

# ASCL Key Stage 2/Key Stage 3 Chinese Transition Toolkit

## A practical, workable tool to support effective transition

The Department for Education's 2013 MFL KS3 Programme of Study refers to **cross-phase coherence** "teaching may be of any language and should build on the foundations of language learning laid at KS2, whether pupils continue with the same language or take up a new one".

The **KS2 Programme of Study (DfE 2013)** states "language learning should establish the foundations of learning how to learn a language and enable pupils to develop an appreciation of how language works in addition to making substantial progress in one language".

The **Teaching Schools Council MFL Pedagogy review** (2016) recommends that "Language teachers should know and build on the grammar taught in the KS2 NC for English" and that "secondary schools should know about the modern languages taught at their feeder primary. Wherever possible, they should support language learning in primary and plan to build on pupils' primary school language knowledge".

The **Primary Languages White paper** recommends that "primary schools should provide receiving secondary schools with a clear statement of what pupils have been taught and what pupils should know and be able to do at the point of transfer from KS to KS3".

ASCL's KS2/KS3 MFL transition toolkit has two distinct and complementary aims:

- 1 Provide an informed, actionable base for secondary MFL teachers to build upon, so that teachers can organise learning in a way that allows pupils to demonstrate what they already know and how well they have mastered this knowledge. Teachers are then able to build quickly and constructively on prior learning, avoiding as far as possible any downturn in either achievement or motivation.
- 2 Provide a minimum body of conceptual knowledge (grammar, vocabulary, and phonology) and cultural knowledge that has been explored, retained and actively used by Year 6 pupils at the end of four years of language learning at KS2. This is particularly for primary teachers who may be unsure of what knowledge and skills would best equip their learners for a good start in secondary.

**The 'drag and drop' toolkit can be used in three different ways:**

### Flexibility

The 'drag and drop' (ie copy and paste) feature of the toolkit allows primary language leads to select the grammar, vocabulary, phonology and cultural knowledge that their pupils have mastered at the end of KS2, then drag this across to populate the blank boxes according to their pupils' learning (they may add to this if they wish).

### Transition scenarios

- 1 Where there are a small number of collaborative partner feeder schools, joint discussions can lead to an agreed conceptual body of knowledge to drag into and populate the blank boxes.
- 2 Where there are a large number of feeder primary schools, each school can 'drag and drop' their pupils' learning into the boxes, and secondary colleagues can determine the overlap in learning so that there is at least a common actionable baseline.

- 3 Where a different language is taught in KS3 to KS2, secondary colleagues can use the populated toolkit to support the learning of a second language through making links to what they have learnt and building on transferable skills.

Where language teachers in partner primary and secondary schools are unable to meet, the toolkit can act as a virtual dialogue tool, giving primary colleagues autonomy to share examples of vocabulary, grammar and phonology explored and giving secondary colleagues the opportunity to request certain areas be explored.

The framework is available in French, German, Spanish, and Chinese and can be used or adapted by groups of partner and feeder schools. The aim is to provide genuine continuity of language learning between phases. It is important to note that the examples given here are exemplification only, this is not a prescriptive list. By the end of KS2, children should know a range of all word types, i.e. noun, pronoun, adjective, verb, adverb, conjunction, preposition as illustrated here.

### Department of Education:

"Pupils should be taught to understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

This statement is taken from the **DfE KS2 Programme of Study for languages**. Whilst it makes suggestions as to which grammar 'should' be taught, many indications are broad and generalised such as 'key features and patterns of the language'.

ASCL's toolkit builds on **other transition frameworks** and aims to provide some suggested linguistic knowledge which has been retained and can be actively used by pupils at the end of key stage 2. Inevitably pupils will have encountered more language than outlined here but this essential content and progress forms the basis for effective transition between stages as well as points of reference when introducing a new language in KS3. Repeating work is a strong demotivator; whereas if key language is revisited and extended, it can help with a sense of progress noted to be important for motivation and **transition**.

The suggestions are informed by and complement most commercial resources and packages aimed at supporting the teaching of KS2 languages.

### Overview of core elements

- Measure words
- Numbers
- Use of de 的 to describe (adjectives)
- Use of de 的 for belonging (possession)
- Subject pronouns
- High frequency verbs
- Core structures
- Simple, compound and complex sentences
- Opinions (verbs and adjectives)
- Conjunctions
- Intensifiers

- Adverbs and adverbial phrases
- Prepositions
- Strokes
- Radicals
- Visual processing
- Pictographs
- Key phonemes
- Tones
- Question words
- Forming questions
- Suggested classroom instructions to be used at KS2
- High frequency language such as days of the week and months
- Cultural knowledge

### Further information

DfE, National Curriculum in England: Languages programmes of study <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study>

Teaching Schools Council, Modern Foreign Languages Pedagogy Review <https://tinyurl.com/e58jtyxe>

Research in Primary Languages, White Paper: Primary Languages Policy in England <http://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf>

ALL Connect Transition Toolkit <https://www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf>

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## Appendix

### Useful resources and contacts for teaching Chinese at Key Stage 2

There are very few publicly available schemes of work for KS2 Chinese. However, the organisations below will be able to put you in contact with leading practitioners and a friendly and open community of teachers who can share and support schools wishing to launch or further develop provision for Primary Mandarin.

**Association for Language Learning Chinese Language Zone:** the ALL Chinese Language Zone is a resources hub and community space within the UK's major subject association for those involved in the teaching of Chinese language at all levels. To find out more, contact [info@ALL-Languages.org.uk](mailto:info@ALL-Languages.org.uk)

**UCL Institute of Education Confucius Institute:** the UCL IOE CIS supports schools in starting and developing the teaching and learning of Mandarin Chinese. The website includes a wide range of free resources and advertises regular CPD opportunities. Primary resources can be found on the **Primary Mandarin Toolkit** page.

**Mandarin Teachers mailing list:** the Mandarin Teachers mailing list is for use by teachers of Chinese in higher and further education institutions and schools. It exists as a forum for discussion and research into teaching methods for Mandarin Chinese and development of best practice.

**Swire Chinese Language Foundation:** the Swire Chinese Language Foundation supports 12 centres across the UK, currently teaching about 19,000 school children in 127 schools. Each centre is led by a secondary school and encompasses other secondary schools in addition to their respective feeder primary schools. For further information contact [info@swireclf.org](mailto:info@swireclf.org)



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