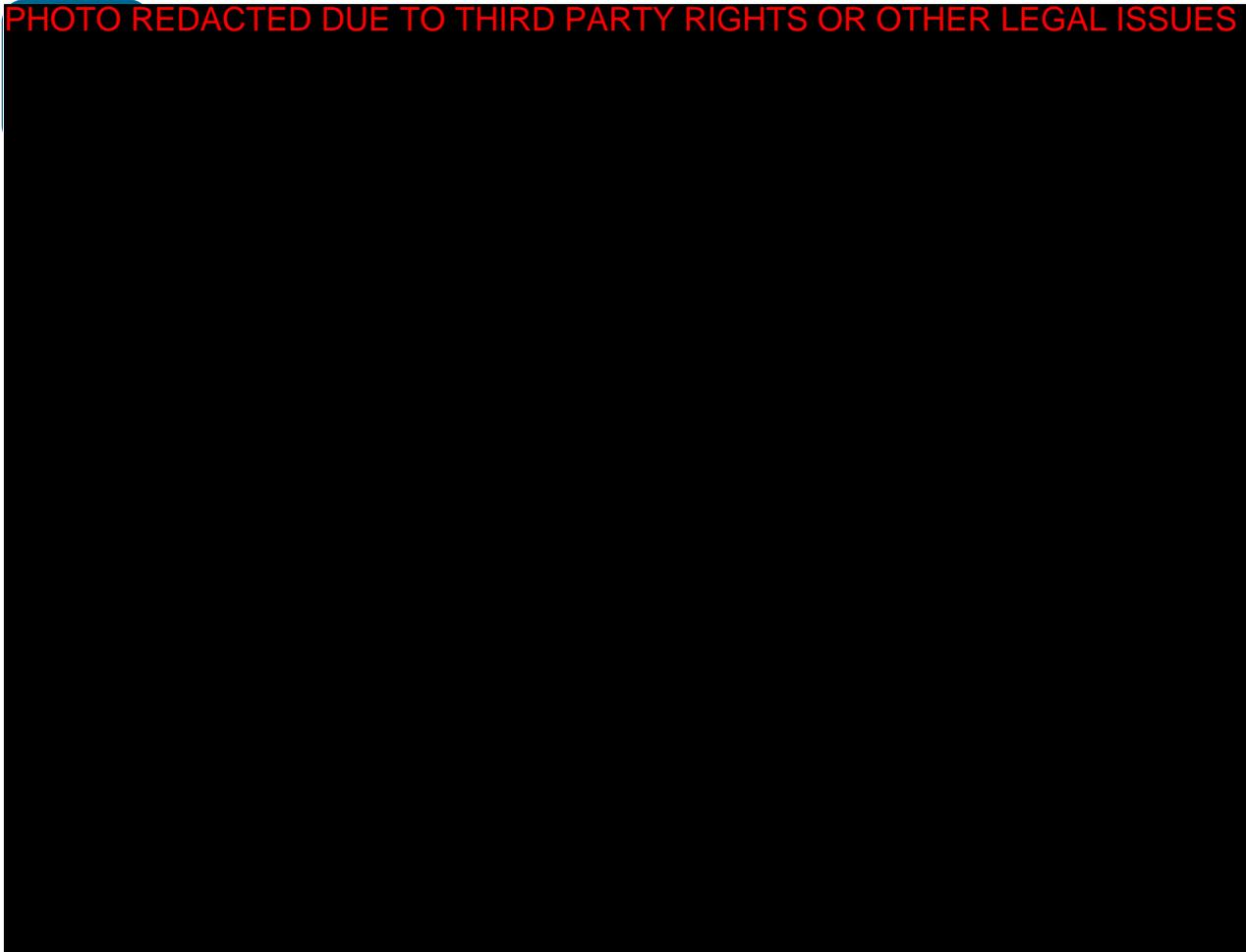
Assessment and Evaluation

A key aim of the Framework is to encourage children to understand their learning and progress. The learning objectives provide the basis for self-evaluation as well as guiding informal teacher assessment, which can be linked to the levels of the Languages Ladder, the National Recognition Scheme. The Languages Ladder, a key component of the National Languages Strategy, is a voluntary system which enables children and teachers to assess achievements using 'Can do' statements in the main skills of listening, speaking, reading and writing. There is also voluntary external assessment, accredited by Cambridge Assessment.

Many schools have also used a portfolio approach to recognising achievement in languages – as an aid both to self-awareness and to continuity into the secondary sector. Use of a portfolio helps to give children a commitment to and ownership of their learning. By discussing and negotiating the aims, content and processes of their work at regular intervals, they gradually learn to take more responsibility for their own progress. The portfolio encourages children to develop a reflective approach to language learning and supports them in developing language learning strategies, which help them to learn more independently.

More detailed advice on assessment and evaluation will be available in Part 3 of the Framework documentation – *Planning for Entitlement*.

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Further Information and Support

Teachers and planners will need guidance and access to appropriate resources as they extend the opportunities for language learning to all children in Key Stage 2.

The best starting point for more detailed advice, both on the Framework itself and about other sources of support, is to be found on the National Advisory Centre for Early Language Learning (NACELL) website www.nacell.org.uk.

Other sources of information include

The National Curriculum online website has details of the non-statutory guidelines for primary language learning www.nc.uk.net/nc_resources/html/MFL_k2.shtml.

The Qualifications & Curriculum Authority (QCA) website has general information, advice and exemplification materials for curriculum subjects www.qca.org.uk/278_2116.html.

The National Curriculum in Action website uses pupils' work and case study material to show what the National Curriculum in languages looks like in practice www.ncaction.org.uk/subjects/mfl/index.htm.

The Standards website hosts the details about the Primary National Strategy and wider curricular advice, Schemes of Work for primary French, German and Spanish, and information on how to support children with SEN with their speaking, listening & learning skills www.standards.dfes.gov.uk/primary, www.standards.dfes.gov.uk/schemes/primary_mfl/ and www.standards.dfes.gov.uk/primary/publications/inclusion/sll_sen/pns_sen118705sll.pdf.

The National Languages Strategy website provides an overview of the Strategy and key developments in its implementation www.dfes.gov.uk/languages.

CILT – The National Centre for Languages offer information on language teaching publications, training and advice on national and regional levels www.cilt.org.uk.

The British Council website provides details on visits and courses abroad, school exchanges, and the role and employment of Foreign Language Assistants www.britishcouncil.org.uk and www.languageassistant.co.uk.

The Global Gateway offers opportunities to forge international partnerships with schools around the world, and wider cultural information about other countries and global citizenship www.globalgateway.org.uk.

The Languages Ladder is a voluntary assessment scheme to give learners of all ages recognition for their language skills. Languages Ladder accreditation is awarded through the Asset Languages assessment scheme www.dfes.gov.uk/languages/DSP_languagesladder.cfm and www.assetlanguages.org.uk.

The Training and Development Agency (TDA) offer information on how to train to be a teacher and how to manage your professional development once trained www.tda.gov.uk.

Cultural Institutes are a good source of information, advice and materials to supplement language and learning in primary:

Goethe – www.goethe.de/ins/gb/lon/enindex.htm.

Spanish – www.sgci.mec.es/uk/english.html.

French – www.institut-francais.org.uk.

Italian – www.italcultur.org.uk.

Japanese – www.jpof.org.uk.

Further support will also be made available in the coming months. Part 3 of the Framework documentation – *Planning for Entitlement* will be available to schools from the Spring term of 2005/06 and will offer short, medium and long-term planning advice and practical information on making links between languages and other areas of the curriculum. A 'Training Zone' website will also offer resources and video footage of language teaching and training in practice to support the sharing of best practice and aid professional development. This will be made available in phases as from Spring term 2005/06.

“ 2 Co-ordinating Provision ”

Advice for Head Teachers, Senior Managers and Subject Co-ordinators

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This section offers guidance for primary Head Teachers and other managers in primary schools with responsibility for developing provision of language learning in Key Stage 2.

It is supplemented by detailed advice on key planning issues in Part 3 of the Framework documentation – *Planning for Entitlement*.

Taking the first steps

The Framework is a distinctively primary document. It is set in the context of the contemporary primary agenda, notably *Excellence and Enjoyment*, and seeks to present primary languages in a way which can be incorporated into the existing curriculum. It proposes a vision of language learning that complements and supports the delivery of existing whole school priorities and takes full account of the aspirations and outcomes of *Every Child Matters*. It is underpinned by principles and expectations of language learning which are appropriate to the age of the children and to the ways in which primary schools characteristically organise their curriculum and pedagogy.

The key role of Head Teachers and Senior Managers

The support of Head Teachers and other senior managers is critical to the success of introducing and sustaining primary language learning. Crucially, Head Teachers with their senior managers and subject co-ordinators provide leadership in establishing the aims, aspirations, values and ethos of the whole school. These exert a powerful influence on the perceptions and attitudes of staff, children, governors and parents.

School leaders need to develop and share:

- a clear rationale for language learning across the school
- a clear vision of how children will benefit
- a clear strategy for how entitlement to language learning will be delivered.

The Key Stage 2 Framework for Languages has been designed to assist Head Teachers, senior managers and subject co-ordinators with this process.

Including language provision in the School Improvement Plan

In order to achieve the ambitions for primary language learning as defined in the National Languages Strategy, it will be Head Teachers' responsibility to ensure that every child is offered an opportunity to study at least one new language from the age of seven by the end of this decade. It is fully recognised that schools will have many different starting points. Schools will be able to plan for the introduction or further development of language learning at a pace which is manageable and which suits their circumstances, their pupils and their community.

Schools will be supported in this process, locally and nationally. It is clearly beneficial that a start, however modest, is made in moving towards full entitlement as soon as possible. Schools will need to consider how to incorporate provision for language learning into their longer-term development planning from 2006 onwards. Points to consider in strategic planning are likely to include some or all of the following:

- available teaching expertise
- staff training needs
- development of schemes of work to assure continuity and progression
- embedding language learning through links to other subject areas in the curriculum
- resources and sources of support
- solutions to challenges such as mixed age classes.

Where schools are starting from scratch, it is still advisable to make an early start albeit at a simple level. Schools that are now experienced in primary language teaching have often started out by introducing language learning step by step.

Spotlight: A step by step approach

“We began by introducing language everyday through class routines, greetings in the morning and afternoon, taking the register, classroom instructions, praise words and simple number games. We grew in confidence and moved on to songs and rhymes and soon we were planning short sequences of learning of up to 15 minutes when children could learn how to ask and answer simple questions and build up a short conversation. Now we teach language in lessons of 30 minutes through storytelling and using ‘big books’, tapes and the interactive whiteboard. From very small steps we have managed to develop an ambitious programme of learning from Year 3 to Year 6.”

Getting started – the Languages Audit

Taking stock of what skills and resources are readily to hand within the school can provide a solid starting point for future planning. A languages audit will identify capacity and expertise that can support the early introduction of language learning and inform decisions about which language or languages should be taught.

Such a process, if conducted across the wider community of the school, can also be worthwhile in raising the profile and value of languages more generally.

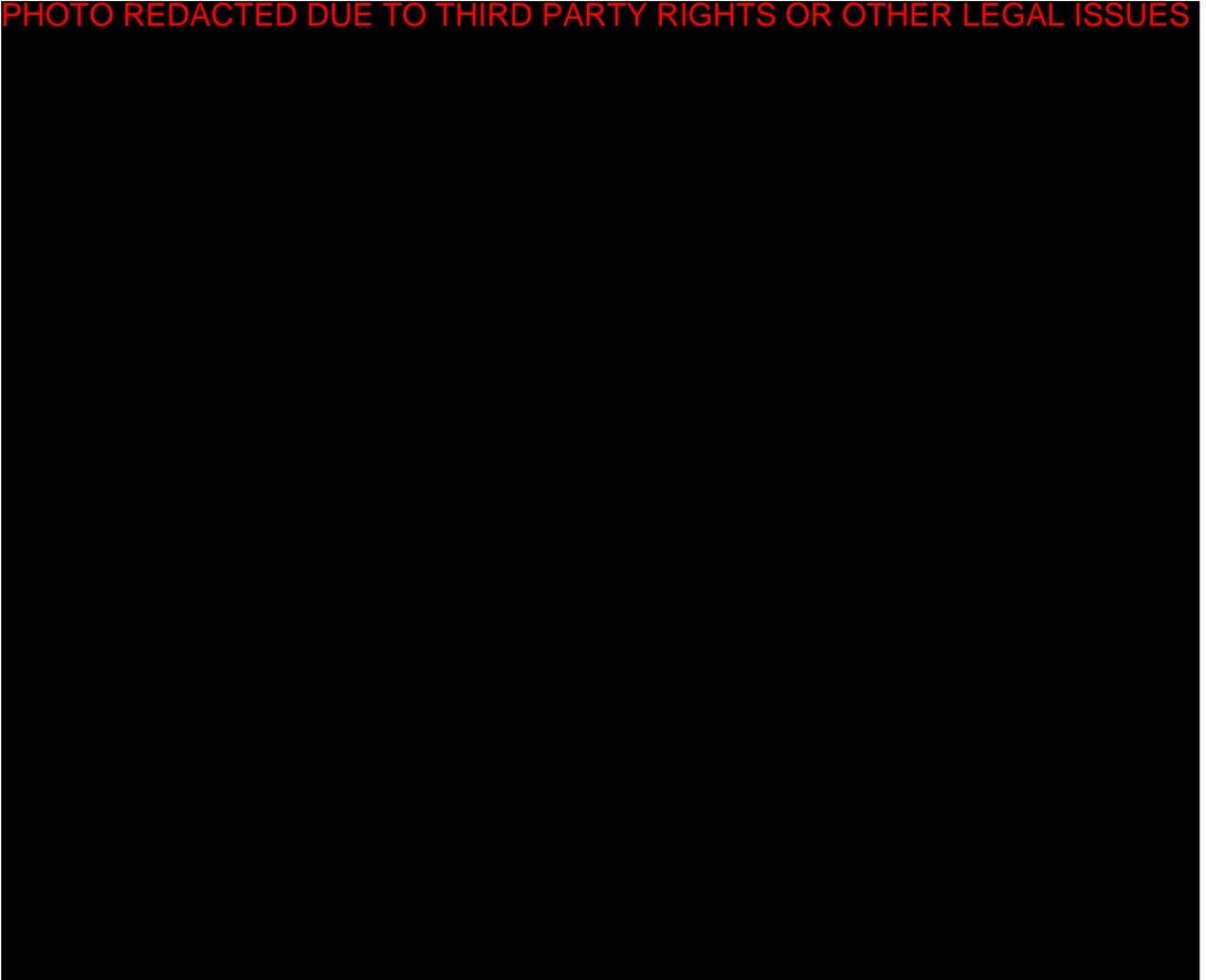
A languages audit can be instrumental in developing the school improvement plan in respect of:

- identifying the availability of teachers and teaching assistants capable of delivering primary languages
- identifying training needs of those staff whose language skills require refreshment
- targeting resources that can be used to support language training and teaching within the short, medium and long term
- seeking out opportunities for language training provided by the Local Authority, Higher Education Institutions or other providers.

