

Languages in Portsmouth Mini-update

25 March 2024



Dear colleagues

Please have a look at this more detailed information related to the points in my email.

1. Understanding multilingual children's language development

<https://naldic.org.uk/events-cpd/cpd-events-eal-advice/training-materials/understanding-multilingual-childrens-language-development-futurelearn-online-course/>

This free-to-access three-week course, from online provider FutureLearn working with the University of Reading, is aimed at teachers, speech and language therapists, and parents wanting to know more about how to support children learning in more than one language. It is endorsed by [NALDIC](#) and the [Royal College of Speech and Language Therapists](#).

<https://www.futurelearn.com/courses/understanding-multilingual-childrens-language-development>

2. Still on the theme of understanding, recognising and valuing the cultural heritage of learners, NCLE have published this spotlight.

<https://ncle-language-hubs.ucl.ac.uk/spotlight-on/>

Focus on Home, Heritage and Community Languages

The National Consortium for Languages Education (NCLE) recognises the value and importance of all languages and the rich cultural heritage of all our learners, of their parents/carers and of the wider community. NCLE aims to promote and support greater access to accreditation through GCSE and other suitable qualifications for Home, Heritage and Community Languages (HHCL).

We aim to provide pedagogic advice for teachers on how to support pupils who speak additional languages to English at home to access GCSE in available languages and thereby strengthen overall uptake of languages at EBacc.

To deliver this requirement, the NCLE will work with stakeholders to build on established, successful school-led practices in recruiting and training assessors in a wider range of languages and set up a national network of assessment centres where pupils can enter GCSE in a range of home languages. Lead and partner schools will network systematically with supplementary schools in their communities, and act as or provide ready access to an examination centre for HHCL.

3. Once again, the British Council have collaborated to produce excellent, topical resources, this time commemorating the eightieth anniversary of the Normandy Landings.

<https://www.britishcouncil.org/school-resources/find/classroom/remembering-normandy-landings>

D-Day 80: Remembering the Normandy Landings



On 6 June 1944, Allied forces from the United Kingdom, United States, Canada and other countries landed on the beaches of Normandy in France to fight the Nazis. This day has become known as D-Day.

This **education pack**, commissioned by the Normandy Memorial Trust and developed in partnership with the British Council and GCHQ, was created to commemorate the 80th anniversary of D-Day. It contains information and resources to help pupils in both the UK and France develop a deeper knowledge and understanding of key historical events and their impact on the people and places involved in D-Day, and the Battle of Normandy. These events led eventually to the successful liberation of German-occupied Western Europe.

Your pupils can find out about the sequence of events leading up to D-Day, the roles played by the Allied forces, French Resistance and the intelligence services along with the impact of the campaign on French civilians, particularly in the Normandy village of Tilly-sur-Seulles.

Pupils can investigate primary sources including photographs, letters and documents, carry out research and commemorate the brave people involved in the conflict. They might also have a go at practising their language skills, codebreaking and a creative writing activity inspired by the part played by animals in these wartime events.

The resources are designed to be flexible and adaptable and can be used as starting points for individual lessons or activities, or form part of a larger cross-curricular project with a partner school in France. If you do not already have a partner school in France, you can register for our free [School Partner Finder](#) database and search by country. Find out more about why and how you can [partner with a school](#) in a different country.

The British Normandy Memorial



Aerial view of the British Normandy Memorial, Ver-sur-Mer in France
Opened on 6 June 2021, the British Normandy Memorial records the names of the 22,442 servicemen and women serving under British units who fell on D-Day and during the Battle of Normandy in the summer of 1944. The site also includes a French Memorial, dedicated to the memory of French civilians who died during this time.

On 6 June 2024 'The Winston Churchill Centre for Education and Learning' will open to help tell the lessons of the past to generations of the future. The Memorial site is free to visit; find out more about the Memorial and discover stories of the fallen at britishnormandymemorial.org or via The British Normandy Memorial app. If you would like to plan a school visit to the Memorial, get in touch via contact@britishnormandymemorial.org.

