

A multilingual approach offers a solution to transition issues

The desired outcomes of your primary languages curriculum model should form the basis of what you can share with secondary colleagues to support effective transition.

A Discovering Language curriculum model enables pupils to gain a rich and broad experience of language learning strategies to ensure they are ready for the challenges of language learning in a secondary setting, whatever the language.

Principal outcomes of Discovering Language's multilingual progression model

Pupils are engaged with language learning and enjoy learning new languages.

In a four-language model (although this can be adapted for fewer languages), pupils have experience of transferring their knowledge about simple grammar concepts to different languages.

Pupils are able to apply their understanding of using phonics to other languages rather than just one foreign language.

Pupils develop skills in using a bilingual dictionary for a range of languages.

Pupils are armed with strategies to read and decode meanings in a range of languages.

Through making links across languages pupils' can increase their vocabulary in their home language as well as new languages.

Pupils display a curiosity about words so that they can ask the right questions about any language they may meet in the future:

Is there masculine/feminine?

Are there cognates?

Is it phonically regular?

Does it have the same alphabet?

Are there silent letters? Is the word order what we would expect?

Is there a pattern in numbers? Are there borrowed words? Are there new sounds?

Pupils have a clearer idea of the range of languages in the multilingual and multi-cultural world in which they will be living.

By the end of four years, pupils have experienced and have a developing understanding of the following grammatical features in several languages:

Articles (and gender), nouns, singular and plural, verbs and simple tenses, connectives, prepositions, word order, cognates, patterns (especially in number systems) punctuation, phonics and alphabet similarities and differences.

Where a 'community' or 'home' language is introduced to all pupils, pupils have the opportunity to celebrate the school's context and cultural references.

Through a well-planned whole school curriculum, pupils have the opportunity to link their learning of new languages, cultures and traditions to other curriculum areas, eg. music, history, geography, English, art and drama.

A school following DL would have access to a transition portfolio with evidence.