



Rather than provide image heavy PowerPoint hand-outs, I have summarised my main points below. Please contact me with any comments, feedback and questions: [joandickie1@gmail.com](mailto:joandickie1@gmail.com)

Key websites for further information on a multi-lingual approach are:

[www.joandickielanguages.co.uk](http://www.joandickielanguages.co.uk)

[www.ascl.org.uk/about-us/ascl-projects/discovering-language/](http://www.ascl.org.uk/about-us/ascl-projects/discovering-language/)

## Why?

A multi-lingual option is a valid alternative approach for KS2 languages for 4 main reasons:

### 1. A recognised and respected alternative

- Eric Hawkins / Eveil aux langues [http://www.languageawareness.org/web.ala/web/member/page\\_eric\\_hawkins](http://www.languageawareness.org/web.ala/web/member/page_eric_hawkins)
- Discovering Languages: [www.ascl.org.uk/about-us/ascl-projects/discovering-language/](http://www.ascl.org.uk/about-us/ascl-projects/discovering-language/)

### 2. The reality of KS2

- Limitations of curriculum and planning time: MFL is not a core subject and is one of 9 foundation subjects
- 4 progressive years is too challenging for non-specialist teachers
- Primary teachers frequently change year groups, key stages and schools. Which language should they prioritise? To what level? Where is the funding?
- No setting? Differentiation becomes an issue in Y5/6
- Mixed age classes ( 20% of KS2) need a rolling /returning curriculum
- The new primary curriculum is encouraging curricular themes: can languages be part of this?
- KS2 teachers are well trained in literacy: let's maximise this!

### 3. Transition issues

- This remains a major issue if primaries study different languages to different levels
- Evidence is suggesting that KS2 English progress is best indicator of KS3 success : see Reading University research

### 4. Multi-lingual makes sense!

- Gives opportunities for the discovery of links between English and other languages
- No research support to show that 9 years of one language is providing us with stronger linguists
- Creates a linguistic foundation for KS3 to move more rapidly forwards
- Looks to the future with English as a global language and English speakers needing to learn how to learn new languages (maybe not to fluency level) rather than having limited fluency in just one language.

## Can we?

- See 2014 KS2 Languages Programme of Study which includes the comments:

### TEACHING:

- should focus on enabling pupils to make substantial progress in one language
- should lay the foundations for further foreign language teaching at key stage 3

### PUPILS SHOULD:

- ...speak ...understand ...read ...write...broaden...explore...engage...develop...present...appreciate... describe...understand key features and patterns & how these differ from and are similar to English.

For further arguments linking a multi-lingual approach to the 2014 KS2 PoS for languages, see:

<http://joandickielanguages.co.uk/language-awareness/>

## How?

### Some long term KS2 models:

- Y3/4 Spanish ; Y5/6 French
- Y3 French; Y4 German; Y5/6 Spanish
- Y3 Spanish; Y4 German; Y5 Mandarin; Y6 French
- Y3 Spanish; Y 4 German & Latin; Y5 Russian & Mandarin & French; Y6 French
- Y 3-6 French with a yearly half term module, looking at a different language linked to other curriculum areas

For teaching materials to support the classroom teacher see:

<http://www.ascl.org.uk/about-us/ascl-projects/discovering-language/teaching-materials.html>

### Progression and curriculum links

Discovering Language is producing guidelines to encourage progression and rigour in a multi-lingual approach with suggestions for cross curricular links , in particular with English. See website to download:

<http://joandickielanguages.co.uk/language-awareness/>

- A 3 language overview
- A 4, 5 or 6 language overview
- Y 3 to Y6 medium term plans

**Making ‘substantial progress in one language’?** Two definitions of ‘progress’ are suggested:

1. Increasing **linguistic competence** as judged by former levels. DL schools report that Y6 pupils
  - are attaining a firm level 3 after a 3 language model,
  - are able to ‘transfer skills’ successfully and quickly move to phrase and sentence levels.
2. Having a wider **understanding of grammar and language learning skills** with pupils able to:
  - confidently use grammatical terms
  - see a particular language in the context of its language family
  - reinforce their knowledge and understanding of English.

### Benefits of a multi-lingual model

- A very flexible model to adapt to a school’s current and future situations
- Supportive of the non-specialist who won’t need to take any language to too high a level
- Very PRIMARY: promoting ‘joined-up’ curriculum thinking
- Adaptable to mixed age planning
- A solution to transition headaches, sending language aware pupils to Y7 without too great discrepancies in variation in languages nor depth to which they’ve been studied
- A future-resilient model for first language, or immersive English speakers, teaching them the skills needed to learn any language.

### Next Steps: extra support materials coming soon...

- to support the progressive Discovering Language themes
- to be used alongside language learning
- first draft modules on my website: [www.joandickielanguages.co.uk](http://www.joandickielanguages.co.uk)

DISCOVERING LANGUAGE MODULES: a progressive, language awareness programme for KS2			
Y3 Signs & Patterns	Y4 Word Families	Y5 The Story of Writing	Y6 World Wide Words
<b>Shh!</b> Talking without words	<b>Colour cousins</b> Discovering cognates	<b>Pictograms</b> The first writing	<b>Les trois petits cochons</b> Adjectives and plurals
<b>Mama!</b> Learning from babies	<b>Bruder Jakob! Frère Jacques!</b> Germanic & Romance families	<b>ABC</b> Phonetic scripts	<b>Petit chaperon rouge</b> Word order & politeness!
<b>Woof!</b> Listening to animals	<b>Happy Birthday!</b> Days, months and myths!	<b>Prince or princess?</b> The story of noun gender	<b>Going global!</b> Celebrating language: from English to the world!
<b>1-2-3</b> Looking for patterns	<b>Yum!</b> Anglo Saxon meets Norman	<b>Dictionary challenge!</b> Bilingual dictionary skills	<b>Knowledge about Language (KAL)</b> Revision unit looking to further progress in Y7.