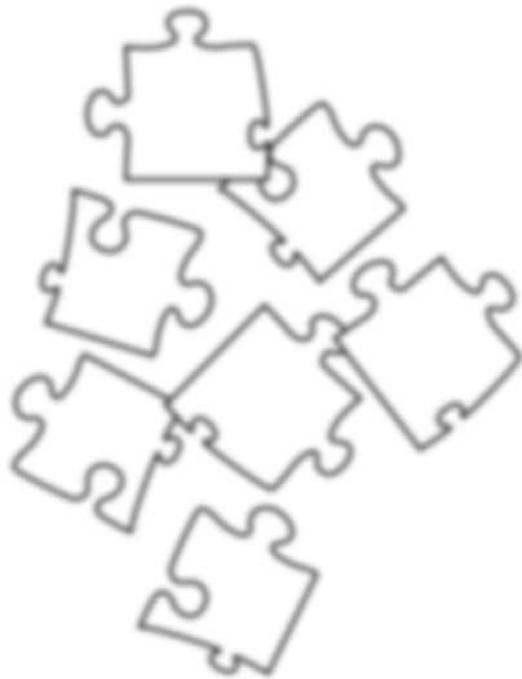


Early  
Language  
Learning

# **CURRICULAR MODELS**



# Why teach foreign languages in primary schools?

The Teacher's guide, which accompanies the QCA scheme of work for Modern Foreign Languages (MFL) at Key Stage 2, proposes the following rationale.

The teaching of MFL at Key Stage 2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a Modern Foreign Language;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge and growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing;
- form a sound basis for further study at Key Stage 3 and beyond.

Early Language Learning (ELL) might be planned as an extension to the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra. Links with other subjects, especially Literacy, Geography and ICT can be highly productive.

## Time allocation

Having decided in which year groups or mixed-aged classes a Modern Foreign Language will be taught and the amount of time to be allocated, schools might consider how time will be distributed throughout the year to ensure that pupils make sustained progress. Ideally, a Modern Foreign Language should be taught regularly and reinforced frequently.

## Links with other areas of the curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **ICT:** use of e-mail with schools abroad, materials from the Internet and satellite television, video and audio, presentation of data, word-processing;

- **Citizenship:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and the date, money;
- **Geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **History:** work relating to the study of other countries, family trees of famous people;
- **Art:** descriptions of paintings;
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

## Staffing

When planning staffing for teaching MFL, schools should consider:

- the appointment of an MFL subject co-ordinator;
- which language is most appropriate;
- the provision for teaching MFL in the secondary school(s) to which most of the pupils will go;
- how to assure continuity of teaching when staff leave;
- the appointment or sharing of a Foreign Language Assistant (FLA);
- what support is available;
- the arrangements for professional development.

The **MFL subject co-ordinator** should:

- have a knowledge of the National Curriculum non-statutory guidance for MFL at KS2;
- have a knowledge of the QCA non-statutory schemes of work for MFL at Key Stage 2;
- be able to select, evaluate and use effectively classroom resources for primary MFL
- understand, and be able to implement, language-teaching methodology appropriate to the primary context;
- liaise with the partnership HEI school of education regarding Primary PGCE placements in school, where MFL is to be included (mentor role);
- liaise with the HEI regarding the four-week placements of French (or German or Spanish) trainees in school;
- maintain any links with a partner primary school abroad.

Successful Modern Foreign Language teaching and learning depends on the linguistic competence and confidence of the teachers. Accurate pronunciation and knowledge and understanding of how the foreign language works are paramount. Knowledge of effective teaching methods and materials suitable for primary schools is essential.

Classes might be taught by:

- a phase specialist with some knowledge of the foreign language;
- a peripatetic specialist teacher of MFL;
- a native speaker of the foreign language with or without formal training in teaching MFL.

The teaching might be reinforced and supported by:

- other class teachers in the primary school;
- a Foreign Language Assistant (FLA) employed by the school or shared with another school;
- other native-speaker support, as available.

## Continuity of learning

In order to ensure continuity and progression from class to class, schools might devise and instigate a development plan for the teaching of the MFL addressing, for example:

- linguistic progression;
- the sustainability of language teaching throughout the school;
- the provision of staff;
- the provision of resources;
- in-service training and staff development, including language 'refresher' courses;
- collaboration with secondary schools.