In undertaking forward planning school leaders and subject co-ordinators will be able to draw on advice from a number of sources, including their Local Authorities, Advanced Skills Teachers, Higher Education Institutions, and visiting language teachers from Specialist Language Colleges. Advice, guidance and training are also available from Comenius Centres and Regional Support Groups across the country.

A comprehensive range of exemplar materials to support whole school planning will also be provided in Part 3 of the Framework documentation – *Planning for Entitlement*.

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Learning in partnership

What often works best in planning for the introduction and implementation of primary languages is a partnership between primary and secondary colleagues, where primary teachers can acquire linguistic and methodological skills through working with their secondary language specialist, while secondary teachers gain valuable insights into the primary school environment and how primary children learn most effectively. Specialist Language Colleges (SLCs) have a particular role to play in this respect.

Through a range of national and regional development programmes, there is now an extensive pool of primary teaching experience on which to build. Head Teachers, senior managers and subject co-ordinators can benefit from discussion with other colleagues. This can be through their contacts with established networks and clusters focussing on management issues and through groups and organisations established specifically to assist with the dissemination of good practice in primary languages. It is particularly valuable to work in cross-phase clusters with other primary schools linked to local secondary schools.

ELL-LC (Early Language Learning through Language Colleges)

Many primary schools are already part of the Early Language Learning in Language Colleges Project ELL-LC. This project supports Specialist Language Colleges (SLCs) to fulfil their role in working effectively with primary partners to introduce language learning in Key Stage 2 and to support smooth transition into Key Stage 3.

Primary Strategy Learning Networks

Some schools may be involved in a Primary Strategy Learning Network which comprises a group of primaries working with a secondary school on a chosen subject focus. There are currently 27 such learning networks across the country focused on primary languages.

It is helpful for teachers who are just getting started to have opportunities to observe successful practitioners of primary languages in action. Such opportunities can often be arranged through this kind of networking. Local Authorities have a crucial strategic role in providing support, advice and training and in facilitating communications and networking.

Regional Support Groups

Regional Support Groups (RSGs) for primary languages are managed by CILT, the National Centre for Languages, and its network of regional Comenius Centres. There are 53 Regional Support Groups across the country who meet five times a year. Each group provides a valuable local forum for the discussion and dissemination of ideas, resources and initiatives for schools, managers, teaching staff and support staff of all kinds, as well as offering opportunities for training and retraining in language capability and teaching methodology.

Key decisions for managers

The central decisions that must be made by school managers can be summarised by four questions:

- WHO?** who is to teach and who is to be taught?
WHAT? which language(s) are to be taught?
WHEN? when will teaching occur and for how long?
HOW? how will the languages be taught?

WHO – Teachers and Pupils

This question concerns two categories of people: teachers (and other adults) and children. The availability of staff to provide and sustain high quality language teaching across Key Stage 2 is likely to be the first priority for senior managers. The second matter of when and to which groups of children to introduce language learning is also a frequently asked question.

Teachers and other adults

Many different people can contribute to the teaching of languages in primary schools, including:

- a primary teacher who has languages expertise working with several classes
- a primary teacher willing to develop language capability working with their own class
- a visiting specialist language teacher from a local secondary school or Specialist Language College
- a secondary trained language specialist employed by a primary school, a cluster of primary schools, or a Local Authority
- an Advanced Skills Teacher from a primary or secondary background working with a cluster of primary schools
- a Foreign Language Assistant working with the class teacher
- a foreign national without formal teaching qualifications who lives in the school's vicinity (working alongside a class teacher)
- other volunteers (such as parents) who happen to have languages expertise (working alongside a class teacher).

All of these models can work effectively and each brings different qualities to the learning experience. Children can benefit from the expertise of specialist languages teachers and from the language skills and cultural insights brought by native speakers. It is clearly desirable, however, that the primary class teacher is centrally involved in the process of planning and monitoring progress. The class teacher is best placed to mediate the learning for the children, to reinforce it outside the set lessons and will be able to talk to the children themselves, their parents and other adults about the children's experience of language learning and about the progress that they are making.

Class teacher

The class teacher can provide continuity of experience and can take full advantage of the flexibility of the primary curriculum to underpin and extend language learning. Above all the class teacher has a very clear understanding of how primary children learn most successfully and can ensure that their learning builds on their existing knowledge and makes links with other subjects and opportunities.

Newly Qualified Teacher (NQT)

The value of recruiting an NQT with a language specialism is considerable as such teachers can then act as catalysts in supporting and embedding primary languages within the school. NQTs with a language specialism will need support from experienced generalists and experienced specialist teachers of languages. Schools will benefit considerably if there can be regular contact between the NQT and experienced teachers of languages such as Advanced Skills Teachers and secondary colleagues from Specialist Language Colleges and other schools.

Visiting specialist

Visiting specialists are able to provide good linguistic role modelling, correct pronunciation and intonation. This is clearly of value to the children but also to the class teachers who can observe as well as participate in lessons. In this way the class teacher can improve in confidence and expertise. The class teacher can then reinforce what has been learned and revisit the language content in other lessons or in daily routines.

Native speaker

Native speakers can enrich the children's experience by developing knowledge of the cultural context of the language being taught. This can help schools to interpret and integrate the learning objectives for intercultural understanding into other parts of the curriculum. Native speakers of the new languages may be working in schools, as teachers or assistants, or may live in the local community. Schools might also recruit a Foreign Language Assistant (FLA). FLAs can play a full part in school life, participating in whole school activities such as assemblies and cultural celebrations.

Linguistic up-skilling

Primary staff taking on the teaching of languages with their classes will need access to and opportunities for linguistic training. Some suggestions as to how teachers without languages expertise or prior experience might get started are offered in section 3 of this guidance pack – *Getting Started*. In developing a strategy for building capacity in language capability across the school, Head Teachers and senior managers might like to consider how to use the support available from secondary specialists and native speakers creatively and flexibly in order that both children and teaching staff make the best use of this undoubtedly valuable resource. Foreign Language Assistants and other available native speakers, in particular, can be used both as a resource in lessons and a valuable means of improving teacher language competence.

A wide range of courses is available to primary teachers wishing to improve their linguistic competence, run by Local Authorities, by Higher Education Institutions, and by Cultural Agencies of the main Embassies, as well as by commercial providers. Through CILT, the National Centre for Languages and the British Council opportunities for intensive residential courses abroad are also available. The NACELL website and the Regional Support Groups managed by CILT are helpful sources of information about these opportunities.

Linguistic ability also improves through contact with people in the country where the language is spoken. Email, videoconferencing and the Internet bring direct electronic access to the language and its speakers to both children and their teachers. Establishing partnerships with schools and other educational institutions abroad can facilitate personal contacts and enable visits and exchanges to take place.

Coaching, modelling and mentoring

Secondary colleagues or primary colleagues with expertise in languages can offer a rich source of support through providing model lessons. These can be followed up by subsequent direct coaching or mentoring. The role of secondary schools in this regard is discussed in more detail in section 5 of this guidance pack *Supporting Primary Entitlement*. The aim of such training in most cases is to empower the primary teacher to take over full responsibility for the teaching of the class themselves. In this way, schools can build capacity by enabling a wider number of class teachers to teach languages independently.

Sustainability

Devoting INSET and staff development sessions to languages helps to raise awareness amongst staff and promote forward planning. All schools will need to consider how to develop a strategy to sustain language provision over time.

It will be advantageous in the long term to move away from a position where language provision is dependent on a single teacher in the school. It may be helpful for Head Teachers and governors to review their recruitment strategy and consider including the ability to speak another language as a criterion for future selection.

Children

By 2009/2010 schools should provide the opportunity for all children from the age of 7 to learn a new language. Schools can approach this expectation in a number of ways to meet their individual circumstances.

- Schools with no experience of teaching languages could begin by introducing a small amount of classroom language as a matter of policy across several or all year groups straightaway and begin to build on this through classroom routines.
- Schools could modify and develop a simple unit of language with reference to the QCA Schemes of Work e.g. Ich spreche Deutsch, Je parle français, Hablo español and begin to teach this in one or more year groups. In preparing for this, schools could look for support from a visiting specialist or a native speaker.
- Schools could concentrate on aspects of the Framework which do not rely exclusively on linguistic knowledge. They could focus on the Intercultural Understanding strand and identify areas of overlap with other subject teaching making this part of the learning experience of most if not all children.
- Schools may wish to move to an embedded model immediately with one or two year groups and seek to develop language learning through a cross-curricular approach, making links with English, Geography, History, PSHE and Citizenship, Mathematics, Art, Music, PE and RE.

Making a start – building from Year 3

Currently many schools offer systematic language teaching to Year 6 pupils in the first instance. There is, however, an advantage to starting with Year 3 pupils. Schools can then follow through a phased programme of introduction to subsequent cohorts through to Year 6. In this way, teachers have time to grow in confidence and plan for progression step by step. Schools adopting this model will be in a position to provide for the 4 years of Key Stage 2 by 2009/2010.

This holds good for schools that already offer language learning to Years 5 and 6. In fact they are in a very strong position to extend provision to all children. Rather than change existing arrangements for the older children it may be better to start something fresh with Year 3 and work through a revised model of provision building up to full entitlement. It is unlikely that the current schemes of work in place in Years 5 and 6 will be readily transportable to Years 3 and 4. The emphasis on the education of the ear and on interaction with the sounds and patterns of the language is particularly relevant for the younger age group and is a major focus of the Framework. Children will have opportunities to experience and respond to language through songs, finger rhymes, poems and storytelling. As children progress there will be a greater emphasis on asking and answering questions, presenting ideas and communicating independently.

The introduction of the Framework should also provide an opportunity to review and enhance existing provision for Years 5 and 6, particularly in relation to Literacy, Knowledge about Language and Language Learning Strategies. Teachers may wish to refer to the Learning Objectives for earlier years if they are considering introducing new elements from the Framework into their existing schemes.

Key Stage 1

Many schools already offer the teaching of languages to younger children in Key Stage 1. The Framework does not require this but there are many benefits to be gained. Language learning develops children’s communicative, creative, physical and social skills. They learn how to listen attentively and to respond appropriately. They develop awareness of how language works by either learning one language through songs and simple finger or nursery rhymes or through exposure to a variety of different languages. Children can also participate in simple counting activities in one or more languages, thereby using languages other than mother tongue for real purposes. They can begin to respond to simple greetings and classroom instructions. They can gradually gain confidence in hearing and using the new language regularly in familiar routines. In this way they are well prepared for the full range of learning suggested by the Framework during their years in Key Stage 2.

WHAT – Which language(s)

Schools are free to teach any modern foreign or community language.

The choice of language(s) to be taught will depend on a range of factors including:

- the availability, expertise, experience and interests of the staff
- languages which are spoken in the local community
- contacts with the country or countries where the language is spoken
- the language(s) which are taught in neighbouring primary and secondary schools
- the availability of specialist support in Local Authorities, Specialist Language Colleges and other secondary schools and from other sources, including native speakers
- the writing system of a particular language
- the expectations and ambitions of parents and pupils
- the language policies of the Local Authority
- the capacity to sustain and resource the teaching of a particular language across Years 3 to 6.

The Framework provides for a single language or a multi-lingual approach. It is broad and flexible and seeks to encourage individual schools to develop their own programmes of language learning and teaching suited to their own particular circumstances. The Framework assumes that in doing so regular dialogue between primary and secondary teachers will be a condition of successful implementation in order to assure smooth transition between Key Stages 2 and 3. The choice of language and planning for progression are key areas where partnership between primary and secondary colleagues will be essential.

A single language over 4 years

Many schools are choosing to plan a programme of learning in one language over four years, building for progression across all five strands of the Framework. In this model all strands are given equal importance, although there is a very clear expectation that children will make significant progress in their ability to communicate in the language. The emphasis and balance in covering the strands vary according to the age and abilities of the children.

A two-language model

Some schools prefer a two-language model. This approach tends to be adopted where local secondary schools offer two languages across their Year 7 intake. This model can take a range of forms: all children can be taught two languages; children can be taught one language for two years and another for the next two years; in two-form entry schools, each class can be taught one of the languages. When children learn more than one language there is always the possibility of making rich comparisons between languages.

A focus on multi-lingual language awareness

Some schools are offering experience of a range of different languages in the initial stages of learning in order to develop language awareness. In this model children move on from a multi-lingual language awareness programme to the progressive teaching of a single language in the later years of Key Stage 2. This approach may be particularly appropriate where children bring a range of languages into the classroom. It can give children insights into how languages work and the processes of learning.

Whichever approach is taken it is important to discuss the implications with schools in the secondary sector to which Year 6 pupils will move in order to ensure continuity across the transition between Key Stages 2 and 3. A pre-requisite of successful language learning will be that motivation is sustained from one class to another and cross-phase. Children learn best when there is continuity of experience and approach and due attention is given to recognising and building on their prior knowledge and achievement.

The Framework encourages and supports schools to develop effective language learning provision which demonstrates:

- a clear rationale
- clear planning for progression in learning
- a plan for sustaining and developing provision across the key stage which does not rely on a static staff profile.

An effective strategy for primary language learning will provide:

- coherence across Key Stage 2
- coherence with the vision and principles outlined in the Framework;
- coherence with Key Stage 3.

