

# Primary Mandarin Deep Dive Day 2019

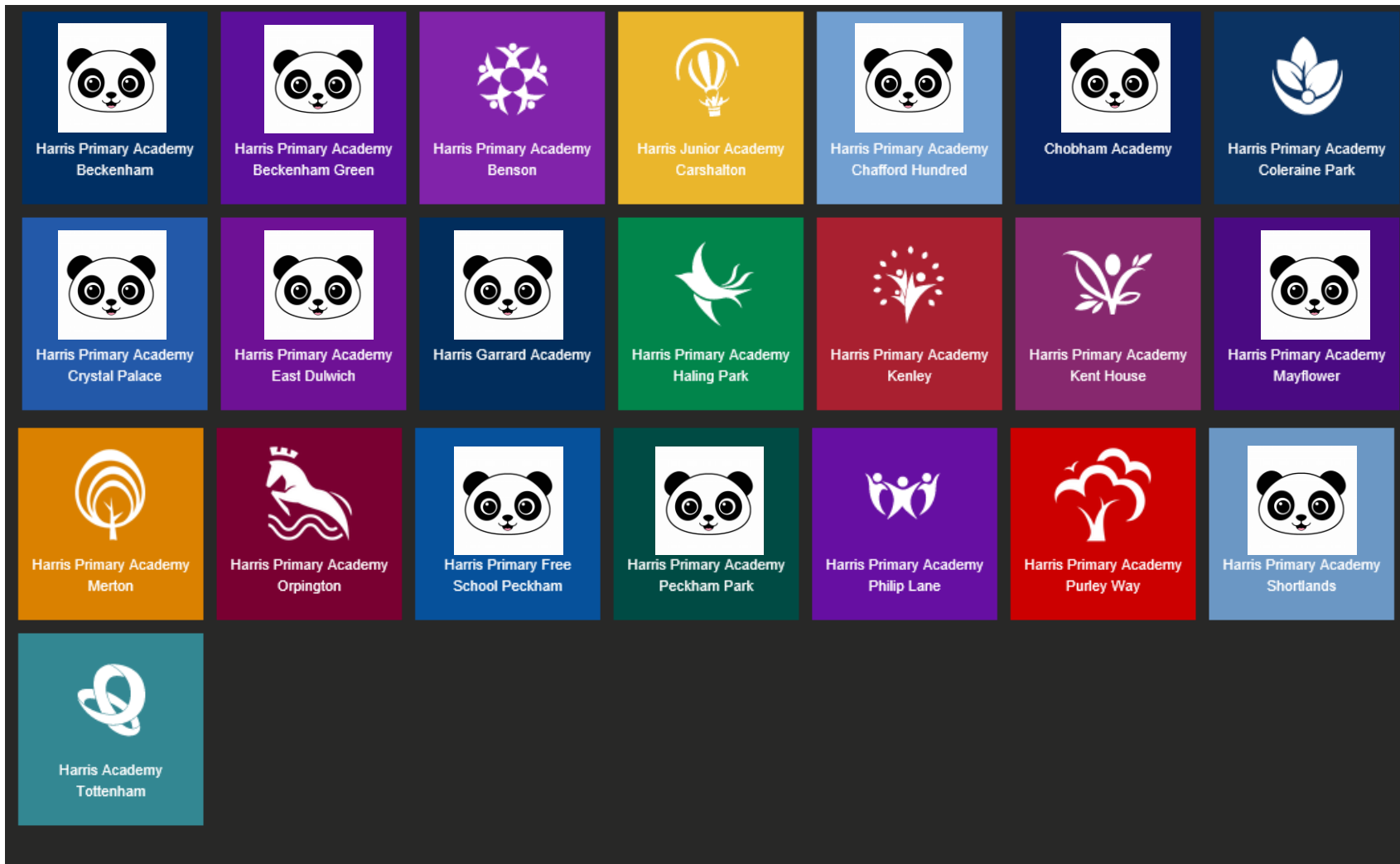
**Cara Bleiman**, Primary Mandarin Project Consultant Harris Federation Swire Chinese Language Centre London  
@CaraBleiman @HF Mandarin