4. Comprehensive and supportive summary of 'deep dive in languages' from Primary Languages practitioner, Clare Seccombe (25.03.24):

“On Wednesday our SIO, who is also an HMI, came into school to carry out deep dives of three subjects - Early Reading, Maths and Spanish. My HT would like Spanish to be one of the deep dives when/if Ofsted come.

I am the only teacher of Spanish and the subject lead. I was observed teaching my mixed Y1/2 class and my Y4 class, for 15-20 mins each, and then had a half hour meeting with her later that afternoon.

The meeting wasn't as long as it could have been, as we had already met last year and talked a lot about the curriculum, assessment and transition. We're delighted that all 3 subjects were rated outstanding. Lou Smith has asked if I can share some of the questions etc that I was asked in order to help others.

I found invaluable the list of deep dive questions that we compiled as a group (search the Languages in Primary Schools closed Facebook group)

Preparing the answers to those questions for my school gave me an excellent overview and understanding of my subject, and I was able to pass all that information on over the 2 meetings.

After the observations HT and SIO both commented that they were blown away by the enthusiasm and understanding of both classes of children. The only resources I used when they were observing were ppts and a copy of the Hungry Caterpillar in Spanish. They liked the clarity of the ppts (pictures as appropriate, large, uncluttered text) and how I used them.

The KS1 lesson was a lot of speaking and listening, and they were impressed that the SEN and low ability children were keen and felt secure to have a go, and that I and the other children were willing to help them to get it right.

When they came into Y4 we had finished recap from previous weeks and were about to start recap of the previous lesson (days of the week). One of the girls put her hand up to remind me that she had been absent the previous week, and I replied "keep listening, and we'll make sure you catch up". SIO was impressed by this, that I was ensuring understanding and coverage by all before moving on. My tip here would be always to start a lesson with a recap, especially of the prior learning that is pertinent to that lesson. A week is a long time to forget!

Many of the questions afterwards were about KS1.

1) How did you plan your KS1 curriculum? (we moved this academic year to a 2 year cycle in KS1 due to increased intake and a mixed class). I based it on the curriculum planned by the KS1 team, using similar or the same topics. I have been evaluating the new SoW as I've been going along, as it's been a big learning curve!

2) How do you assess KS1? I don't assess them formally, as it isn't statutory, but I formatively assess all the time, and that informs future planning.

3) Do KS1 write in Spanish? Yes, from time to time. They enjoy it. The children take the writing home to share with their families. SIO recommended that I keep some examples in order to exemplify progress from Y1 to Y6 and not just Y3 to Y6.

4) What will Y1/2 be doing next? The lesson was the following morning so I had already planned it. If you are in a similar position, make sure you know what the following lesson is likely to be.

The above will be of interest to any of you who teach KS1, especially as it isn't statutory.

We then talked about assessment in KS2, so I showed my grids for Y4.

One focus, more in early reading and maths but mentioned for Spanish too, was what happens with the persistent absentees- how are they able to catch up? Some children have little work in books because of absence. I haven't heard this question before - might be a reaction to the reports of attendance generally being poorer nationally?

SIO and HT asked if Y6 did writing. I was able to show them the difference between KS1 and Y6 and also Y4 and Y6. I also grabbed the finished triaramas which were waiting to be displayed, and they were very impressed when I showed that a middle child could use adjectives and intensifiers confidently and correctly.

We had talked in the previous meeting about why my curriculum is designed like it is - 3 pillars are clearly labelled, lots of opportunities for recycling core language, culture woven in wherever possible.

We then talked about what will happen to these Y6s in Y7, and what I do for transition (I send info on every child every year). That's all I can remember for now. Please feel free to ask any questions!"

Huge thanks as always to Clare for her generous sharing of experiences.

**And finally, couldn't resist this pic I found on Twitter (X) – thank you to the contributor.
Enjoy the spring break and find time to just breathe!**