WHEN – Time and Timetabling

The Framework works on the basis that schools will teach languages for no less than 60 minutes per week. The time can be arranged flexibly into short sessions of 15 minutes, or longer sessions of 30 minutes. Some schools offer a full hour of language time. This is usually divided into a wide variety of different activities, including ICT related work.

The Framework encourages schools to integrate language learning into the existing curriculum as much as possible. Through a combination of dedicated language lessons, teaching language through other subject areas, and using language for real purposes in daily classroom routines, schools have found that they can meet the recommended time allocation of 60 minutes. By developing a whole school policy which adopts this embedded approach and integrates language learning across the primary curriculum, head teachers can increase the total exposure of pupils to the new language without directly impinging on curriculum time for other subjects.

HOW – Methods and Approaches

The five principles below suggest ways in which a distinctively primary approach to language learning can be developed:

- provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- use active learning to engage motivation
- use games and songs to maximise enjoyment
- embed languages in class routines and school life
- integrate language learning across the curriculum to connect with learning in other subject areas.

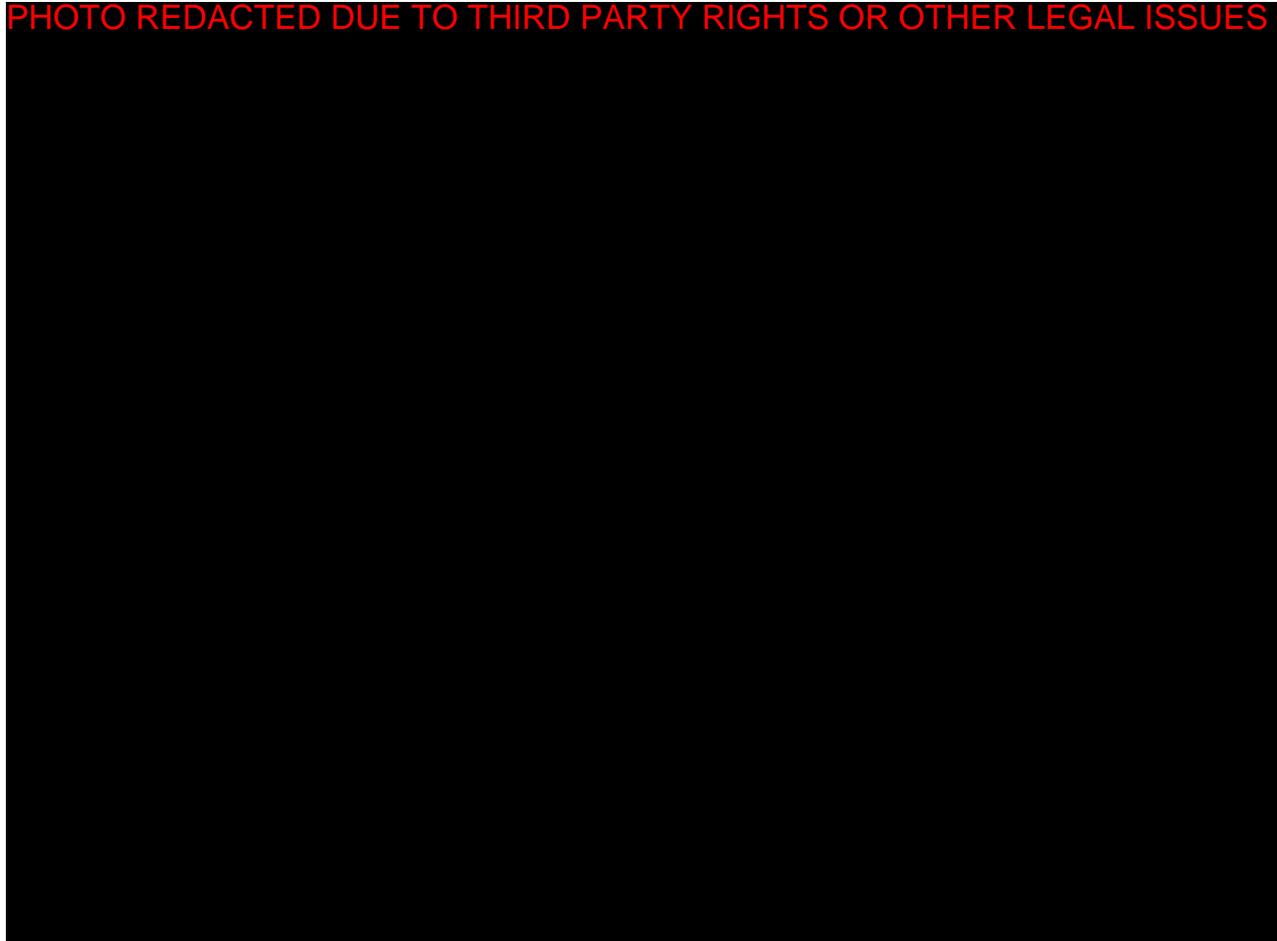
The extent to which teachers can use the new language as the principal medium for their teaching will obviously depend on their expertise and experience. It is important to provide children with opportunities to hear the new language as often and as intensively as possible – the education of the ear which enables them to assimilate and then re-use the language. Some aspects of the Framework, however – explicit comparisons between the new language and English and other languages for example – may most appropriately take place in English, often in other parts of the curriculum.

Guidance on using the new language and developing a range of techniques to support understanding and avoid the unnecessary use of English are given in Part 3 of the Framework documentation – *Planning for Entitlement*.

Head Teachers and senior managers will have the central role to play in curriculum planning and policy on such issues as assessment, progression and transition. Resources to support this are already widely available. In particular the NACELL ‘best practice guide’ is an on-line resource designed to support schools in introducing languages into the curriculum. It provides curricular models, guidance, case studies and schemes of work. Local Authorities and their key partners also support schools in a variety of ways, providing strategic support, guidance and professional development opportunities.

Further detailed advice and case studies are available in Part 3 of the Framework documentation – *Planning for Entitlement*.

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Further Information and Support

The National Advisory Centre for Early Language Learning (NACELL) offers advice, resources, best practice and information about Initial Teacher Training with a language specialism, and Continuous Professional Development courses www.nacell.org.uk.

The National Curriculum online website has details of the non-statutory guidelines for primary language learning www.nc.uk.net/nc_resources/html/MFL_k2.shtml.

The Qualifications & Curriculum Authority (QCA) website has general information, advice and exemplification materials for curriculum subjects www.qca.org.uk/278_2116.html.

The National Curriculum in Action website uses pupils' work and case study material to show what the National Curriculum in languages looks like in practice www.ncaction.org.uk/subjects/mfl/index.htm.

The Standards website hosts the details about the Primary National Strategy and wider curricular advice, Schemes of Work for primary French, German and Spanish, and information on how to support children with SEN with their speaking, listening and learning skills www.standards.dfes.gov.uk/primary, www.standards.dfes.gov.uk/schemes/primary_mfl/ and www.standards.dfes.gov.uk/primary/publications/inclusion/sll_sen/pns_sen118705sll.pdf.

The National Languages Strategy website provides an overview of the Strategy and key developments in its implementation www.dfes.gov.uk/languages.

The Early Language Learning – Language College programme encourages Language Colleges to work with their partner primary schools to deliver languages in the curriculum www.cilt.org.uk/languagecolleges/projects.htm.

Primary Strategy Learning Networks encourage groups of primary schools to work together with a focus on a common subject to raise standards www.standards.dfes.gov.uk/primary/publications/learning_networks/1095729/.

The Early Language Learning Regional Support Groups and Comenius centres provide networks of regional support around the country. They aim to help build regional capacity to deliver primary language learning and offer opportunities for networking, training and dissemination for teachers and trainers involved in early language learning www.nacell.org.uk/regional/index.htm.

The Training and Development Agency (TDA) offers information on how to train to be a teacher and how to manage your professional development once trained www.tda.gov.uk.

The British Council website provides details the role and employment of Foreign Language Assistants www.languageassistant.co.uk.

Further support will also be made available in the coming months. Part 3 of the Framework documentation – *Planning for Entitlement* will be available to schools from the Spring term of 2005/06 and will offer short-, medium- and long-term planning advice and practical information on making links between languages and other areas of the curriculum. A 'Training Zone' website will also offer resources and video footage of language teaching and training in practice to support the sharing of best practice and aid professional development. This will be made available in phases as from Spring term 2005/06.

“ 3 Getting Started ”

Advice for primary schools and teachers introducing languages for the first time

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This section of the guidance is intended to support primary teachers with no prior experience of teaching languages. It seeks to reassure and shows how to build up confidence and expertise in language teaching over time, while providing high quality and enjoyable learning for children.

Key messages for primary class teachers

The Framework will be introduced gradually over four years

The Key Stage 2 Framework for Languages will be introduced gradually between 2005/06 and 2009/10. These four years can be regarded as the capacity building phase when schools, working in partnership with one another, with their Local Authorities and with other key agencies can work collaboratively to meet the needs and interests of primary children. The Framework is a flexible document which assumes that primary class teachers will be centrally involved in decisions relating to how to teach a language or languages to their pupils. They will be able to draw on their existing expertise and their wider knowledge of the Primary Strategy in order to plan sequences of learning adapted to the needs and abilities of individual children in their classes.

Some schools will plan to teach one language over four years; others may choose a more multi-lingual approach focusing on how language works and on the development of language learning strategies. The important message is that schools should begin planning now in order to take advantage of this period of lead-time. Introducing small amounts of language learning and building up little by little is highly recommended. In order to help primary teachers phase in language learning successfully, schools will have access to on-line resources and a wide range of support, advice and guidance at local, regional and national level.

The Framework builds on excellent primary learning and teaching

There will be many aspects of the Framework that will seem familiar. This is because the Framework has been designed to accord with the National Literacy Strategy, the new Primary Strategy and good primary practice in general. In introducing the Framework there will be explicit areas of overlap and enrichment and clear opportunities to teach and reinforce these through the context of other subject areas. This will be particularly relevant for aspects of Intercultural Understanding, Knowledge about Language and Language Learning Strategies. All primary teachers should therefore feel confident that they have much to contribute to the development of primary language learning.

Gaining confidence in teaching a new language

For many teachers who are apprehensive about introducing primary languages the main source of anxiety is usually the extent of their knowledge of the language to be taught. The following six observations reflect the experience of primary schools who have begun to teach languages over recent years:

- 1 Worthwhile experience of language learning can be provided for primary pupils by teachers who do not have an extensive knowledge of the language being taught.
- 2 People tend to underestimate how much they do know; most primary teachers have studied a language at some time and retain a residual knowledge and understanding of key words, phrases and structures.
- 3 There are now available a considerable number of high quality teaching resources which teachers can use both to refresh their own familiarity with the language being taught and to structure teaching programmes for their pupils.
- 4 Native speakers can be involved in a variety of ways to assist with primary language teaching.
- 5 Primary languages should not be seen as adding 'a bolt-on extra', but rather as giving a new and distinctive dimension to the curriculum as part of the Primary Strategy.
- 6 Direct support is available from many sources including Local Authorities, colleagues in the secondary sector, especially Specialist Language Colleges, and a range of other organisations such as CILT, the National Centre for Languages.

For schools with no previous experience of teaching primary languages, it will be sensible to start with Year 3 pupils. There are many opportunities to make links with Literacy in English, and to embed language learning little by little into classroom activities. There is much to gain for children at this stage of development in listening to and interacting with the sounds of the new language, in order to train the ear and encourage them to play with sounds, joining in with songs, rhymes and simple phrases.

Teachers can plan activities in advance, using a set amount of language. The range of language in the beginning stages and the nature of the activities proposed should mean that teachers can more easily, comfortably and quickly perfect their pronunciation and grow in confidence. Doing a little well is the key to success for teachers getting started. The use of electronic and other resources, native speakers, Local Authority advisory staff and secondary outreach colleagues will provide valuable support in developing high quality structured teaching over time.

Making language learning part of school life

Embedding language learning into school life achieves many benefits on a number of levels, for example:

Personal development

- It helps children to understand that there are many languages spoken in the world (and in their school) and that this is normal, natural and valuable.
- It encourages children to develop a deeper understanding of their own culture and that of others.
- It promotes enjoyment in language learning and gives it status.

Linguistic development

- It provides opportunities to use the new language for real purposes, taking full advantage of the primary curriculum and teaching context.
- It makes the repetition necessary to learn a new language natural and easy.
- It deepens knowledge about language.
- It helps to develop language learning strategies.
- It develops habitual and automatic responses, encouraging fluency and confidence.
- It provides a platform for planning for linguistic progression, building on familiar routines.

Curriculum time

- It makes best use of available time and does not place undue pressure on other foundation subjects.

Daily routines provide a good starting point for primary teachers who have never taught languages before. In the normal course of everyday life in the classroom primary teachers use certain words and phrases over and over again. They greet children, they talk about regular events and routines, they give instructions and praise. Routine language such as ‘come here’, ‘sit down’, ‘stand up’, ‘well done’, ‘put your books away’, ‘who can tell me’, ‘hands up’, ‘let’s count’ can be as easily conveyed in the new language as they can in English.

Spotlight: Using every day routines

Throughout the day children in Year 3 follow most classroom instructions in French. They learn these through a variety of games such as ‘Read my lips’, echo and repeat, ‘Jacques a dit. . .’. The instructions become part of normal routine. Children take turns to give instructions and praise to the class and often manage the games taking the role of the teacher.

O3.4 *Listen attentively and understand instructions, everyday classroom language and praise words.*

Regular events such as taking the register and counting the numbers of children staying for school lunch can be efficiently carried out in another language. Signs indicating entrances and exits, instructions to pull or push doors, directions and labels can also be displayed in other languages. Through sheer force of exposure to the new language and repetition these daily encountered words, phrases and sentences will be rapidly learned and assimilated naturally by teacher and pupils alike. These can form a firm foundation on which to build confidence and progression.

Spotlight: Using the register

Every day in a Year 3 class the teacher takes the register in German. The children answer using as many different words or expressions as possible, trying not to repeat something that the previous child has said. If they can't think of something new, they use the same word or expression but say it in a different mood, happy, sad, tired, angry and the class calls out the mood in German.

