

ALL Thames Valley Primary Languages Hub Meeting
Via Zoom
20-6-24

16 schools represented.

Introduction

SC welcomed everyone to the meeting and in particular the secondary colleagues and Barbara from the University of Reading. There were teachers from primary and secondary schools in the Thames Valley.

Agenda

1. News Updates
2. KS2-KS3 Transition

- **News and Updates**

ALL Membership

It costs £50 for a primary school to obtain membership of ALL for a year or £45 for an individual if you are part-time. Everyone is encouraged to join.

Polish Language and Culture Pack

A free education pack from the British Council

https://schoolsonline.britishcouncil.org/sites/default/files/resource/downloads/polish_language_and_culture_pack.pdf

Spanish workshop in London

The Spanish Education Office is offering workshops for teachers of Spanish in primary and secondary in London on the 29th June.

[Talleres de español 2024 \(Londres\) - Reino Unido | Ministerio de Educación, Formación Profesional y Deportes \(educacionfpydeportes.gob.es\)](https://educacionfpydeportes.gob.es/talleres-de-espanol-2024-londres-reino-unido-ministerio-de-educacion-formacion-profesional-y-deportes)

French Language Upskilling

The Institut français is offering a French language upskilling course for primary teachers starting in September.

[Primary Teacher Language Upskilling - Institut Français · Royaume-Uni \(institut-francais.org.uk\)](https://institut-francais.org.uk/primary-teacher-language-upskilling)

Pedagogical and Incentive Trip to Berlin

This free trip to Berlin is being organised for primary teachers of German and their head teacher.

[Pedagogical Training & Incentive Trip : Let's Give German a Go — in Berlin! - Goethe-Institut United Kingdom](https://www.goethe-institut.org.uk/primary-teacher-language-upskilling)

Primary Languages Subject Leader Day

This one day course by Cave Languages is for anyone leading languages in primary schools. It will take place online on Friday 18th October.

<https://docs.google.com/forms/d/10DecZO9etZv2PVQTTWWIJFRwZfAKNpal4B7pwfmAwjK0/edit?usp=sharing>

Olympic Resources

Olympic resources from Light Bulb Languages in various languages.

[Olympics 2024 Resources \(lightbulblanguages.co.uk\)](https://lightbulblanguages.co.uk/olympics-2024-resources)

French from French with Mr Innes

[French with Mr Innes - YouTube](https://www.youtube.com/watch?v=...)

French School Links

The British Council has a dedicated page on their website for making links with French schools.

[Schools Connect France](#) | [British Council France](#)

Calligrams

If you are looking for some inspiration for a creative writing idea, have a look at these examples of calligrams which were part of an ALL project.

7 – 9 year olds - [Book Creator | Calligrams Vol. 1 2024 \(7 to 9\)](#)

9 – 11 year olds - [Book Creator | Calligrams Vol. 2 2024 \(9 to 11\)](#)

ALL Primary Languages Conference Online

This will take place again on Saturday 16th November. The theme of the conference is ‘Making a difference’.

The programme will be available from September.

Keep up to date

This is a reminder that in between meetings you can always find out what is happening by looking on the Sharing Good Practice page of the Cave Languages website [Sharing good practice - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#) Alternatively, subscribe to the mailing list to receive an email update every 2 months.

• KS2-KS3 Transition

We used this recent quote from the National Consortium for Languages Education about transition:

"NCLE aims to encourage schools to develop and share common expectations about what pupils should know and be able to do at the point of transfer. To avoid disengagement and demotivation, secondary schools should build on pupil's prior learning."

The following key points were discussed in the breakout rooms and then ideas were shared.

- Share what pupils should know and be able to do
- To avoid disengagement and demotivation, secondary schools should build on pupil's prior learning

The following comments were made:

- **Share what pupils should know and be able to do** - comments mainly by primary colleagues
 - Should see knowledge as a toolkit for learning languages rather than anything language specific.
 - By the end of year 6 would expect them to be confident in phonics, asking and answering questions, writing from memory, using conjunctions etc
 - Recently did a quiz with Year 6 and was pleasantly surprised with the results and how much they had retained over the years of language learning.
 - KS2 pupils should have good phonics skills, grammar, exposure to culture, vocab
 - Many schools have adopted structured and supported schemes of work, more and more, children are now meeting the KS2 targets by end of Year 6
 - Newly qualified primary teachers are noticing an improvement in what primary children know and can do, most schools now using a scheme.
 - Need a scheme which non specialists can use with audio support
 - Many children by Year 6 a lot better at manipulating language
- **To avoid disengagement and demotivation, secondary schools should build on pupil's prior learning** - comments mainly by secondary colleagues
 - Doesn't see disengagement, sees enthusiasm in year 7 classrooms. It's hard to use what they know from primary in year 7 teaching because of variation in levels of ability.

- Primary sector does a lot to engage children in language learning. The challenge is to keep the momentum going and keep them on board.
- Knowledge of phonics makes the biggest difference for language learning in KS3.
- Doesn't matter too much if children haven't done any language learning.
- BBC resources in year 7, some of which the children will have seen in years 5 or 6. Children like to go back to what they know sometimes.
- KS2 teachers from one main feeder school observed lessons in years 7 and 8. Sixth formers go into primaries to support. CPD in primary schools for teachers and it works well.
- Reach out to secondary schools to see what they are doing in Year 7
- One school has changed some of what they do in year 7 as a result of going in to primaries because they underestimated what the children would be able to do.
- Generally, there is not much communication between primaries and secondaries, partly because the children go to so many different schools.
- If a school knows a child has come in to year 7 with no language learning, they would be paired with someone who has.
- Year 7 curriculum is becoming more challenging, phonics has a huge role to play.
- One school hasn't changed scheme in year 7 but is making the language content more transactional. Some children have an isolated knowledge of phonics.
- One school is looking at their scheme at the moment because the GCSE is changing. They believe they need to have more of an emphasis on skills because they are transferrable between different languages. Vocabulary in itself is less important.
- One school thought that ability levels out over the course of year 7. Commented also that there is sometimes a draw towards learning a different language in year 7 rather than continuing with the one they have done in ks2.
- If those who have already done some French flatline in year 7, what would happen to them if they were put on an accelerated course? No data yet as to whether this would work.
- One school offers a fast track to GCSE in year 10 for those who wish to do 2 languages at this level and have the ability to do so.

Thank you to everyone who shared their ideas and thoughts. It was great to have a meeting with primary and secondary colleagues together.

Next Meeting: Thames Valley Primary Languages Hub

In keeping with the agreement that the day for the meeting would alternate between Wednesdays and Thursdays, the next meeting will be on **Wednesday 16th October** 4.00-5.30pm via Zoom.

The focus of the meeting will be '**Creative Writing**'.

Sue Cave
27/6/24