## Partnership with secondary schools

In order to ensure pupils' continuity of learning when they transfer to secondary schools, there needs to be effective planning at an early stage, involving primary and secondary schools. Schools might develop a co-ordinated programme with shared perspectives and transfer of information, e.g. use of a record of achievement or portfolio. Transfer records are helpful when they refer to pupils' progress in the four skill areas of listening, speaking, reading and writing.

# models

The Good Practice Project (GPP), managed by CILT, involved eighteen partners, including local education authorities (LEAs), clusters of primary schools with their partner secondary school or Language College, and individual primary schools. Since September 2001, the Development of Early Language Learning project (DELL), also managed by CILT, has been continuing this action research, which is firmly rooted in current classroom practice. This work to promote and develop ELL has provided detailed information about a number of models of provision, some of which could be replicable elsewhere. There are currently several different approaches to ELL. The principal successful models, identified through CILT's work with schools are outlined in the following pages.

### Which model?

Schools having few resources and only a little time to devote to ELL might consider adopting models A, B or C. Where more support is available, schools might consider models D, E, F or G. Implications for support and funding can be found in the Appendices.

These models can be grouped into three broad categories listed to the right.

**1**

**Individual primary schools using limited resources and introducing some exposure to foreign languages, perhaps as part of the Citizenship or Literacy curriculum**

**Model A**

An individual primary school, in which international cultural awareness plays a part in the curriculum and which has links with Spain

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**Model B**

An individual primary school, with links to a school abroad and to a local secondary school

page  
**4**

**Model C**

An individual primary school with links to a cluster of other local primary schools and the local secondary school – a Language College

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**4**

**2**

**Clusters of primary schools, working in partnership with a Language College and other local secondary schools**

**Model D**

A partnership model: one secondary school with a cluster of six primary schools

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**Model E**

A partnership model: a Language College and eight feeder primary schools

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**6**

**3**

**Schemes supported by the LEA, involving close liaison between primary and secondary schools and offering broad provision of languages integrated into the curriculum**

**Model F**

An LEA model: involving schools in after-school provision of mother-tongue teaching

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**8**

**Model G**

An LEA model: advisory teachers working with primary schools. This is a training model, aiming to encourage class teachers in primary schools to undertake the teaching of MFL

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## RATIONALE

## CURRICULUM

### Model A

An individual primary school, in which international cultural awareness plays a part in the curriculum and which has links with Spain

- To develop pupils' awareness and knowledge of other countries and people.
- To make comparisons between English and other languages.
- To teach the rudiments of a language other than English.

The international dimension is built into the curriculum. The content of work in History and Geography includes learning about other Spanish-speaking countries and language comparisons are made in pupils' work in literacy. The link with Spain provides materials on which teachers can work with their pupils.

### Model B

An individual primary school, with links to a school abroad and to a local secondary school

- To develop positive attitudes in pupils towards the learning of a foreign language.
- To teach the rudiments of a foreign language.
- To provide pupils with a sense of European citizenship.

The European dimension is built into the curriculum and helps support learning in other subjects, e.g. ICT, Geography and Literacy. The school has developed productive links with a school abroad, with the aim of increasing pupils' knowledge about foreign culture and customs.

The teaching of French develops pupils' skills in listening, speaking, reading and writing so that they can communicate with each other and with pupils in their partner school by e-mail. Pupils can, therefore, see an immediate purpose for learning a new language.

The school makes use of the QCA non-statutory guidelines for MFL and the QCA non-statutory scheme of work for Key Stage 2 in planning their own scheme of work.

### Model C

An individual primary school with links to a cluster of other local primary schools and the local secondary school – a Language College

- To develop pupils' awareness of Europe and European languages.
- To teach the rudiments of a foreign language.
- To develop pupils' generic language skills via links with the National Literacy Strategy.

The MFL co-ordinator in the school is the year class teacher of one of the Year 5/6 mixed-age classes. She has Advanced Skills Teacher status for primary MFL. The school also has Beacon status for MFL. The teacher co-ordinates the developments in the local cluster of primary schools.