O3.3 *Perform simple communicative tasks using single words, phrases or short sentences.*

Embedding language learning into whole school policy is particularly effective. Children, their parents and the wider community can see that language competence, however small, is valued and that speaking another language or languages is part of the ordinary daily experience of everybody around them.

Teachers keen to adopt this approach can begin by taking a look at the lists of the main words, phrases and sentences that are used in the classroom translated into a range of languages. These are available on the National Advisory Centre for Early Language Learning's website.

Integrating language learning with other subjects

For children to make progress in language learning over time they need to experience and interact with language on a regular basis. The Framework encourages teachers to develop their own programmes of learning to meet the needs and interests of their pupils. This means that teachers are free, if they choose, to map language learning against what they are already planning to teach in other subjects. Language learning can support teachers in developing the distinctive nature of their own learning and teaching programmes.

Primary teachers are already experienced in integrating ideas and activities from one area of the curriculum into work in another. A holistic approach to learning and teaching has great benefits for children, encouraging them to make connections and see the relevance of their learning. This often has a positive impact on motivation and achievement.

Spotlight: Mental maths Spanish style!

Children in Year 3 start the day with mental maths. They enjoy counting rhythmically and recite Spanish counting rhymes by heart. They play with number sequences up to 30 in Spanish, saying the numbers forwards and backwards, in twos, in fives, in tens. Children practise in pairs, choosing a number and counting on and counting back e.g. count up to 15 from 6; count back 5 from 12. Through this integrated approach, children reinforce their knowledge of Spanish and their understanding of numbers.

O4.1 *Memorise and present a short spoken text*

Making explicit links between subjects offers opportunities for children to revisit, reinforce and enrich their learning, gaining a deeper understanding of concepts and skills. This is a major theme of the Primary Strategy.

Spotlight: Healthy eating

Two classes of children in Year 5, one learning Panjabi and the other German, are working on the theme of Healthy Eating. Using the interactive whiteboard they learn to name a range of food items and say whether they like them or not. This leads to a structured question and answer session on whether they are healthy or not, linking with work that they are developing in science. In art, children make healthy plates for a wall display and label them in Panjabi and German.

O5.1 *Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts; IU5.3 Compare symbols, objects or products which represent their own culture with those of another country.*

Examples of where language learning can link to other subjects include:

English/Literacy: development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words and 'imports' into English; intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.

Mathematics: numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, prices and costs, surveys, data collection and analysis.

Science: environmental factors in different countries, comparisons between school environment and other countries through email/videoconferencing links and the use of the Internet, work on parts of the body and life cycles.

Geography: children can locate the country or countries where the language or languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.

History: some cultural and language activity linked to specific periods of history.

ICT: email contacts with schools abroad, cross cultural and multilingual materials from the Internet and satellite television, video and audio, presentation of work and data, video conferencing, word processing.

Music: rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon/London Bridge is falling down), famous singers, musicians and composers from other countries.

PE: using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.

PSHE: and Citizenship: knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society.

RE: religious customs in other cultures and key words and phrases associated with them, celebration of festivals, storytelling and calendars.

Further specific guidance on cross-curricular links is available on-line and in Part 3 of the Framework documentation – *Planning for Entitlement*.

Managing teaching

Teachers at the early stages of their own language learning should not feel inhibited in getting started. Giving thought to the following will help to get started:

- doing a little language well
- education of the ear – the value of games and songs
- using active learning
- moving from oracy into literacy
- using resources to help you teach
- using the new language as much as possible.

Doing a little language well

One of the most positive starts to language learning must be to learn how to greet one another. All languages have standardised words and phrases for greetings. Often greetings also illustrate the similarities and differences between cultures. This may well begin in Key Stage 1.

Spotlight: Positive experience in Key Stage 1

Children in Year 2 are learning simple greetings. Sitting in a circle, they clap out the number of syllables in the words 'buongiorno' and 'arrivederci'. Listening to the teacher's model, they clap and repeat the greetings alternately. As they grow in confidence, all children continue to join in with the clapping while individual children say the greetings in turn.

LLS O3.2 *Repeat words rhythmically.*

Children greatly enjoy this way of learning and readily use the language for greetings with everyone around the school. Through simple but genuine interaction they experience a real sense of achievement. This can lead onto further exploration of culture and help children recognise the importance of language and culture to their own identity.

Spotlight: Valuing language and culture

In PSHE children talk about the languages that are spoken in their class. Children who speak other languages at home share the words that they use for greetings. The teacher collects all the words and makes a welcome board for the classroom.

IU3.1 Learn about the different languages spoken in the school.

In Year 3 children enjoy developing and acting out short greetings dialogues in the new language. Even at this early stage a great deal of valuable learning will have taken place. Children's attention can be drawn to the importance of tone of voice in asking questions, evident in both English and the new language. (O3.2 Recognise and respond to sound patterns and words; KAL O3.2 Imitate pronunciation). The different ways of greeting people (handshaking, bowing etc) develops intercultural understanding (IU3.3 Identify social conventions at home and in other cultures).

A child taught greetings and personal/social information in another language might, for example, be able to say something like this:

'Hello, how are you? Today is Monday the twelfth of May. My name is Jane. I'm eight years old. I live in Lewes in East Sussex. My birthday is the eighteenth of June. I have one sister. I haven't got any brothers. I have one dog, two cats and nine fishes. Goodbye.'

For an eight year old to be able to make this statement starting from scratch in a new language is an achievement worth promoting. Most primary classroom teachers should feel reasonably comfortable that, with appropriate support, this is manageable.

Education of the ear - the value of games and songs

Children benefit from frequent interaction with the sounds of the language. This helps them to educate their ear into recognising the new sounds and patterns of the language that they are learning. Songs and rhymes are a rich source of material for this process.

Spotlight: Using traditional songs to train the ear

Children in Year 3 listen to the song 'Sur le pont d'Avignon' a number of times and try to pick out the rhyming sounds: pont, Avignon, l'on, rond, font. Each time they hear this sound, they tap their knees.

O3.1 *Listen and respond to simple stories, finger rhymes and songs.*

Children can also join in with finger rhymes at any point of the day and this can offer frequent short but intensive encounters with the new language which everyone finds enjoyable .

Games create meaningful contexts which make sense to children and which engage their interest and enthusiasm. Games:

- are enjoyable and promote learning
- create helpful frameworks for further learning
- create situations of real language use
- engage the whole attention of the learner
- facilitate the necessary repetition of language
- develop interactive competence, confidence and fluency.

Using game formats for learning develops a subtle linking in the children’s mind of the pleasure, excitement and enjoyment of the game with the learning of the language. Many standard game formats are very flexible and can be adapted to a range of language learning activities e.g. bingo with numbers or pictures, noughts and crosses, dominoes, battleships, Chinese whispers, snap, pelmanism, happy families, odd-one-out, Kim’s game.

Games offer valuable opportunities to use the language for real purposes and provide enjoyable occasions for repeating and reinforcing the language, supporting retention and recall. Songs and rhythm can help children to memorise sequences of language. They internalise the structures and patterns of the language almost subconsciously. These ‘language chunks’ can be recalled and analysed at a later date and provide helpful building blocks for future learning.

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Promoting active learning

As far as possible new structures and vocabulary should be introduced to the children in a context that makes sense to them. Primary language learning is all about inviting children to join in with the new language and enjoy finding out about its culture. The more the new language and culture are brought to life the more children will respond positively to the invitation. The classroom environment can offer colourful and tangible form to the invitation to participate and respond. Again this can benefit from an early start.

Spotlight: Emergent writing in the play corner

Children in Year 2 have the opportunity to act out café scenes in the play corner. Simple menus are displayed and play food and drink are available. Children play using language that they recall from earlier lessons. They experiment with sounds and words and make up dialogues. Some children want to write down the orders like real waiters. Some choose to do this by pretending to write on their hand, others write the words carefully in a notepad using the menu as a model; others begin to write down the words they hear independently, using their developing knowledge of sound and spelling links.

L3.1 *Recognise some familiar words in written form; L3.3 Experiment with the writing of simple words.*

Storytelling is very much part of the primary curriculum. It is a rich context for introducing new language.

Spotlight: Performing stories

Children listen to the story 'Le bonhomme de neige'. Children perform actions every time they hear a weather expression in the story. Children use props to act out the story, putting on and taking off scarves and hats as the story unfolds. They rehearse the story to perform in assembly.

O3.1 *Listen and respond to simple stories, finger rhymes and songs.*

Through the variety and stimulus of the primary classroom, language can be presented, explored and assimilated by the children. Active methods using physical response are particularly appropriate even for children in Years 5 and 6.

Spotlight: Pass the bag

Children in Year 5 are asked to sit in a circle. The teacher puts a number of flashcards of different foods into a bag. The children pass the bag to Spanish music. When the music stops, the child with the bag takes out a flashcard and says whether they like or dislike the food shown.

O5.2 *Understand and express simple opinions.*

Physical response can also support the development of language patterns and structure. For the primary learner grammar can be developed through very active approaches.

Spotlight: Making grammar fun

Children in a mixed age class Years 4 and 5 are learning how to make a negative sentence in French. The teacher reads out a number of sentences and the children are asked to clap every time they heard a verb. Each table receives an envelope containing word cards. They are asked to put them into sentence order, making sure that the negative words are in the right place. The class plays human word sentences using 'ne' and 'pas' and linking the sentences together to make a short text.

L5.2 *Make simple sentences and short texts;*
KAL O5.2 *Understand and use negative statements.*

Moving from oracy into literacy

Oracy unites the essential communication skills of speaking and listening. Literacy unites the important skills of reading and writing. Oracy and Literacy are mutually supportive. In learning a new language speaking and listening will support children to recognise and use new sounds, words, phrases and sentences. As they gain in confidence and are able to pronounce and use the language they will begin to make links between sounds and spelling. They will benefit from reading familiar words and phrases presented on the Interactive Whiteboard, in displays and in colourful printed material such as Big Books, poems, songs and simple texts sourced through the Internet.

The balance of literacy work undertaken in the new language is a matter of judgement for teachers. Factors to take into account may include:

- the age of the children
- the literacy ability of the children in written English
- the previous learning experience of the children
- the language being taught
- the particular words and phrases being taught
- the competence and confidence of the teacher.

There is much to gain in providing access to written language as a natural part of the school environment. During the early stages signs, words and simple language structures linked to the lessons can be displayed in the classroom and around the school. These may include some of the language of daily routines as well as perhaps days of the week and months of the year. As part of everyday life, the date might be written in the language. Children might be set the challenge of composing the date in advance from memory adapting the teacher's model.

Most children will want to experiment with writing the new language. For the majority of children this will be a natural extension of the development of literacy in their mother tongue.

Using resources to help you teach

There are many resources easily available to teachers starting out with the subject. An extensive single source of support is the website of the National Advisory Centre on Early Language Learning (NACELL). It includes:

- direct links to guidance and resources for primary languages
- details of published resources in a searchable database
- case studies of primary schools that teach languages
- professional development information: materials, videos, books and training courses at home and abroad
- networking: the early language learning email forum, Regional Support Groups and regular ELL bulletins
- the NACELL best practice guide.

The site is a ‘one stop shop’ which offers a wide range of information and help for everyone involved in primary languages, whether just starting out or long experienced. Details of the website, and other useful sources of information, are at the end of this document.

As well as paper and ICT resources, people are a major support for language learning. Many schools have help from native speakers who can assist teachers to get started. They provide support for linguistic up-skilling as well as modelling the language for the children during the lesson. They may also be valuable sources of information and support with regard to the background culture and customs of the country where the language is spoken. They can be directed to work with groups of children on tasks and activities initiated by the teacher giving each in turn the opportunity to interact with a real speaker of the language being taught. This can be particularly helpful in enriching the learning of children of different levels of ability and experience.

Schools may consider bringing native speakers into the classroom through a number of routes:

- Contacts in the school environment (parents and the community).
- Foreign Language Assistants (through the British Council, sometimes arranged through the Local Authority or associated secondary school or Specialist Language College).
- Direct contact with the country concerned through video and internet links.

Using the new language as much as possible

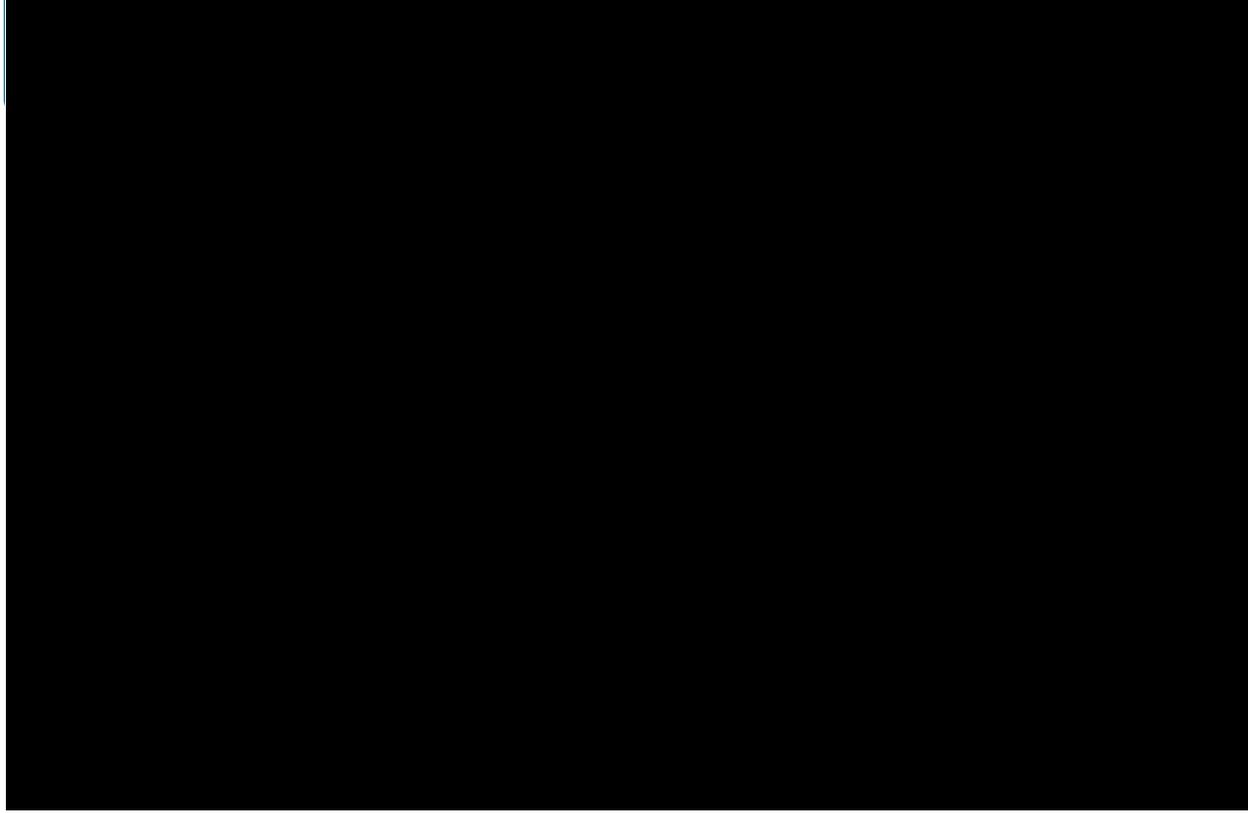
In order for children to make progress in understanding and communicating in the new language, they need to hear it and interact with it as much as possible. For teachers about to introduce language learning to their classes, this may seem challenging. Teachers should try to use the new language as much as they can.

