

Primary Languages

Transition: KS2 → KS3

The 5 learning bridges to transition

The Impact of School Transitions and Transfers on Pupil Progress and Attainment

Galton, Gray and Ruddock, Homerton College Cambridge 1999 – DCSF Research Report No 131

<http://www.dfes.gov.uk/research/data/uploadfiles/RR131.doc>

1. **Administrative or bureaucratic bridge** – sharing information about pupils, good working relationships between primary and secondary schools, feedback to primary schools of Year 7 progress.
2. **Social and Personal bridge** – induction days, open evenings, pupil peer mentoring, pupil and parents' guides
3. **Curriculum bridge** – effective use of pupil data, cross-phase projects, exchange of curriculum maps, joint planning
4. **Pedagogical bridge** – shared understanding of effective teaching and learning, team teaching, teacher exchanges between primary and secondary schools
5. **Management of learning bridge** – pupils are active participants in transition and their own learning, pupil portfolios



Appendix 1

Some key questions to open the debate.

The following questions are designed to help teachers and schools and LAs evaluate and review their practice to support transition in languages. Thanks are due to CILT Cymru and ACCAC for support in preparing these questions .

For Primary school teachers

What links does our school already have with Secondary schools?

Is there a named Primary Languages co-ordinator or link person?

Is there a whole-school transition policy?

What contact do Year 6 teachers have with Secondary Languages departments?

Do we know what happens in language lessons in Key Stage 3?

How can we support pupils' preparation for learning a language, learning a new language or continuing with a language learnt in Key Stage 2?

How can we make the link across languages as well as key stages?

Could we develop a bridging unit with Secondary Languages departments?

How can we involve Secondary teachers more with our classes?

For Secondary languages teachers

What links does our school already have with feeder Primary schools?

Is there a named link in each ?

Is there a whole-school transition policy?

What information does the department and the school already receive?

What is the role of the Languages department in transition?

What could the department do to strengthen that role? Transition events?

Bridging Unit? Taster lessons?

Do teachers from the Languages department visit Primary schools? Once? Regularly?

What can our Languages teacher learn from Primary colleagues and how can it support our own teaching?

Do the visits have a clear purpose and focus?

How do we find out what language experience pupils in Year 7 have already had?

How can we make the link across languages as well as key stages?

How could we find out more? Observe lessons? Look at pupils' work?

How can we build on pupils' prior language learning?

Do we know what is in the Key Stage 2 Framework for languages?

How do we maintain links and build on both language learning and literacy in Key Stage 3?

In order to build successfully on their pupils' prior learning, language teachers in Secondary schools should try to:

Have regular contact with feeder Primary schools to support Primary provision

Find out as much information as possible about what pupils' prior language experience has been and what progress they have made

Make sure that the language department is fully involved in school transition arrangements

Review languages provision in KS3 to take into account how and what their pupils already know and understand

Review groupings and timetabling

Review provision to take into account all their pupils' prior language experience, including home languages

Possible strategies to build on pupils' prior learning, knowledge and experience could include:

Having language teachers, class teachers and literacy coordinators from both key stages working together to identify common skills and terminology in different languages

Adapting the Year 7 Scheme of Work to take into account topics and structures already covered

Accelerating the Year 7 Scheme of Work so that pupils make faster progress

Putting on intensive classes for pupils who may not have had sufficient exposure to the language being studied in Year 7

Developing a 'buddy system' to pair pupils who have previously learnt the new language with any pupils who have not

Providing new and challenging material when revising topics already covered in the Primary school

Looking at the possibility of fast-tracking able linguists so that they can take GCSE in Years 9 or 10. If this is to happen other strategies for what happens to these pupils in Years 10, 11 and beyond need to be in place

Using the European Language Portfolio in Year 7 to provide a bridge from Year 6 so that pupils can monitor their own language progress

Year 7 pupils can be encouraged to visit their former Primary schools to demonstrate activities and levels of achievement that Primary children have to look forward to. They could also be involved in peer tutoring