ICT links between the local cluster of schools are used for dissemination of good practice, both in teaching and learning, e.g. multimedia, Intranet, Internet, e-mail and foreign links.

The school makes use of the QCA non-statutory guidelines for MFL and the QCA non-statutory scheme of work for Key Stage 2 in planning its scheme of work. The scheme provides a two-year plan for Years 5 and 6 in mixed-age classes.

The school develops pupils' skills in listening, speaking, reading and writing and the scheme of work makes links with many other aspects of the curriculum, particularly literacy and numeracy. The Year 6 annual study visit always takes place in the target language country.

## TEACHING

All teachers in Key Stages 1 and 2 include aspects of international cultural awareness and language comparison in their work. A teacher responsible for the international dimension in the school co-ordinates this work. Pupils in most classes learn to sing songs and recite rhymes in Spanish as teachers make use of published song tapes and videos. Some teachers have a good knowledge of Spanish and are able to teach rudiments of the language from Year 1.

The LEA runs a special Spanish course for primary teachers in collaboration with a local higher education institution, which includes a period of study in Spain.

## CONTINUITY TO KEY STAGE 3

The school communicates with the Modern Languages department of the local secondary schools to which some of the pupils transfer. Year 6 pupils spend a day at the secondary school and demonstrate to the teachers how much they have learnt, e.g. groups perform songs and converse with teachers and each other. The primary school carries out informal assessment of attainment in French in the four skills and transfers this information in records of achievements and in the European Language Portfolio to the secondary school.

The school links with all other primary schools in the cluster and with the Modern Languages department at the local secondary school – a Language College – to which most of the pupils transfer. The LEA organises an annual European Day for all Year 6 pupils, to allow them to demonstrate what they have learned; this is staffed by teachers from both primary and secondary schools. There are termly MFL joint meetings for primary and secondary colleagues. The European Language Portfolio is used and Records of Achievement in MFL are transferred to the secondary school. The LEA circulates a newsletter for MFL covering both primary and secondary issues.

## ADVANTAGES

- All teachers in the schools can be involved in the international work to increase cultural awareness.
- Teachers increasingly include the teaching of the Spanish language in their work.
- The LEA is able to support this work using their international links officer.

- The aims are modest and can be achieved by a generalist teacher with a rudimentary but accurate knowledge of the foreign language.
- There are many opportunities to improve pupils' awareness of other cultures and customs.
- Contact with native speakers and pupils in schools abroad has a positive impact and provides a clear purpose for the language learning.

- The subject is co-ordinated across a cluster of local primary schools linked with a secondary school – a Language College – which enables secondary school teachers to build on pupils' experiences in primary school.
- There is real progression in all four skills.
- The teacher's AST status and the school's Beacon status facilitate co-ordination and allow for the sharing of good practice.

## POINTS TO NOTE

- The lessons take place only once a week and there is little reinforcement by other members of staff.
- If the one teacher leaves it may be difficult to sustain the programme.

Pupils use the European Language Portfolio to record their achievements and progress.

Teaching methods focus on active, enjoyable learning with extensive use of songs and games. A primary trained teacher with a good knowledge of the foreign language is employed. In addition, the school benefits from the services of a Foreign Language Assistant (FLA).

Teaching methods focus on active, enjoyable learning, using storytelling, games, songs and numeracy resources. Average provision is 40 minutes per week, with one MFL lesson supported by additional reinforcement through the week.

The class teachers teach the foreign language and one of them is the subject co-ordinator. The co-ordinator has attended training courses in the UK and abroad. The school has links with partnership ITT providers and CPD and networking opportunities are available through the regional INSET provider.

## Model D

A partnership model: one secondary school with a cluster of six primary schools

- To provide an early start in one European language.
- To foster an enthusiasm for a foreign language and for future language learning.
- To provide a planned curriculum, with linguistic progression, from Year 3 up to GCSE and A level.

## RATIONALE

## CURRICULUM

The cluster has produced its own scheme of work for KS2 pupils, based closely on the non-statutory guidelines for MFL and the QCA scheme of work.

Progression is planned in listening, speaking, reading and writing, and cultural awareness is developed in relation to the countries where the language is spoken.