For those teachers at an early stage of language learning, the quality of their pronunciation will be as important as their fluency and the amount of language that they command.

Some key points to consider include:

- Try to use the new language as frequently as possible.
- It is better to provide a small amount of language which is accurate and of high quality rather than a lot of language that is less secure.
- Keep language short, accurate and simple.
- It may be very useful to script lesson plans: preparing what the teacher will say and what the children might say.
- It is highly recommended to make the best use of resources such as audio tapes, CD and DVD material both as a model for improving the teacher's competence and to provide a rich and high quality stimulus for children.
- Opportunities for intensive exposure to the new language should be provided, as frequently as possible. This could be through contact with a native speaker, e.g. a Foreign Language Assistant or through the use of ICT.

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Working with young children, primary teachers are well aware of the significance of non-verbal communication, of gesture and expression and of the use of props and resources, pictures, posters, photographs, artefacts, real objects, rearranged furniture, flashcards and other visual aids. All of these will support the primary teacher to use the new language as much as possible to communicate with the children and present new language. Mime, gesture and visual aids get the message across to children without the unnecessary use of too much English explanation.

There will also be occasions when the use of English has a clear rationale. Teachers are encouraged to make connections between learning the new language and the work undertaken in English and mother tongue literacy to underpin learning and support progression.

To support the implementation of the primary languages entitlement there will be increasing numbers of primary teachers joining the profession with a specialism in languages. During the capacity building phase 2005/06 – 2009/10 there will also be access to many opportunities at local and regional level for the primary class teachers to improve their language skills.

Further Information and Support

The National Advisory Centre for Early Language Learning (NACELL) offers advice, resources, best practice and information about Initial Teacher Training with a language specialism, and Continuous Professional Development courses www.nacell.org.uk.

The National Curriculum online website has details of the non-statutory guidelines for primary language learning www.nc.uk.net/nc_resources/html/MFL_k2.shtml.

The Qualifications & Curriculum Authority (QCA) website has general information, advice and exemplification materials for curriculum subjects www.qca.org.uk/278_2116.html.

The National Curriculum in Action website uses pupils' work and case study material to show what the National Curriculum in languages looks like in practice www.ncaction.org.uk/subjects/mfl/index.htm.

The Standards website hosts the details about the Primary National Strategy and wider curricular advice, Schemes of Work for primary French, German and Spanish, and information on how to support children with SEN with their speaking, listening & learning skills www.standards.dfes.gov.uk/primary, www.standards.dfes.gov.uk/schemes/primary_mfl/ and www.standards.dfes.gov.uk/primary/publications/inclusion/sll_sen/pns_sen118705sll.pdf.

The National Languages Strategy website provides an overview of the Strategy and key developments in its implementation www.dfes.gov.uk/languages.

For further guidance from the QCA on the use of the language in the classroom, please see www.standards.dfes.gov.uk/schemes.

Further information about songs and games can be found at www.nacell.org.uk.

“ 4 Moving On ”

Advice for primary schools and teachers already teaching languages

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This section of the guidance is intended to help schools and primary teachers who have expertise and experience in teaching languages respond to the introduction of the Key Stage 2 Framework. They might also find it helpful to refer to the general introduction and to use Section 3 of the guidance pack– *Getting Started* to review their existing practice. The main aim of this section is to help teachers use the Framework in order to develop language teaching and learning over all 4 years of Key Stage 2.

Building on success

Reviewing current practice

Some schools have a long tradition of providing opportunities to learn a new language. Even more have made an excellent beginning in recent years. For such schools and their teachers many of the Framework’s learning objectives and suggested activities will not be new. For example most children will already be listening and responding to simple songs (O3.1) or acting out simple role plays (activity for O3.3).

The principles underlying the Framework will also be familiar. They reflect principles of learning and teaching as those described in Excellence and Enjoyment: building on success, making learning real and enjoyable, providing a rich learning experience across the curriculum and involving children as partners.

There are also aspects to the Framework which may be less familiar and challenging. There is a strong emphasis on oracy – and in particular ‘education of the ear’ which may be less common in other parts of the primary curriculum; in some schools children may not yet have had much exposure to the written word in the new languages; in others the intercultural aspect may be less developed. Very few teachers will yet have had the opportunity to see children progress through 4 years of language learning.

The Framework provides a key resource for teachers to review their current practice and experience, to see where there are possible gaps and to decide how best to develop language learning and teaching in the future.

Extending provision across the four years of Key Stage 2

There is much exciting language learning taking place in primary schools already. The enthusiasm of the children is very real and many are making noticeable learning gains. The challenge now is to build on that good practice and enthusiasm in order to sustain a meaningful experience of language learning over 4 years. The Key Stage 2 Framework for languages provides a comprehensive set of objectives and recommended activities to help that process over time.

Skilled and experienced primary teachers with competence in language(s) will be critical to this development both in supporting the extension of languages provision to all children in Key Stage 2 and in the dissemination and extension of good practice within their schools and beyond.

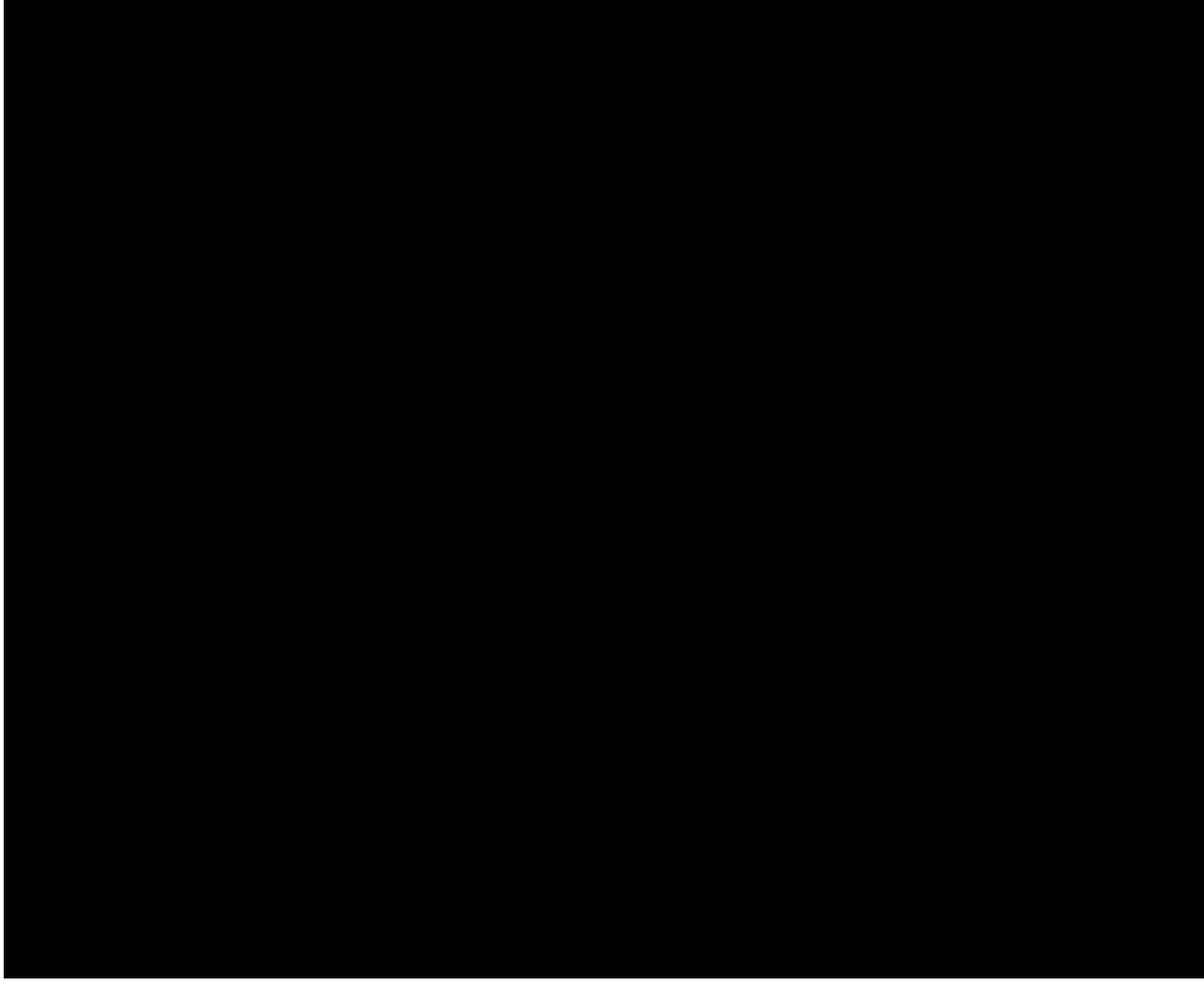
Sharing experience and expertise

There is also considerable diversity in current languages provision across the country. The Framework will support greater coherence and provide support for collaborating and developing programmes within and between schools and across Local Authorities. Because it is flexible and can be introduced gradually over the next 4 years, the Framework can be used in a full range of different contexts and circumstances. It assumes that primary teachers will be central to decisions relating to what and how to teach a language or languages to their pupils.

As the Framework is assimilated into whole school plans, teachers with existing expertise and experience in language(s) will have an important role in working with colleagues who are introducing languages for the first time. They may become mentors to trainees or Newly Qualified Teachers (NQTs) with language skills; they may wish to model lessons for other colleagues, or in some cases take on the role of Subject Coordinator. Many teachers will be working with assistants who have language skills or with secondary colleagues supporting primary languages learning.

The Key Stage 2 Framework for Languages is intended to provide a common frame of reference to support this collaborative and developmental work.

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Using the Framework to ensure progression and continuity

The Framework is designed to underpin the ambition set out in the National Languages Strategy that:

“Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations”

The expectation is that most children will be able to reach a level of competence in a language (or in some cases languages), as defined by the Common European Framework (CEF) or The Languages Ladder. More detailed information about the Ladder and the CEF will be contained in the Part 3 of the Framework documentation – *Planning for Entitlement*. In broad terms, however, this means that after four years of language learning most Year 6 children will be able to understand simple spoken and written language, to speak aloud and take part in short conversations, and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them. In short they will be becoming confident users and learners of a new language.

The Framework as an auditing tool

The expectations and outcomes for Year 6 children are set out in more detail in the Framework itself. Teachers might wish to consider these as longer term ambitions and to compare them to their current practice and the opportunities currently offered to children.

They might for example compare the ‘Outcomes’ for Oracy Year 3:

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Understand conventions such as taking turns to speak, valuing the contribution of others
- Use correct pronunciation in spoken work.

With the suggested outcomes for Year 6:

- Listen to and understand the main points and some detail from a short spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompt
- Enjoy listening and speaking confidently.

How does existing practice relate to these outcomes? What might be done to help develop learners further? The sample activities will be of help here since they illustrate in a practical manner what it is that teachers and pupils are invited and encouraged to do to achieve the objectives.

Experienced teachers will be aware that these strands are interdependent as this example from Year 5 demonstrates. In the following example Oracy supports Literacy and is in turn reinforced by it. The cross cutting strand Knowledge about Language helps learners to internalise and create new language.

Spotlight: Progression through storytelling

Children in Year 5 listen to a German version of the story of the Very Hungry Caterpillar modelled by their teacher using the Interactive Whiteboard. Using their existing knowledge of the story and of key words and structures, children begin to reconstruct the story. Using a through the keyhole technique parts of the sentences are revealed slowly and children suggest words and phrases to complete the text. They chant the familiar refrain 'aber satt war sie noch immer nicht'. They build up the story adding more and more food items and making more complex sentences. In groups children prepare their own versions of the story and present them using PowerPoint.

O5.3 Listen attentively and understand more complex phrases and sentences.

L5.1 Re-read frequently a variety of short texts.

L5.2 Make simple sentences and short texts.

O5.4 Prepare a short presentation on a familiar topic.

KALO5.4 Apply knowledge of language rules and conventions when building short sentences.

A flexible approach

The Framework is not a cage. It is designed to empower teachers and to support the freedoms set out in Excellence and Enjoyment. It sets out a clear progression path across the four years of Key Stage 2, describing a clear model of progression through increasing complexity of skill (language competence) and understanding (about language, culture and learning). How these objectives are met is a matter for individual schools and teachers to discuss and decide.

Teachers and schools will have the freedom to decide:

- How to teach
- What to teach
- How to organise the teaching.

The general introduction to the Framework guidance documentation suggests some general approaches to language learning and teaching (guidance section 1 – *Primary Language Learning*), but it will be for teachers to decide what is appropriate for their children. National and local Continuing Professional Development courses on primary language teaching will also support teachers in making those choices.

The Framework does not prescribe language or content, so schools are free to decide for themselves the languages, themes and content they wish to teach. Such decisions will often be taken in consultation with the Local Authority and local secondary schools.

