

Transition

Les fleurs et la coeur!

**What is at the heart of good transition?
How many flowers can good planning
and teaching produce?**

We need to look in detail at how this or a similar activity incorporates some or all of the following.

How can this be changed to make it easier or harder?

What support would younger pupils need?
Is it about age or ability?

Could this even be used as a Year 6 into 7 activity with primary and secondary pupils and their teachers all working together?

How could you make this happen?

What happens next to sustain impact

What is happening? How Prove it!

Working together
Working independently
Decoding
Reading
Listening
Writing
Language for real purposes
Language for immediate impact
Raising expectations
New language
New context
Differentiation
Cross-curricular links
Intercultural understanding
Constant interaction
Target Language
Planning
Grammar
Pronunciation
Spelling