Each class has one x 30-minute timetabled lesson per week, with opportunities for development and reinforcement throughout the school day.

## Model E

A partnership model: a Language College and eight feeder primary schools

- To provide an early start which will develop pupils' language skills and language-learning skills in two foreign languages.
- To develop an enthusiasm for language and for future language learning.
- To make the international dimension an integral part of the curriculum.

In Years 5 and 6 in each primary school, pupils are taught two foreign languages, the first in Year 5 and a different language in Year 6. Across the cluster, the languages taught are Spanish, German and French.

The teaching is co-ordinated by the 'Primary Team Leader' in the secondary school and carried out by a team of three visiting specialist teachers. There are twice-yearly meetings for the primary team and all the Year 5 and 6 class teachers in the cluster.

There is a one-year scheme of work for each of the three languages, based closely on the QCA scheme of work.

Each primary school in the partnership has an agreement with the secondary school, ensuring that the class teacher is always present in language lessons and will reinforce and consolidate the learning throughout the week. The majority of the class teachers participate actively in the 30-minute lesson delivered by the secondary colleague and there is a significant amount of 'team-teaching'.

Each primary school class has links with schools abroad, some are involved in trans-national Comenius projects and some employ Comenius Foreign Language Assistants in order to support and enhance the language and cultural awareness within the school.

## TEACHING

The teaching in the primary schools is by the class teachers. A video-based teaching resource allows the primary teachers to present the language to children using native speakers. The teaching methodology is firmly rooted in the primary curriculum; the learning is active, using physical response, games, songs and storytelling. Audio CDs, DVDs and interactive CD-ROMs are also used to provide native-speaker reinforcement.

An initial two-day training course was devised, in consultation with the primary teachers, by the local higher education institution and funded by the LEA. The aim of this course was to familiarise the primary teachers with the foreign language curriculum they would be teaching the children and to introduce them to some basic MFL methodology.

On-going training and support is provided, planned jointly by primary class teachers and secondary MFL colleagues. Help is provided with pronunciation and grammar.

One of the primary teachers provides in-service training in primary methodology and curriculum links to MFL teachers in the local Language College.

## CONTINUITY TO KEY STAGE 3

The primary class teachers and the secondary MFL teachers meet once each term for joint planning and exchange of information. Each child has used a Languages Portfolio in primary school and continues to do so in secondary school. The majority of Year 7 intake is from the six primaries in the cluster. Those pupils from other schools, with little or no MFL experience, are taught in a special 'catch-up' class during Year 7.

## ADVANTAGES

The secondary school supports and values the work done by the primary teachers and the good communication in the cluster results in effective continuity and progression being achieved between Years 3 and 7.

## POINTS TO NOTE

Sustainability of this model depends on:

- continuation of the networking between primary and secondary teachers;
- training new primary class teachers if current teachers move on.

Teaching methods focus on active, enjoyable learning, using puppets and soft toys, songs, games, storytelling and role play. Each class receives one 30-minute lesson per week from the visiting teacher and there is additional reinforcement through the week by the class teacher.

The majority of pupils entering the Language College in Year 7 are from the eight feeder primaries. In Year 7 every pupil studies two foreign languages. The school has twelve-form entry and for MFL the timetable is divided into three study blocks of four tutor groups:

- A > French and German;
- B > French and Spanish;
- C > German and Spanish.

Although all pupils are offered a choice of language block, not all requests can be met. Nevertheless, all pupils are guaranteed that they will have met at least one of the two languages at primary school.

All pupils have used the European Language Portfolio in primary school.

Sustainability of this model depends on continued funding to pay for the primary team of visiting teachers based at the Language College.

## Model F

An LEA model: involving schools in after-school provision of mother-tongue teaching

- To strengthen links between mother-tongue projects and mainstream schools and raise the profile of mother-tongue languages across the education system.
- To provide mother-tongue classes for primary school children using a common curriculum framework and accreditation system, based on the National Curriculum.
- To enable more young people to sit a GCSE examination earlier than Year 11, thus raising expectations and standards.
- To provide training and accreditation linked to the National Curriculum for mother-tongue tutors.