The Framework does not assume any one way of organising the teaching and learning of languages. It allows for a range of organisational models, which the Framework supports, for example:

- Some schools may wish to offer a single language taught across four years, often in collaboration with a local secondary school
- Some schools wish to offer experience of a range of different languages, developing knowledge about language and language learning strategies, in the early stages and concentrating on a single language later in the learning process
- Some schools have adopted a two language model.

Progression in Oracy

Oracy, defined as listening, speaking and spoken interaction, has a more prominent place in language learning than in other areas of the curriculum. It is in a real sense both the medium and the message. All learners acquire language through exposure to that language, enabling them to assimilate and re-use it. For young learners in particular oracy is fundamental to their learning. From an early age children should be given regular and frequent opportunities to listen to the new language – ‘educating the ear’ – so that they are able to identify and distinguish new sounds, to reproduce and re-use them and to make links between the sounds and written form of the language.

Spotlight: Using authentic popular songs

To help children recognise new sounds in the language, children in Year 3 listen to popular songs on CD, such as those of Henri Dès. Every time they hear a particular sound or word, for example, ‘soleil’ they use physical response, drawing a circular sun in the air to show that they have recognised the word. Another challenge for the children can be to keep count of how many times they hear a particular sound or word, checking their scores in French with one another when the song is finished.

O3.2 *Recognise and respond to sound patterns and words*

In Year 3 the Framework objectives for Oracy include:

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.4 Listen attentively and understand instructions, everyday classroom language and praise words.

These objectives are supported by a range of possible teaching activities, many of which do not require a verbal response:

- Copy actions modelled by the teacher or respond with a physical action
- Clap each time they hear a word that rhymes.

In this way children are hearing and responding to the sounds of the new language.

This emphasis on maximum exposure to the sound patterns of the new language is of vital importance because, unlike with their mother tongue, children will be reliant on the school and classroom environment to provide much of their spoken language experience.

Resources to support oracy

As well as the class teacher, there are many other resources to support this vital education of the ear. Children can have experience of a variety of native speaker voices in the new language through the use of video, DVD, audio texts and the internet. Access to live native speakers is also enormously valuable. This might include local community contacts, the provision of a Foreign Language Assistant (FLA) through the scheme organised by the British Council or contact with expert speakers from secondary schools including Specialist Language Colleges.

Increasingly schools are also finding ways to establish links with schools in the country of the new language – both virtual and real. Local Authorities may have existing links; the British Council's Global Gateway is also a source of support for establishing new links.

Over four years children will develop from listening and understanding and simple communicative tasks to more complex spoken interaction, re-using familiar words in new contexts. By Year 6 they will be able to participate in more extended conversations and express some opinions and ideas.

Spotlight: Celebrating success

Class 6 pupils are invited to present short dialogues to the school in Praise Assembly. Children work in pairs analysing what they need to know to be able to prepare their conversations. They work independently and re-use as much of their prior learning as they can. They produce and display their dialogues in the communal areas for younger pupils to read. In assembly a number of pupils perform their dialogues from memory, using the language as naturally as possible.

O6.2 *Perform to an audience*

O6.4 *Use language confidently to initiate and sustain conversations.*

Teachers can plan for such progression using the Framework objectives and suggested activities over a number of years.

Objective	Teaching activity
O3.3 Perform simple communicative tasks using single words phrases and short sentences.	Ask and answer simple questions using real objects, cards and games.
O4.4 Ask and answer questions on several topics.	Develop role play using puppets or props.
O5.1 Prepare and practise a simple conversation, re-using familiar vocabular and structures in new contexts.	Use imagination to create interesting conversations using familiar language.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.	Sustain a conversation within the class or with visitors.

Progress in Oracy is supported by and developed through the learning objectives of the other four strands. Children benefit from knowing how the sounds they hear and use are represented in the written form. Children's personal development is enriched by understanding how language reflects culture and underpins different social conventions and behaviours. Progress is more rapid where children have opportunities to develop greater insight into how languages work and how they are learnt. In this way, it can be seen that the five strands are interdependent.

Progression in Literacy

Literacy – access to and use of written language – is supported by and in turn reinforces the development of oracy. The introduction of children to reading and writing in the new language has been a controversial issue in the past. Some teachers have felt instinctively, based perhaps on their own experiences as learners, that this could be too demanding for young learners. However, the careful introduction of literacy skills as part of a rich learning environment, stimulating communication and understanding in speech and writing can only be beneficial.

From an early age children become familiar with the relationship between sounds and letters/characters in the new language and apply this in their reading and spelling. There is of course no expectation that children's levels of literacy in a new language will immediately equate with their levels of literacy in English or another first language. However, the Key Stage 2 Framework for Languages is specifically linked to the National Literacy Strategy, and the learning of the new language will be helped by children's previous understanding of their own language, and will in turn develop their general literacy skills. It is useful therefore for all teachers of primary languages to be familiar with the ways in which Key Stage 1 pupils have been taught literacy in order to be able to use some of these same concepts (in for example the area of phonics) in their teaching of the new language.

This is especially important in relation to the development of writing skills, where the Framework outlines a careful development from supported to independent writing, related at every stage to other language learning skills. This planned progression in writing can be summarised as follows:

Y3 write familiar words using a model; write some familiar words from memory.

Y4 write simple words and phrases from a model and some from memory.

Y5 write short texts with support.

Y6 write sentences from memory and develop short texts using a model.

As the example of emergent writing through play quoted in guidance section 3, suggests, many children seek opportunities to write, regarding writing as no less ‘fun’ than singing or role-play. The Framework will help teachers to guide pupils as they develop their written language skills over four years or more.

Children’s ability to read in their first language(s) will also have a significant bearing on their progress in a new language, although the levels of performance will inevitably be different. Children will develop from ‘recognising some familiar words’ in Year 3 to ‘identifying different text types and reading short, authentic texts for enjoyment or information (such as an email message)’ in Year 6 for example. Pupils should be encouraged to exploit to the full all the reading skills they have acquired in both Key Stage 1 and Key Stage 2 in trying to make sense of new language words, sentences and texts.

Spotlight: Cross curricular work on evacuees

This project brought together work in English, Drama, History and languages. The children read and studied a novel, about wartime evacuation. They gained first hand experience of evacuation through dramatic re-enactment, handling historical artefacts, and interviewing older people in their community. Through such direct personal and kinaesthetic experience, through writing in role and learning in a meaningful context they developed understanding of, and empathy with, the situation of evacuees. Combining these insights with reading skills acquired through literacy teaching in both Key Stage 1 and Key Stage 2 they were able to make sense of short texts in a new language, in this case French.

They were, for instance, able to interpret a postcard written in French from a child being evacuated. They recognised common letter strings, they detected pattern, they knew some key words, they draw analogies, they used the pictures to provide contextual background. They interpreted meaning from both context and prior knowledge of language (for example cognates).

L6.1 *Read and Understand the main points and some detail from a short written passage.*

L6.2 *Identify different text types and read short, authentic texts for enjoyment or information.*

Progression in Intercultural Understanding

A language and its culture are inextricably linked. Primary aged children are open to new experiences and fascinated to encounter the world in different ways. Language learning presents a unique opportunity for such appreciation of difference – through traditional songs, stories and rhymes, through contact with native speakers and through the language itself.

Even the simplest elements of language have a cultural dimension. In many languages (except for English) there are ‘polite’ and ‘familiar’ expressions for ‘you’ and this gives messages about how people behave in different cultures. Basic rules of social interaction – shaking hands, bowing, forms of address all represent a particular way of interrelating with people. Even the order of words in a sentence may have a cultural significance. Children who speak more than one language may be able to share their experiences with their peers.

By learning a new language children should be encouraged to take an interest in the lives of others and to look at things from the perspective of others, including in many cases children from other cultures in their own school. They should develop a sensitivity to the similarities and differences between peoples, their daily lives, their beliefs and values. Teachers should endeavour to present a different culture, with its norms and expectations, as they introduce the new language. This can be reinforced by direct contact with the culture through access to native speakers, ‘special’ language days, educational visits abroad, links with schools in other countries, or using the internet, email or videoconferencing.

At the beginning of Key Stage 2 pupils encounter the fact of linguistic diversity and reflect on the range of different languages and cultures. They focus on cultural specifics such as different festivals, celebrations and special days, Spanish fiestas, Bastille day, Diwali (IU4.1 ‘learn about festivals and celebrations in different cultures’), or typical names in different cultures (IU3.3 ‘identify social conventions at home and in other cultures’). In Years 5 and 6 they approach more demanding issues like attitudes and prejudice (IU6.1 ‘compare attitudes towards aspects of everyday life’).

Much of the Intercultural Understanding strand can provide content for language learning, in particular all of those elements involving celebration and performance or contact with the culture and people of the new language.

Spotlight: Predicting the plot of a traditional story

The traditional Spanish story, El ratoncito Pérez, provides an opportunity for children to compare characteristics of simple stories between cultures. They use the picture cues and their experience of hearing traditional stories in their first language to predict what the plot of the story is about. They find the symbols that are used for punctuation, exploring whether they help to understand the meaning of the text.

IU4.3 *Compare traditional stories; KAL Identify narrative forms in a different language and compare to those in English; LLS Make sensible predictions based on previous knowledge and language cues.*

Other aspects of intercultural understanding can also be taught within the broader curriculum, for example discussing what it feels like to be a child arriving in an English school who does not speak any English (IU5.1 ‘look at further aspects of their everyday lives from the perspective of someone from another country’) or exploring the concept of stereotype (IU6.2 ‘recognise and understand some of the differences between people’).

Such topics can be linked with work in other subject areas such as PSHE, Geography, English or History. In Part 3 of the Framework documentation – *Planning for Entitlement* and in the on-line version, a list of cross curricular links shows some of these correspondences in detail. Cultural institutes for the main Foreign Embassies are also a good source of information, advice and materials to supplement language and learning in primary.

Progression in the cross-cutting strands of Knowledge About Language (KAL) and Language Learning Strategies (LLS)

The two cross-cutting strands are important tools for learning. They arise from and support the three core strands. When children learn a new language they reinterpret and consolidate the knowledge and understanding that they gained in learning their first language(s). They develop insights into the nature of language and its social and cultural significance. As they interact more in the new language they deepen their understanding of how language works. Teachers should encourage children to make explicit comparisons between the new language and English, and to analyse similarities and differences. Subtle aspects of the new language which learners appreciate intuitively, such as how pronunciation and intonation affect meaning, can be specifically drawn to children’s attention and discussed.

In Year 3 pupils are at the stage of becoming aware of the variety of languages that exist and of recognising sound patterns, including making distinctions, for example between question forms and statements, or between affirmatives and negatives. Through the years of Key Stage 2 their awareness of language grows and by Year 6 they have acquired a more solid knowledge of language structures which underpins their abilities in Oracy and Literacy.

The Language Learning Strategies strand works in a similar way. Young children learning a new language simultaneously become familiar with strategies that they can apply to the learning of any language. By selecting and using different strategies, children develop awareness of how they learn and refine the ability to plan to use specific strategies for particular tasks. To maximise the potential benefits of this process the Framework helps teachers, to make this learning explicit. In the early years of Key Stage 2 they can discuss with children, for example, how rhymes help them to remember words and phrases, and how the context in which they encounter a word can help them to determine its meaning and subsequently to recall it. Later in Key Stage 2, children will extend their capabilities to include skills such as using a bilingual dictionary and memorising language. By Year 6 children should have developed a repertoire of techniques to support their understanding and use of the new language using key words, listening for cues, making predictions.

Taking things further

The Framework provides a frame of reference for auditing current practice and developing appropriate progression paths for primary children, starting from where schools are now. It may also help schools and teachers to develop a more long term vision of languages in the primary curriculum.

Improving and enriching learning and teaching

Already many primary schools appreciate the value of making the new language part of the children's whole experience at school by embedding it in daily routines and regular events and linking it to other learning.

Spotlight: Encouraging children to use language for real from Key Stage 1

In a mixed age class of Years 1 and 2, the teacher sees the benefit of an early start to using language for real purposes. He introduces the words for classroom objects, using a range of techniques. The children enjoy repeating the words louder and softer, faster and slower. The teacher holds up an object but doesn't always say the right word for it. The children repeat if it's correct and remain silent if it is not correct.

O3.3 LLS *Recognise words that the teacher mouths silently*

The teacher sets the words in context by introducing simple verb structures such as "Pass me the pencil, please. Thank you". The children practise the language around the class, in a simple conversation chain taking turns to pass a number of familiar objects along the line. The children try to use the new language as often as possible during the day, when working with others and requesting equipment.

O3.3 *Perform simple communicative tasks using single words, phrases or short sentences; KAL Hear main word classes; recognise conventions of politeness and engage in turn taking*

Such embedding creates gains not only for the language learning but for the whole learning experience of the child. The expectation, therefore, is that language learning will increasingly become a normal part of the primary curriculum. This possibility of making the new language(s) part of children's daily life is a major advantage of the primary school. Increasingly primary schools should do as much as possible to develop this integrated learning experience.

In addition to embedding, the Framework suggests specific links which might be made between its Learning Objectives and objectives in a range of other subjects including English, Maths, Literacy, Numeracy, Music, History, Geography, PE, PSHE, and ICT. These links exemplify the inter-relationship of knowledge emphasised in Excellence and Enjoyment. Teachers should use such links to help children understand how their learning in one area of the curriculum can promote their progress in others.

Language learning also has a specific contribution to make to the primary curriculum. By recognising and celebrating existing cultural diversity by bringing other cultures into the classroom, it offers unique insights into language, literacy and the world in which children live, both now and in the future. In the words of one 8 year old learner

“Learning a language is like having a window in my head, and through the window I can see other people”

As teachers become more familiar with the Framework and schools develop greater expertise in languages, it is to be anticipated that a rich language learning environment will increasingly become the norm. Children will have real contacts with speakers of the new language – e.g. Foreign Language Assistants – as well as e-mail and video links to children in other countries. A wide range of resources, including ICT resources will also help make the language learning experience real and relevant to young learners throughout Key Stage 2. Because it is a reference tool for the future as well as for the present, the Framework will support these developments as well as some others that we may not yet have imagined.

