

How we teach Languages at Anglesey

Contents

1. Subject vision statement (p3)
2. Subject Implementation (p4)
3. Meeting the aims of the National Curriculum (p5-7)
4. KS2 Curriculum content overview (p8)
5. Progression through the curriculum (p9-11)
6. Subject Impact (p12)
7. Pupil's work (p13)
8. Pupil Voice (p14)



Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

1. Subject Vision Statement

We teach Mandarin as our Language at Anglesey Primary School. We chose Mandarin because it is a new language to all of our pupils who all starting at the same point.

It is an opportunity to experience and explore a language rich in culture that is not widely offered. Once pupils have begun to study the unique tonal system and characters of Mandarin, it doesn't take long before they are able to speak and write several phrases confidently.

This provides them with the lifelong language skill in Mandarin, which will enable our pupils to have competitive advantage in the world of business and foster their curiosity and deepen their understanding of the world.

It is our intent that pupils will have acquired an understanding of both spoken and written Mandarin, confidence to speak some Mandarin with others and to understand the importance of the language around the world. We aim to encourage tolerance and a willingness to work cooperatively

We strive to provide the best opportunities for our pupils to immerse themselves in the culture and be curious about the language, traditions and history of China during their study of Mandarin, linking where possible with other curriculum areas. We also expect students to develop the skills needed to become inquisitive, resilient independent learners and to have the confidence to consider themselves as 'Global Citizens' who belong to a multicultural, mutually respectful world.

We want all children at Anglesey to develop a love for languages, with the knowledge that it opens up opportunities for learning further languages, equipping them to study and work in other countries.



2. Subject Implementation



KING EDWARD VI
ASTON SCHOOL



SWIRE
CHINESE
LANGUAGE
CENTRE
BIRMINGHAM

At Anglesey we are fortunate to be working with King Edward's Aston in conjunction with Swire Chinese Language Centre Birmingham. Our pupils are taught weekly by expert Mandarin teachers from Y3 to Y6. Our Languages curriculum has been designed to progressively develop skills and is taught throughout by Lulu Yang.

The children follow a sequenced curriculum with progression built in, beginning with Greetings and saying your name in Y3 to being able by Y6 to understand and respond to spoken and written language, speak with increasing confidence, fluency and spontaneity. They find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. They can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in the language studied.

The building blocks of the language-phonics, grammar and vocabulary-are taught through topics and themes. Pupils learn through games, role play and songs.

Learning a new language gets easier the more you practice. Therefore we encourage parents to support their children in practicing Mandarin by using links to Videos and other quality resources.

Pupils in Y6 will have the opportunity to link with a school in China, including online calls with the pupils. We are also hoping to establish a pen pal system.

3. Meeting the aims of the National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and continually improve the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

3. Meeting the aims of the National Curriculum

In Key Stage 2:

Foreign language teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

3. Meeting the aims of the National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing Languages – key stage 2&3.
- 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.

4. KS2 Curriculum Topics Overview

1. Knowledge about language 有关语言的学问
2. China, Chinese and saying hello 中国, 中文, 学说“你好”
3. About me: name and questions 自我介绍: 姓名及提问
4. Parts of the body 身体的各个部位
5. Numbers and age 1-10 数字及年龄 (一到十)
6. Numbers 11-100 and measure words 数字和量词 (十一到九十九)
7. Family 家庭
8. Countries and colours 国家和颜色
9. Pets and Animals 宠物和动物
10. Food and drink 食品和饮料
11. Time – sun moon and stars 时间- 日, 月, 和星期
12. Time and timetables 时间和日程表
13. Colours 颜色
14. Going to Places 参观



5. Intended progression through the curriculum

First year of learning

Unit Overview	Autumn 1	Autumn 2
context and topics	<u>Establishing Mandarin</u> <ul style="list-style-type: none"> • Knowledge about China • Basic knowledge about Pinyin • Greetings • Mid-Autumn festival 	<u>Numbers and characters</u> <ul style="list-style-type: none"> • Numbers • Characters-pictograph • Christmas celebration in China
	Spring 1	Spring 2
context and topics	<u>Chinese New Year</u> <ul style="list-style-type: none"> • Chinese New Year tradition and customs • Chinese Zodiac story • Zodiac animals 	<u>My family</u> <ul style="list-style-type: none"> • Family members • Introducing my family • Chinese family culture
	Summer 1	Summer 2
context and topics	<u>My body</u> <ul style="list-style-type: none"> • Body parts • Songs 	<u>My project</u> <ul style="list-style-type: none"> • Revision • End of year assessment • Cultural project