## RATIONALE

## CURRICULUM

A standard curriculum framework has been produced and is used to support classes at Key Stages 1 and 2. There is an agreed strategy for monitoring and evaluation to help projects with appropriate action planning and follow-up support. The LEA has developed an assessment framework, based on the National Curriculum and its accreditation, to measure pupils' progress at the end of Key Stages 1 and 2.

## Model G

An LEA model: advisory teachers working with primary schools. This is a training model, aiming to encourage class teachers in primary schools to undertake the teaching of MFL

- To develop linguistic competence, for children and teaching staff, in one foreign language in each primary school.
- To allow children an extended MFL curriculum and aim for improved GCSE results and higher take-up of MFL post-16.
- To foster enthusiasm for other languages and cultures and to develop linguistic competence among young learners and within the whole school community, the wider school community, including all teaching and support staff, parents and local businesses and partnerships.
- To embed MFL within the primary curriculum, using MFL to reinforce knowledge and skills in other curriculum areas.

The LEA funds specialist advisory teacher posts and can offer support and training to schools in German, French or Spanish. Based on the QCA scheme of work, the LEA has devised its own scheme, which can be adapted for all ages from foundation up to Year 6.

An on-going programme of training and support in methodology is offered to primary teachers and support staff. Language improvement classes, hosted in primary and secondary schools across the LEA, are offered to parents, teachers and support staff at no cost, both during the day and as evening classes. These classes aim to develop at least a partial competence in one or more languages.

Advisory teachers can work intensively with some schools, helping to adapt the LEA scheme of work to fit the provision which each school feels able to offer, modelling lessons and offering a training input at staff meetings.

Accreditation for training undertaken by the primary teachers is offered by the local higher education institution, which operates a modular postgraduate CPD programme of which early language learning forms a part.

The LEA offers financial support for teachers wishing to apply for training courses in the UK and abroad.

## TEACHING

The local authority employs part-time tutors who work from different sites within the borough. Most of the classes are based at local schools and the classes are managed and supervised by a small team within the Access and Inclusion Service of the Education Directorate.

A teacher-training course in community languages has been developed for the tutors who do not have QTS and accreditation is offered through the London Open College Network (LOCN). The course aims to support the delivery of the LEA curriculum and to deepen understanding of the National Curriculum. It also widens tutors' opportunities for professional development and provides an entry route to further qualifications. The training is mainly focused on how to improve teachers' skills in planning and delivering lessons for after-school clubs, preparing materials, keeping learning records, maintaining portfolios, assessing progress and motivating children to increase their self-confidence.

The authority carried out a survey of tutors' training needs and a qualifications audit to identify a baseline for tutors' training requirements. On the basis of findings and recommendations, an INSET programme has been developed and run successfully.

## CONTINUITY TO KEY STAGE 3

There are good links with local secondary schools. Secondary teachers have been involved in the planning of the curriculum and the provision of teaching materials for the primary scheme. The European Language Portfolio is used in addition to accreditation through assessment.

The LEA helps to co-ordinate the exchange of information between primary and secondary schools. Secondary MFL staff are familiar with the primary scheme of work, and the Key Stage 3 MFL scheme of work is revised and adapted when necessary.

Each child has a European Language Portfolio.

## ADVANTAGES

- All aspects of mother tongue in this area are well supported so that children are able to make good progress in all four skills.
- Pupils are able to take an external examination in their language early.
- Primary schools are beginning to build on the success of the work in mother tongue, linking with pupils' work in literacy.
- The LEA is now working to develop strategies to offer INSET for mainstream primary teachers to raise awareness of the links between the development of pupils' first language and educational achievements.

The LEA initiative offers a wide range of co-ordinated support to schools. The initiative reaches beyond primary classrooms into the wider community.

## POINTS TO NOTE

Sustainability of this model depends on continued funding available to the LEA to fund the mother-tongue service and co-ordinate the curriculum and support to tutors.

Sustainability of this model depends on continued funding available to the LEA, to fund the advisory teacher posts and co-ordinate the training and networking across its schools.