Organising for full entitlement

To achieve this rich and exciting environment for learning and teaching, schools and teachers will need to plan over four years. Primary language learning will be underpinned by detailed organisation on key issues such as:

- Long, medium and short term planning
- Use of other adults in support of languages
- Assessment and Assessment for Learning
- Continuity and Transfer to KS3.

Some general advice on these and other related matters is contained in the general introduction to this guidance (‘Primary Language Learning’), and more detailed exemplification and case studies will be a major feature of Part 3 of the Framework documentation – *Planning for Entitlement*.

Further Information and Support

The best starting point for more detailed advice, both on the Framework itself and about other sources of support, is to be found on the National Advisory Centre for Early Language Learning (NACELL) website, www.nacell.org.uk.

Other sources of information include:

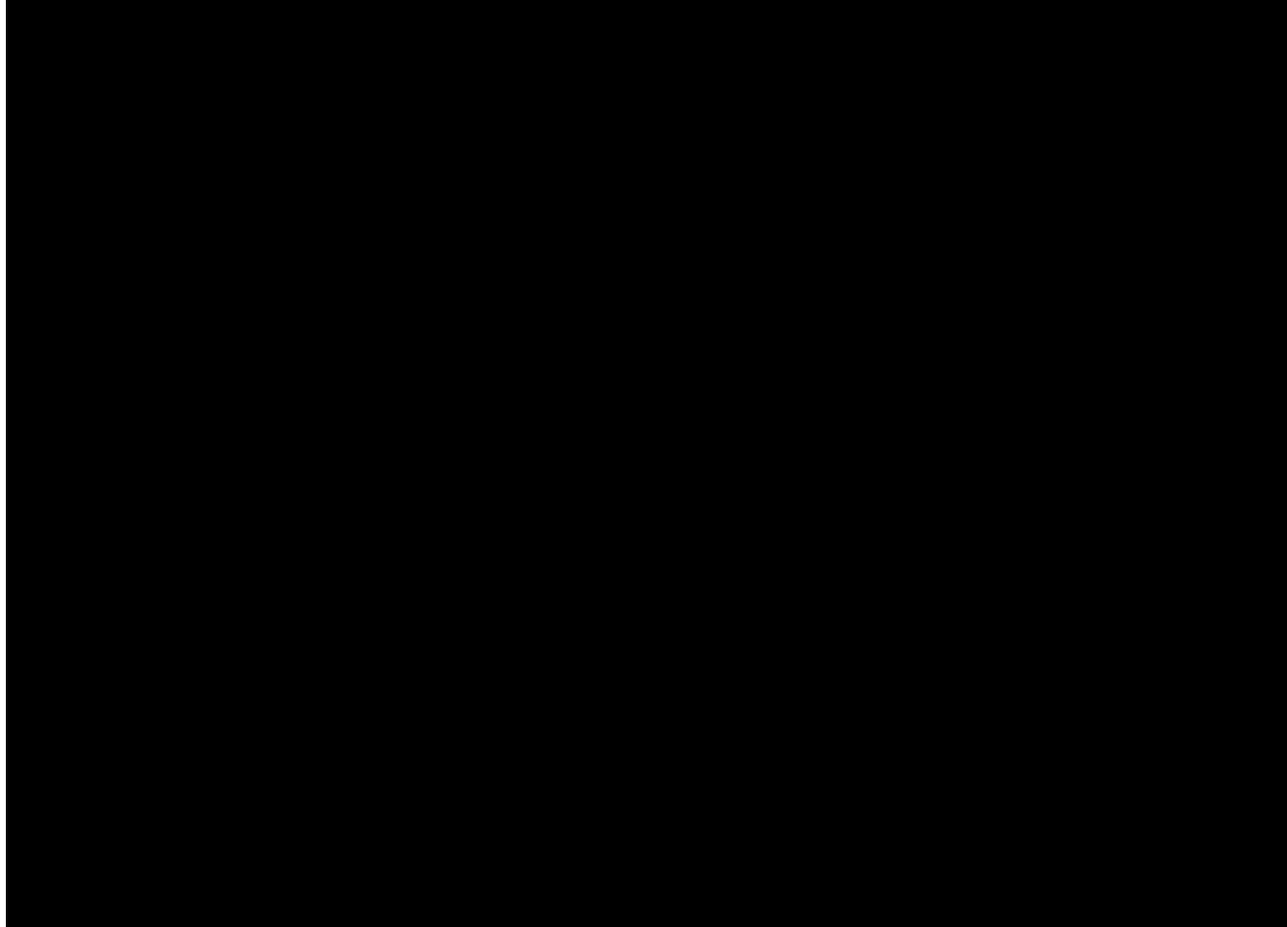
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Cultural Institutes are a good source of information, advice and materials to supplement language and learning in primary:

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Spanish – www.sgci.mec.es/uk/english.html.

French – www.institut-francais.org.uk.

Italian – www.italcultur.org.uk.

Japanese – www.jpj.org.uk.

Further support will also be made available in the coming months. Part 3 of the Framework documentation – *Planning for Entitlement* will be available to schools from the Sprint term of 2005/06 and will offer short-, medium- and long-term planning advice and practical information on making links between languages and other areas of the curriculum. A ‘Training Zone’ website will also offer resources and video footage of language teaching and training in practice to support the sharing of best practice and aid professional development. This will be made available in phases as from Spring term 2005/06.

“ 5 Supporting Primary Entitlement ”

Advice for secondary schools

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This section of the guidance is intended for Head Teachers and teachers in the secondary sector. It is designed to help them to support local primary schools and also to prepare for transition.

Assumptions and Starting Points

Understanding the Key Stage 2 Framework for Languages

The Key Stage 2 Framework has been designed as a primary document which sets out objectives for language learning across Years 3, 4, 5 and 6. It encourages primary schools to integrate language learning into the primary curriculum as a whole. It is underpinned by values and principles that take account of current priorities for primary schools and fully supports the vision and aspirations of Every Child Matters. The Framework assumes that the primary class teacher will have a central role in the planning and teaching of the language or languages chosen. In many cases, the primary class teacher will also be the languages teacher.

The Framework comprises five strands, the core strands, Oracy, Literacy and Intercultural Understanding and the cross-cutting strands, Knowledge about Language and Language Learning Strategies. The learning objectives for the core strands are progressive and the Framework provides broad descriptions of the Expectations and Outcomes summarising what most children should be able to achieve at the end of each year. The learning objectives for the two cross-cutting strands, Knowledge about Language and Language Learning Strategies underpin the core strands and are by their nature recursive. These strands, in particular, with their strong associations with work in mother tongue literacy, will foster the development of transferable language skills that will support future learning across Key Stages and throughout life.

The Framework is a flexible document which makes links with many other areas of primary learning. Primary non-specialist teachers will be able to map aspects of the Framework against their existing medium-term planning. Increasingly they will be able to integrate elements of language learning into cross-curricular themes in a range of subjects. From the outset, they will be encouraged to embed language practice and use everyday language in the daily routines and regular events of school and class life. The experience of language learning that primary children should receive may well be very different in nature to that of their secondary counterparts. This difference reflects the different contexts in which primary and secondary teachers work.

Providing support

Already many primary schools are offering some language provision. However, many other schools will be introducing languages into the curriculum for the first time. Planning and sustaining high quality provision over the four years of Key Stage 2 will be new for the majority of primary schools. The entitlement for all children from the age of 7 to have the opportunity to learn a language presents both primary and secondary schools with fresh opportunities for collaboration and joint strategic planning. Clearly, one of the most important roles of Head Teachers and teachers in the secondary sector is to support primary colleagues in building the capacity to deliver the Key Stage 2 Framework.

In responding to the introduction of the Key Stage 2 Framework colleagues in the primary sector will seek support from a variety of sources, and naturally many will want to turn to their local secondary schools for help and advice. Specialist Languages Colleges have a specific and defined mission to work with primary schools in their localities, but other secondary schools will also wish to assist with the introduction of language learning and teaching in their partner primaries. The Framework anticipates that the success of primary language learning will rely greatly on effective co-operation between primary and secondary colleagues, in particular, to ensure secure progression and continuity between Key Stage 2 and Key Stage 3.

Language learning in the secondary schools is evolving

The earlier start to language learning will naturally have implications for change in the future development of languages in Key Stage 3 and of the future learning pathways from 14–19. As primary schools work towards full implementation of the Key Stage 2 Framework secondary schools will increasingly be receiving Year 7 pupils who are able to communicate in one or more languages. The challenge for secondary schools will be to acknowledge and build on this prior learning. Teaching approaches and schemes of work for Year 7 will need to be adapted to take account of what has been achieved during the preceding four years. This could lead to exciting opportunities for accelerated learning, a greater diversity of provision of new language learning or indeed, the possibility of further integration of language learning into other areas of the secondary curriculum building on the strong foundation of cross-curricular embedding developed in the primary phase.

The introduction of the Key Stage 2 Framework invites teachers in the secondary sector to see the value of what the primary context can offer. Effective primary provision yields Year 7 pupils who are enthusiastic about the subject and eager to learn more. Secondary teachers are encouraged to take a long-term perspective to this evolution in language provision, working in partnership with primary colleagues to realise the new paradigm and establish a coherent programme of learning from 7–14, and 14–19.

Working in partnership

There are a variety of ways in which secondary schools including Specialist Language Colleges can help to facilitate the successful development of primary language learning:

- Provision of specialist teaching.
- Modelling and linguistic-upskilling.
- Coaching.
- Mentoring Newly Qualified Teachers.
- Provision of advice, support and resources.

Provision of specialist teaching

Some secondary schools, in particular Specialist Language Colleges, currently offer direct provision of specialist staff to teach languages in primary schools. This usually involves sending experienced secondary teachers into partner primaries to teach children regularly on a peripatetic basis. The advantage of this approach is that children benefit from a good linguistic role model. It is also useful for them to get to know teachers whom they may meet again in Key Stage 3. Where clusters of primary schools feed into the same secondary school, this arrangement can support smooth transition and provide continuity of experience.

A potential drawback of this approach is that peripatetic teaching is by its nature discrete and is not always readily integrated into the whole school experience of the child. The Primary Strategy emphasises the importance of a holistic approach to the primary curriculum. For this model to work effectively, secondary and primary teachers will need to plan carefully so that the class teacher is able to integrate and embed language learning outside set lesson times and build on the input provided by the peripatetic specialist.

Modelling and linguistic up-skilling

One of the major benefits of secondary specialist teachers and Advanced Skills Teachers (ASTs) working with primary children is the opportunity to provide model lessons and linguistic upskilling for the primary class teacher. This can make a real contribution to building capacity. In this role secondary language specialists may begin by providing all of the language teaching while the class teacher observes the lessons. Time is made available before and after the lessons for analysis, discussion and planning. Gradually, the primary class teacher participates in the lesson also, working alongside the specialist. With careful further planning and support, the primary class teacher takes over the full responsibility of teaching the class. In this model, both the children and the teacher benefit from the linguistic expertise of the visiting specialist. The secondary specialist also benefits from gaining a greater insight into primary pedagogy and how primary children learn most successfully.

Coaching

Secondary specialists can play a significant part in building the confidence of primary teachers in their abilities to teach language to their classes through structured programmes of coaching. There are four key processes involved:

- 1 modelling.
- 2 scaffolding.
- 3 monitoring.
- 4 dialogue.

Coaching a primary teacher

Through demonstration lessons and activities the coach can model key skills such as questioning techniques, the use of flashcards, the effective use of the interactive whiteboard, or making best use of a native speaker. In this phase the emphasis is on building confidence and a sense of shared purpose. The coach and the class teacher work together on an agreed focus and plan lessons or parts of lessons as opportunities for professional development. The class teacher tries out these skills in the language lessons with the specialist offering support, including suggestions as to how each lesson might be followed up during the rest of the week. The degree of support, scaffolding, gradually decreases until the class teacher can plan and deliver the lesson independently. Gradually the coach moves into the role of monitoring and supporting progress. This involves reviewing, observing, giving feedback and structured reflection on particular areas of teaching, which have been agreed in advance with the class teacher. The relationship between colleagues is based on dialogue. As the class teacher assumes full responsibility, the coach ceases to be a constant presence in the classroom and gradually reduces the frequency of visits. The programme of support can then shift its purpose and target specific areas of development, for example, medium-term planning, resource development, providing advice as necessary. This kind of outreach work is pivotal in bringing together secondary specialist expertise with the best primary practice.

Many secondary schools have a very large number of partner primaries. It is not expected that schools will be able to offer this level of support to all of their partner primaries at the same time. It may be possible to plan strategically with neighbouring secondary schools working together to support clusters of primary schools across the local area. Working in partnership supported by Local Authority advisers, Advanced Skills Teachers, specialists from Specialist Language Colleges and a range of other providers, secondary colleagues may be in a better position to provide a phased programme of support, inviting primary schools to join the programme when they are ready according to their own particular circumstances.

Mentoring Newly Qualified Teachers

The number of initial teacher training places for primary teachers including a specialism in languages has increased in recent years. NQTs with a language specialism will need support from experienced generalists and experienced specialist teachers of languages. Advanced Skills Teachers and colleagues from Specialist Language Colleges and other schools can all play a key role in providing support for the induction of NQTs of primary languages. In many cases, it may be secondary specialists who initially act as mentors for NQTs. Much of the guidance and the underpinning principles of the coaching model also apply to the role of mentor.

There is a great deal of mutual benefit in a secondary specialist acting as mentor for a primary trained NQT. This will be a two-way process with secondary specialist staff learning a great deal about how primary schools organise teaching and how young children learn, while the NQT will widen the secondary colleague's repertoire of teaching techniques and gain greater confidence in how to sequence learning and plan for progression.

Provision of advice, support and resources

Secondary schools have a wealth of knowledge and resources to support their primary colleagues in teaching languages. A named contact at the end of a telephone or email address is in itself an invaluable form of support which has proved useful to primary schools as they introduce languages. Secondary schools may consider identifying a link specialist with responsibility for primary liaison and support. It is reassuring for primary colleagues working with secondary teachers or ASTs that contact can be sustained as they set up development projects and begin to phase in language provision. In some Local Authorities and secondary school catchment areas newsletters have been produced which disseminate information about developments, celebrate successes in primary language learning in the area, and keep colleagues updated about new resources and learning opportunities.