5. Intended progression through the curriculum

Second year of learning

Unit Overview	Autumn 1	Autumn 2
context and topics	<u>How old are you?</u> <ul style="list-style-type: none"> Numbers 1-100 How old are you? Pinyin and four tones 	<u>Special days</u> <ul style="list-style-type: none"> Months and dates Key words for Mid-Autumn festival Christmas celebration Christmas song
	Spring 1	Spring 2
context and topics	<u>My pet</u> <ul style="list-style-type: none"> Pet and animals Days of the week Chinese New Year celebration 	<u>My favourite food and drink</u> <ul style="list-style-type: none"> Chinese food and western food Chinese food culture Food and drink items
	Summer 1	Summer 2
context and topics	<u>Where are you from?</u> <ul style="list-style-type: none"> Countries. Nationalities Colours 	<ul style="list-style-type: none"> Revision End of year assessment Cultural project

5. Intended progression through the curriculum

Third year of learning

Unit Overview	Autumn 1	Autumn 2
context and topics	<u>Investigating Chinese characters</u> <ul style="list-style-type: none"> History of Chinese characters Radicals Strokes Classroom objects 	<u>My birthday</u> <ul style="list-style-type: none"> Key words and sentences for Mid-Autumn festival Festivals and celebrations in China Months and dates
	Spring 1	Spring 2
context and topics	<u>More family members and animals</u> <ul style="list-style-type: none"> Pet and animals More family members Chinese New Year traditions and customs 	<u>More body parts and food and drink items</u> <ul style="list-style-type: none"> More parts of the body Food and drink items Ordering food in a Chinese restaurant
	Summer 1	Summer 2
context and topics	<u>Where I live</u> <ul style="list-style-type: none"> Places in town Places to visit Countries Nationalities Colours 	<u>Revision and assessment</u> <ul style="list-style-type: none"> Revision End of year assessment Cultural project

6. Subject Impact

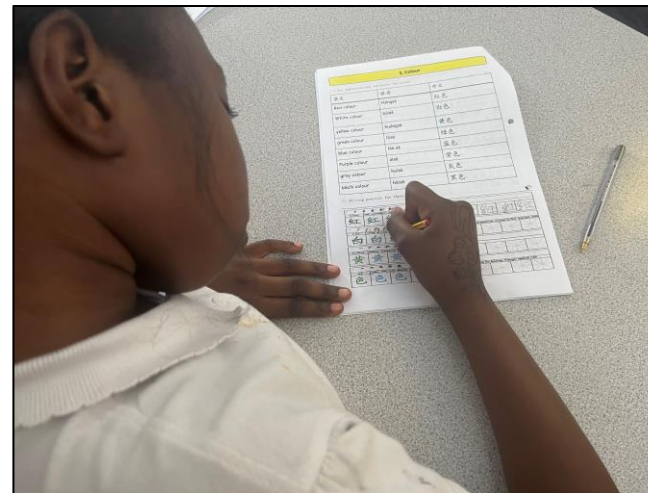
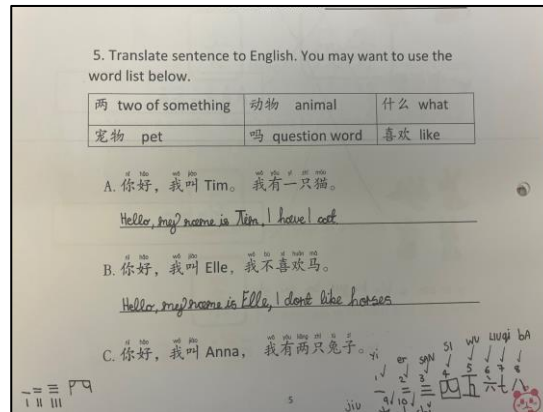
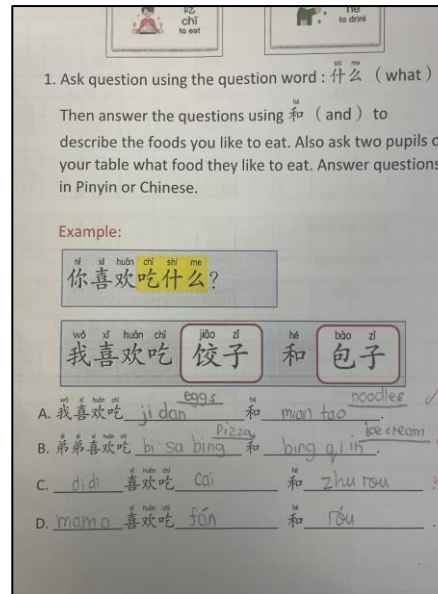
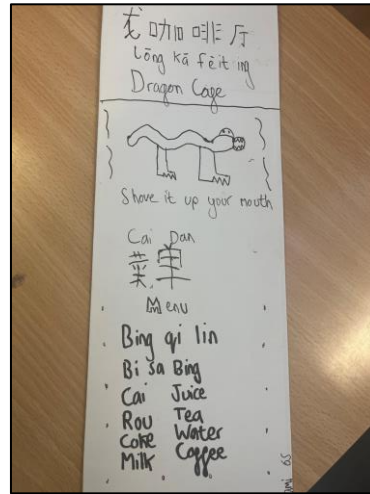
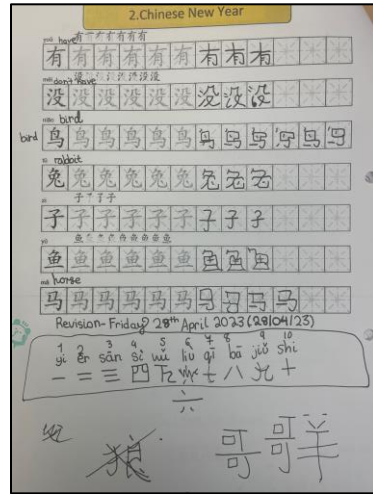
At Anglesey Primary School, our MFL curriculum is engaging, well-resourced and planned to demonstrate progression through KS2 for all children.