# Appendix 1: Financial aspects of the models

*Class teachers can be supported financially when undertaking professional development activities:*

- Class teachers in many of the primary schools attend adult education classes in a foreign language. Similarly, class teachers attend CPD courses in early language learning methodology. The costs of these courses are generally reimbursed by a budget in the primary school, a budget in the secondary school or Language College, or a designated budget held by the LEA. (See [www.nacell.org.uk](http://www.nacell.org.uk).)
  - Some Language Colleges offer places within their own adult education classes (in foreign languages) to all staff from primary schools, including class teachers, support assistants, nursery nurses and all other staff. The Language College does not charge for attendance at these classes.
  - Cultural institutes provide advisory support, resources and other support, e.g. the Goethe Institut, the French and Spanish Embassies and the Italian Consulate.
  - Class teachers also attend language and methodology courses abroad. As European funding supports these courses, the total course fee is relatively small. However, financial support to help pay the course fee and supply cover costs is paid by a budget in the primary school, a budget in the secondary school or Language College, or a designated budget held by the LEA. (See [www.nacell.org.uk](http://www.nacell.org.uk).)
  - Class teachers participate in teacher-exchange programmes, which are supported entirely by European funding. (See [www.britishcouncil.org/cbiet/index.htm](http://www.britishcouncil.org/cbiet/index.htm).)
  - Class teachers visit partner schools abroad as part of the school's Comenius Project. These are supported entirely by European funding. (See [www.britishcouncil.org/cbiet/index.htm](http://www.britishcouncil.org/cbiet/index.htm).)
- Native speakers or visiting teachers can support class teachers in a variety of ways:*
- A native-speaker parent volunteers to teach a song or finger rhyme to the whole staff within part of a staff meeting. All class teachers are able to teach this song or rhyme to their classes. Some schools, which reflect a broad range or ethnicity, have been able to develop the expertise of their class teachers in this way, using songs and rhymes, across a broad range of foreign languages. There is no cost to the school in developing ELL in this way.
  - A Comenius Assistant works in the primary school for three to five months, helping all class teachers to deliver aspects of cultural awareness and language. As this is supported entirely by European funding, there is no cost to the school. (See [www.britishcouncil.org/cbiet/index.htm](http://www.britishcouncil.org/cbiet/index.htm).)
  - A Foreign Language Assistant (FLA) is employed to work within three primary schools, all within close proximity. The cost is met jointly by all the primary schools, or supported by the secondary school or Language College, or funded by the LEA. (See [www.britishcouncil.org/cbiet/index.htm](http://www.britishcouncil.org/cbiet/index.htm).)

- A visiting teacher is employed by the primary school to teach one 30-minute lesson each week to each class in the school. The class teacher is always present in the lesson, so that this is both a teaching and a training model. The cost of the visiting teacher is met by the primary school, or the secondary school or Language College.

*Class teachers can receive Advisory Teacher Support, funded and managed by the LEA:*

- The LEA supports the development of ELL in its primary schools, by designating a proportion of time from the Advisory Teacher for MFL, the Advisory Teacher for PMFL or the Advisory Teacher for the International Dimension. The cost to the LEA depends upon the amount of time designated for ELL. The Advisory Teacher can run training courses in languages and methodology at the Teacher's Centre, can deliver whole-school training through staff meetings and can support individual class teachers by modelling lessons and helping to devise a scheme of work.

## Sources of information

### The National Curriculum

[www.nc.uk.net](http://www.nc.uk.net)

Guidelines for Modern Foreign Languages at Key Stage 2; from the National Curriculum for England

### Key Stage 2 French scheme of work

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

A non-statutory scheme of work for primary French, with exemplar units in German and Spanish; produced by QCA

### Making it happen!/ Making it work!

[www.cilt.org.uk/publications](http://www.cilt.org.uk/publications)

Training videos and accompanying booklets to assist primary schools in the introduction of a foreign language (CILT publications)

### CILT Young Pathfinder series

[www.cilt.org.uk/publications](http://www.cilt.org.uk/publications)

The series of books and *ResourceFiles* specially designed to disseminate good practice and motivating methodology in ELL

### The European Language Portfolio

**available from:**

[www.nacell.org.uk](http://www.nacell.org.uk)

or

[www.cilt.org.uk/publications](http://www.cilt.org.uk/publications)

A resource for recording a pupil's achievements and progress in languages. It is:

- an open-ended record of a pupil's achievements in languages;
- a document which can be kept by the teacher on behalf of the pupil;
- a valuable source of information to aid transfer to the next class or school.