Supporting transition; building for the future

Successful transition between Key Stage 2 and Key Stage 3 is crucial if pupils are to realise their full potential during the years of secondary schooling. From September 2005 it will become increasingly important for teachers of secondary pupils to know what they have learnt, understood and achieved during Key Stage 2 if they are properly to provide for progression and continuity in language learning.

Contact between Key Stage 2 and Key Stage 3

Communication is the key to effective transition. Through direct communication and contact productive relationships between primary and secondary teachers and co-ordinators of languages can be established. Representative staff from partner primaries, often the subject co-ordinator, and staff from receiving secondary schools and Specialist Language Colleges need opportunities to meet, discuss and understand each others' aims and perspectives. It is particularly helpful if arrangements for reciprocal visits and observation of each others' classes can be made.

Such fruitful contact can be facilitated in a number of ways. Local Authorities can play a valuable role in setting up fora and networks in order to establish contact and agree policy and practice. Head Teachers and senior managers can make good use of existing networks for this purpose. Secondary schools and their partner primary schools will already have in place arrangements for the transition of Year 6 pupils into Year 7 covering general educational issues and specific curriculum subjects. It may be possible to incorporate information about achievement in languages into these established structures.

Examples of productive and innovative approaches to ease transition have been developed in a number of Local Authorities as part of the Key Stage 2 Language Pathfinder Initiative. These included:

- Primary and secondary teachers working together to produce a bridging unit of work straddling the end of Year 6 and the beginning of Year 7.
- Year 6 primary and Year 7 secondary teachers working together devising schemes of work which incorporated features of both the Key Stage 2 and Key Stage 3 Frameworks.
- Secondary teachers planning ICT activities for Year 6 and Year 7 pupils.

Co-ordination of effective transfer arrangements between Key Stage 2 and Key Stage 3

Secondary and primary colleagues working in partnership will need to understand how language learning is organised in each phase. Approaches are likely to vary from one Authority to another. Cross-phase clusters will need to agree on the following issues:

- What kind of information about Key Stage 2 teaching is most useful for Key Stage 3 staff?
- What kind of information about Key Stage 3 teaching is most useful for Key Stage 2 staff?
- What kind of pupil records are most helpful to pass on from partner primaries to the teachers of pupils in Year 7?
- What opportunities Year 6 pupils might have to meet Year 7 teachers before transferring?
- What kind of opportunities there are for cross-phase curriculum developments?

It is helpful for Key Stage 3 staff to see any school policy documents or statements about primary language provision just as it is useful for Key Stage 2 staff to know how the teaching of Year 7 is organised. In this way issues of continuity can be addressed directly and all stakeholders are part of the process. The children themselves and their parents will need to understand how the transferable skills which will have been developed in Key Stage 2 will help progress in Year 7. This is particularly relevant if children will not be continuing with the same language from primary to secondary school.

If individual pupil records are to be transferred they need to be informative, reliable and manageable. They should not be an excessive burden for primary teachers to compile nor constitute an unrealistic mass of information for secondary teachers to assimilate. They should add a language dimension to the pupil data already transferred to receiving secondary schools and indicate what the pupil knows, understands and can do in the language(s) learnt.

Further exemplar material on assessment and transition will be available on-line and in Part 3 of the Framework documentation – *Planning for Entitlement*.

Responding to increasing diversity in the Year 7 intake

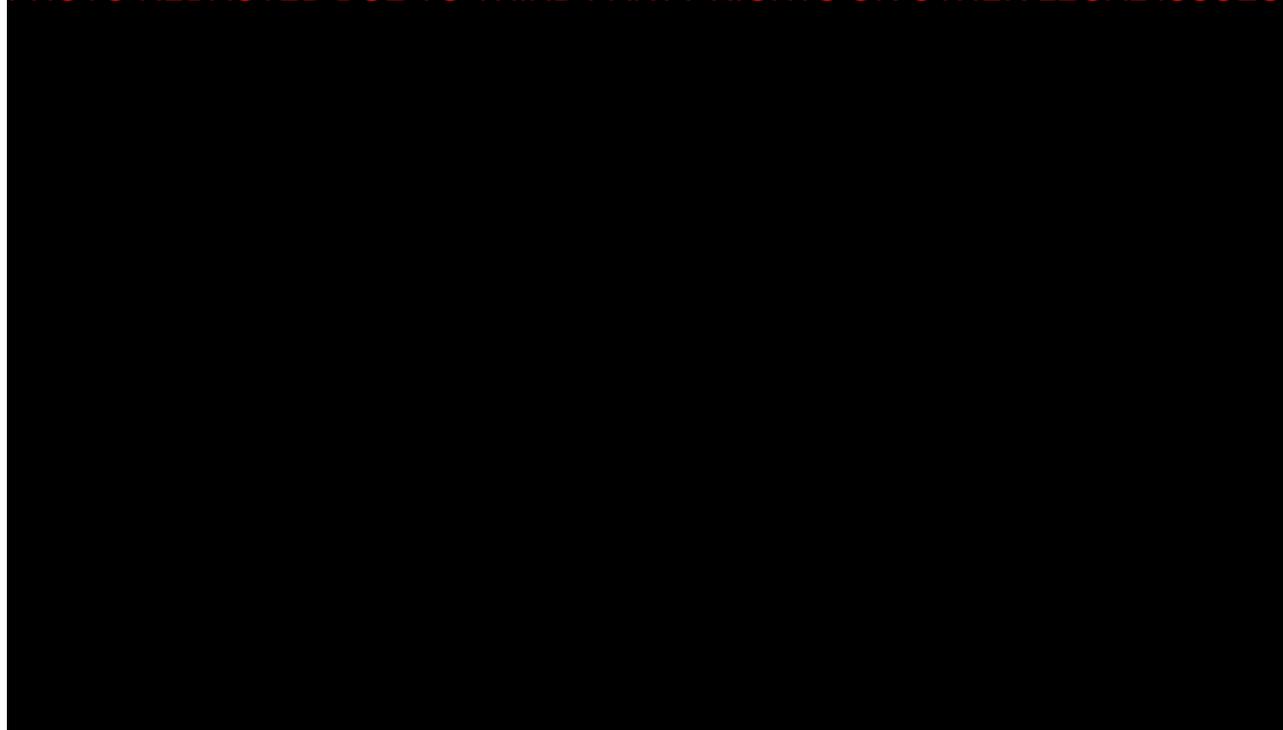
As primary schools gradually work towards language learning across the whole of Key Stage 2, secondary schools are likely to face an increasing diversity in the character of their Year 7 intake. Some pupils will have studied a single language for four years, some will have studied two or more languages, and, in the early stages of implementation, some will have only just begun. The language(s) offered by the receiving secondary school may not be the same language(s) that pupils have learnt in their primary school.

This is a serious challenge which will require sensitive management. Secondary teachers will need to adopt an inclusive approach to language teaching based on assessment for learning strategies. They will need to use information about what their pupils already know and can do in order to involve them directly in subsequent learning. Approaches that encourage peer-to-peer teaching will be very helpful. For example, in a Spanish class of 25 where 10 have already learned colours and 15 are learning them for the first time, the more advanced group can demonstrate the language actively in various ways. While the new learners practise and reinforce their learning, the more advanced group could begin to analyse letter strings and gender implications, beginning to reuse the language they know to make fresh meanings. In this way, prior knowledge can be revisited in greater depth and all pupils make progress.

Where pupils begin to learn a new language in Year 7 it is important to recognise and celebrate the transferable skills they have mastered during language learning in the primary phase. The new language needs to be presented in a way which enables them to put into practice the language learning strategies that they have acquired, and to draw on their knowledge about how language works. Year 7 pupils beginning a different language should be reminded and praised for being plurilingual learners. Crucial tasks for the secondary teacher will be to help learners build on and apply their existing knowledge and to involve pupils in assessing their own performance so that they are involved in deciding about the next steps to be taken.

This will mean that secondary teachers need to be flexible and willing to move on more quickly through their existing schemes of work. By closely observing, monitoring and assessing pupils they will discover that pupils may bring abilities which can accelerate learning. For example, incoming pupils may know how to use a bilingual dictionary or know about high frequency words. These abilities are there to be utilised to promote progress both for the individual learner and the class.

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Encouraging partner primary schools

Secondary schools and Specialist Language Colleges already engaged in supporting primary teachers have encountered a range of responses to the introduction of language learning. Many are enthusiastic and keen to get going, others express concerns and anxieties. Common concerns are:

- The primary curriculum is very full and there is no time to teach another subject.
- Primary school priorities are Literacy and Numeracy.
- There are no specialist linguists on the staff.

While recognising that these perceptions are based on genuine concerns, secondary colleagues can help their primary counterparts to see these challenges from a different angle.

The primary curriculum has been modified over recent years and schools have more freedom to decide what to teach according to the interests of particular pupils. Language learning carries many benefits for children, helping them to develop their own oracy and literacy and making a major contribution to their understanding of their own culture(s) and those of others. Language learning can be integrated across the curriculum and taught flexibly through a range of subjects. It can be embedded in daily classroom routines and across school life. In this way, time can be found for languages without putting undue pressure on other subjects. Language learning can enhance pupils' achievements in other subjects, as children reflect on their learning and engage more actively with new concepts and content. Teachers without prior experience and with basic knowledge of another language can achieve much that is worthwhile for their pupils by planning carefully, using high quality resources, including ICT and applying their existing primary expertise.

Primary teachers should be encouraged to think about the skills they bring to language teaching. They have extensive knowledge of how to teach Literacy and a solid expertise in teaching a whole range of subjects. They understand how young children learn and how to cater for their differing needs and abilities. Starting with a small amount of new language and some good resources they can be encouraged to experiment with some language teaching. Little by little working in partnership with secondary colleagues and other providers, primary teachers can improve their own subject knowledge and in time build progression from simple routines to more sustained language learning.

Further Information and Support

Teachers and planners will need guidance and access to appropriate resources as they extend the opportunities for language learning to all children in Key Stage 2.

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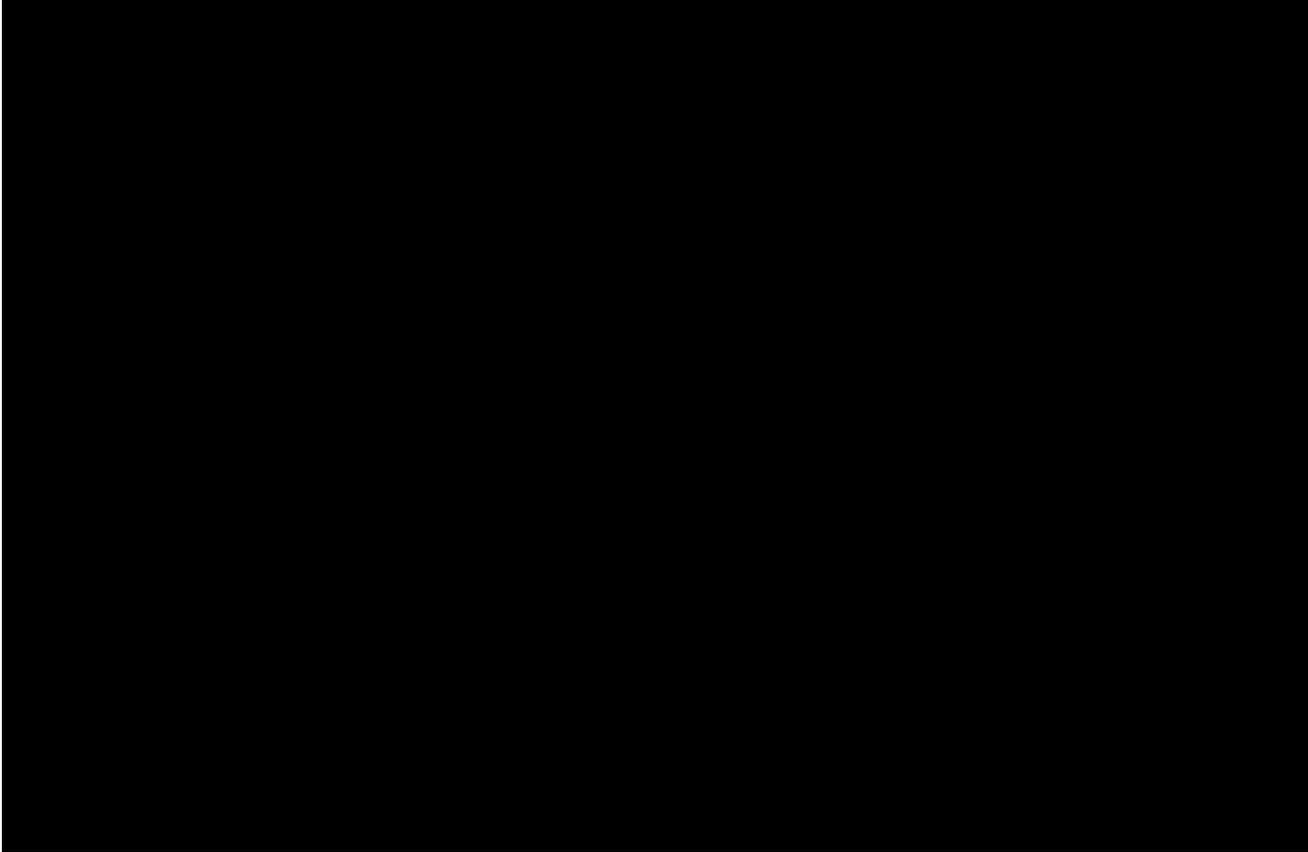
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Italian – www.italcultur.org.uk

Japanese – www.jpjpf.org.uk.

You may also wish to familiarise yourself with more general information on the changes taking place in the primary curriculum and the children's services arena.

Every Child Matters: Change for Children sets out plans for the full range of services that children and young people use – from hospitals and schools, to police and voluntary groups – to work together effectively to ensure that children are safe and able to achieve what they want in life www.everychildmatters.gov.uk.

Excellence and Enjoyment: A Strategy for Primary Schools set the vision of the primary school of the future, offering a rich, varied and exciting curriculum which develops children in many ways www.standards.dfes.gov.uk/primary/publications/literacy/63553/.