The pupils work through and complete a workbook each term and are given opportunities to practice and speak the language.

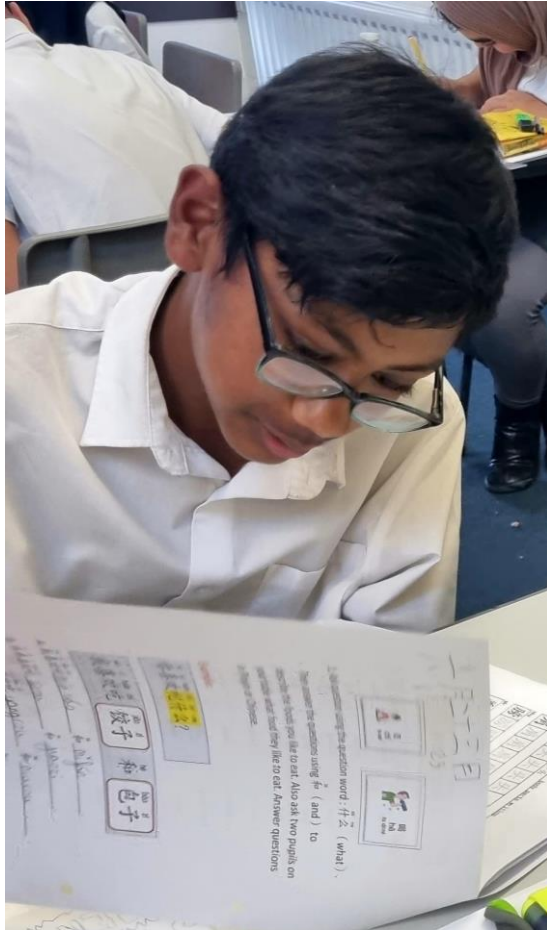
By the end of KS2, all children will have a detailed knowledge of Mandarin, will have developed their skills and have made at least expected progress. As children progress through school, they build upon their prior knowledge and skills and this is evident in their work or through discussion. Children will be able to use the skills taught throughout their journey in school to confidently and fluently engage in conversations and ask and answer questions in Mandarin. Each lesson refers back to prior learning and includes a pupil self evaluation at the end. There is an end of term assessment where pupils are judged to be working at or below the expected outcomes.

Our pupils are confident when going to other schools and are able to teach what they have learned to staff and pupils.

7. Pupil's Work



8. Pupil Voice



Year 6 Pupil

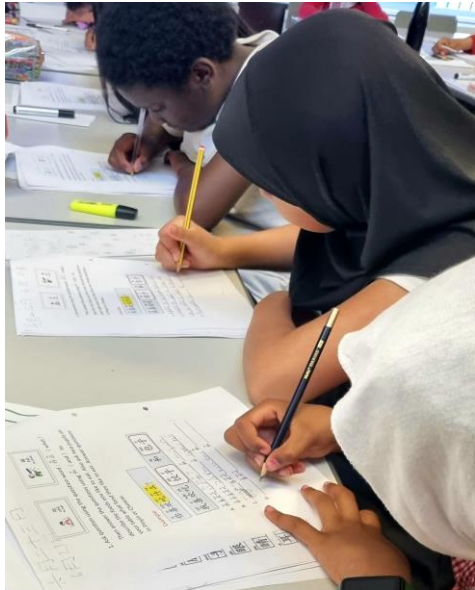
It's fun! It's actually one of my favourite subjects. It helps you to learn about different cultures and we learn about Chinese New year. My Dad worked in a restaurant and I used to practice with the owner. Also the writing is pretty! I would suggest other schools taught Mandarin as it's a very different language.

Year 5 Pupil

I went to King Edwards for Primary week and I taught some of the teachers and children how to say some things like Nǐ hǎo and Nǐ hǎo ma. They were impressed. It's the best language.



8. Pupil Voice



Year 5 Pupil

I love learning a new language, in case I meet someone who speaks Mandarin. I'd say "Nǐ hǎo" and "Nǐ hǎo ma". If someone spoke in Mandarin, I'd understand some of it. Miss Yang has booklets that we use and we learn about different groups of words like countries.

Year 6 Pupil

It's fun to learn a new language that most other schools don't have. It's also a well known language around the world.