### Support and advice from national agencies

- The Goethe Institut [www.goethe.de/london](http://www.goethe.de/london)
- The French Embassy [www.francealacarte.org.uk](http://www.francealacarte.org.uk)
- The Spanish Embassy Education Office [www.sgci.mec.es/uk](http://www.sgci.mec.es/uk)
- The Italian Consulate [www.italcultur.org.uk](http://www.italcultur.org.uk)

## Appendix 2: Costing of models (annual)

These costs are indicative only, but have been checked against practice in a number of institutions and LEAs. These are based on current initiatives and case-studies rather than any future proposed national courses.

<b>Model A</b>		Responsibility allowance for the international dimension and the co-ordination of EFL work	<b>£1,200</b>
One school		Spanish course tutor fees (example, assume five days)	<b>£1,500</b>
		One primary teacher place on course (supply cover and course fee £170 x 5)	<b>£850 per place</b>
		Period of study in Spain (assume one week duration)	<b>£600 per place</b>
<b>Model B</b>		Primary trained foreign language teacher (20% release)	<b>£5,510</b>
One school		FLA twelve hours per week x three terms	<b>£8,250</b>
<b>Model C</b>		MFL co-ordinator responsibility allowance	<b>£1,200</b>
One school		Year 6 annual study visit (£150 per child?)	
		Teacher placement on course abroad	<b>£500 x number of teachers</b>
		Teacher placement on UK training course (supply cover and course fee – £240, assume three-day course)	<b>£720 x number of teachers</b>
		Termly MFL meetings assume <b>£135</b> per day x number of teachers	
		LEA European Languages Day assume <b>£135</b> per day x number of primary and secondary teachers staffing the day	
<b>Model D</b>		Initial two-day training course £350 per teacher (six schools, Year 5 and six teachers) £350 x 12	<b>£4,200</b>
Six primary, one secondary		Ongoing training, assume half day termly (£85 per teacher x 3) £255 x 12 teachers	<b>£3,060</b>
		Joint primary/secondary termly liaison meeting: – assume 0.5 day (£85 per teacher x 3) £255 per teacher, per year – assume twelve primary teachers, four secondary teachers	<b>£4,080</b>
		Resources £150 per primary school	<b>£900</b>
<b>Model E</b>		Co-ordination – primary team leader, responsibility allocation	<b>£1,200</b>
Eight primary, one Language College		Three specialist teachers, 20% release £5,510 per teacher	<b>£16,530</b>
		Twice-yearly meetings (assume two days) – Primary team	<b>£1,080*</b>
		– Years 5 and 6 primary teachers (£2,160 x 2)	<b>£4,320*</b>
			(*calculated on supply rate)
<b>Model F</b>		Numbers and designation of staff not sufficiently clear to cost	
<b>Model G</b>		Advisory teacher with on-costs	<b>£35,000 x number of posts</b>
		Supply cover and course fees for every primary teacher attending full-day LEA CPD. Accreditation costs will be dependent upon the award/certification	<b>£170</b>

The Government is committed to introducing an entitlement to primary language learning. The expectation is that by 2012 every primary school pupil will have a meaningful experience of foreign language learning which will in turn impact on language learning post-11.

The entitlement will not be statutory, so there cannot be a single model of delivery. This CILT guide for school heads, teachers and curriculum planners sets out a number of possible approaches to the entitlement curriculum for languages in primary schools. Each approach can lead to worthwhile learning outcomes. The models vary in terms of the resources needed and the amount of external support implied. They have all, however, been tested in the context of the Early Language Learning initiative which CILT has been managing for the DfES since 1999.

For more details about Early Language Learning, contact:



**The National Advisory Centre on Early Language Learning (NACELL)**

The website provides detailed information on all aspects of Modern Languages in primary schools, including:

- a searchable resources database;
- guidance and advice;
- case studies;
- professional development opportunities;
- networking – including CILT Regional Support Groups for Early Language Learning.

[www.nacell.org.uk](http://www.nacell.org.uk)