**Yee-Mei Ngan**, Primary Mandarin HLTA, Harris Federation Swire Chinese Language Centre London

**Yasmin Lambert**, Project Officer, UCL IOE Confucius Institute for Schools

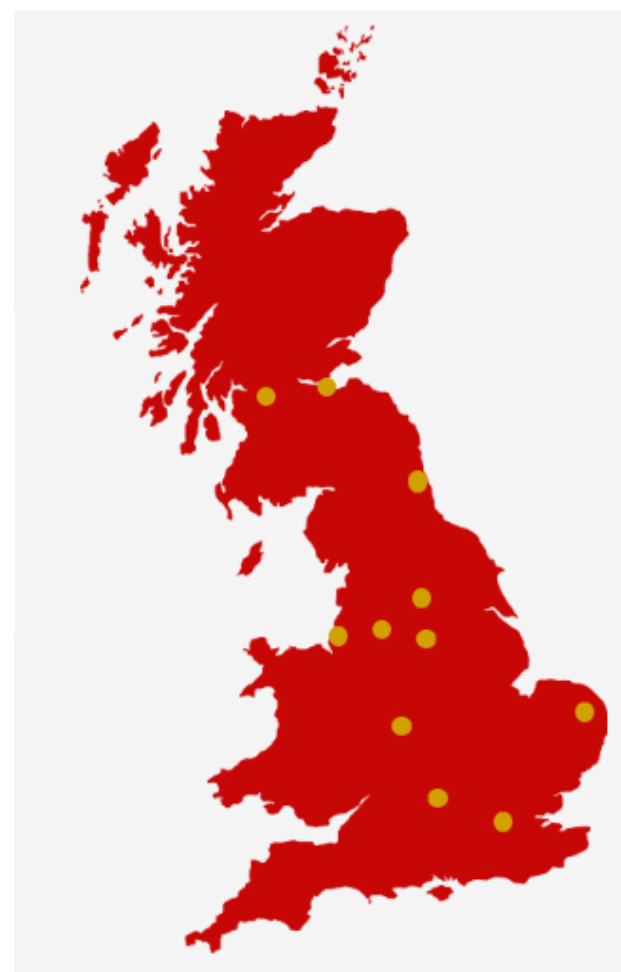


| Morning: Lesson Observations |   |
|------------------------------|---|
| 10:30-10:45                  | Registration  |
| 10:45-11:00                  | Welcome & Introductions   |
| 11:00 – 11:30                | <i>Y2 Observation</i>   |
| 11:30 – 12:00                | <i>Y3 Observation</i>   |
| <b>12:00 – 13:00</b>         | <b>Lunch</b>  |
| Afternoon: Workshop          |   |
| 13:00-13:15                  | Registration and Welcome  |
| 13:15 – 15:00                | Mandarin Primary Curriculum: preparing for the new Ofsted framework |
| 15:00-15:30                  | Introduction to the IOE Primary Mandarin Toolkit                    |



太古  
教育  
中文  
基金

SWIRE  
CHINESE  
LANGUAGE  
FOUNDATION



|            |   |
|------------|---|
| Birmingham | + |
| Edinburgh  | + |
| Glasgow    | + |
| Gosforth   | + |
| Leeds      | + |
| Liverpool  | + |
| London     | + |
| Manchester | + |
| Newcastle  | + |
| Norwich    | + |
| Oxford     | + |
| Sheffield  | + |

Harris Federation 

太古  
教育  
中文  
基金

SWIRE  
CHINESE  
LANGUAGE  
CENTRE  
LONDON

- When do pupils start studying Mandarin in your school? KS1? KS2?
- Who teaches Mandarin in your primary?
- Do you have an MFL Lead? If not, who is responsible for planning and implementing the languages curriculum?
- How long do pupils study Mandarin for each week?
- Are language lessons accessible to all pupils?
- How is pupils' progression in languages assessed?
- What CPD opportunities do you provide for languages development?
- Do you have any concerns around the languages curriculum and provision in your school?

# Mandarin Primary Curriculum: preparing for the new Ofsted Inspection framework

**Cara Bleiman**, Primary Mandarin Project Consultant Harris Federation Swire Chinese Language Centre London

@CaraBleiman



## Purpose:

- To understand changes outlined in the 2019 Ofsted Inspection Framework and their implications for Mandarin
- For SLT, Subject Leaders and Teachers of Mandarin to be able to articulate the rationale and aims of their Mandarin curriculum



## An investigation into how to assess the quality of education through curriculum intent, implementation and impact

Phase 3 findings of curriculum research

---



## Inspecting the curriculum

Revising inspection methodology to support the education inspection framework

---



## School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

---





What do you understand to be the main changes to the new Ofsted Inspection Framework?

What is a 'deep dive'?

# Harris Primary Academy Beckenham

Manor Way, Beckenham, Kent BR3 3SJ

### Inspection dates

26–27 June 2018

|  |                          |
|--|--------------------------|
| <b>Overall effectiveness</b>                 | <b>Outstanding</b>       |
| Effectiveness of leadership and management   | <b>Outstanding</b>       |
| Quality of teaching, learning and assessment | <b>Outstanding</b>       |
| Personal development, behaviour and welfare  | <b>Outstanding</b>       |
| Outcomes for pupils                          | <b>Outstanding</b>       |
| Early years provision                        | <b>Outstanding</b>       |
| Overall effectiveness at previous inspection | Not previously inspected |



Leadership and management  
Personal development  
Behaviour and attitudes  
**Quality of education**

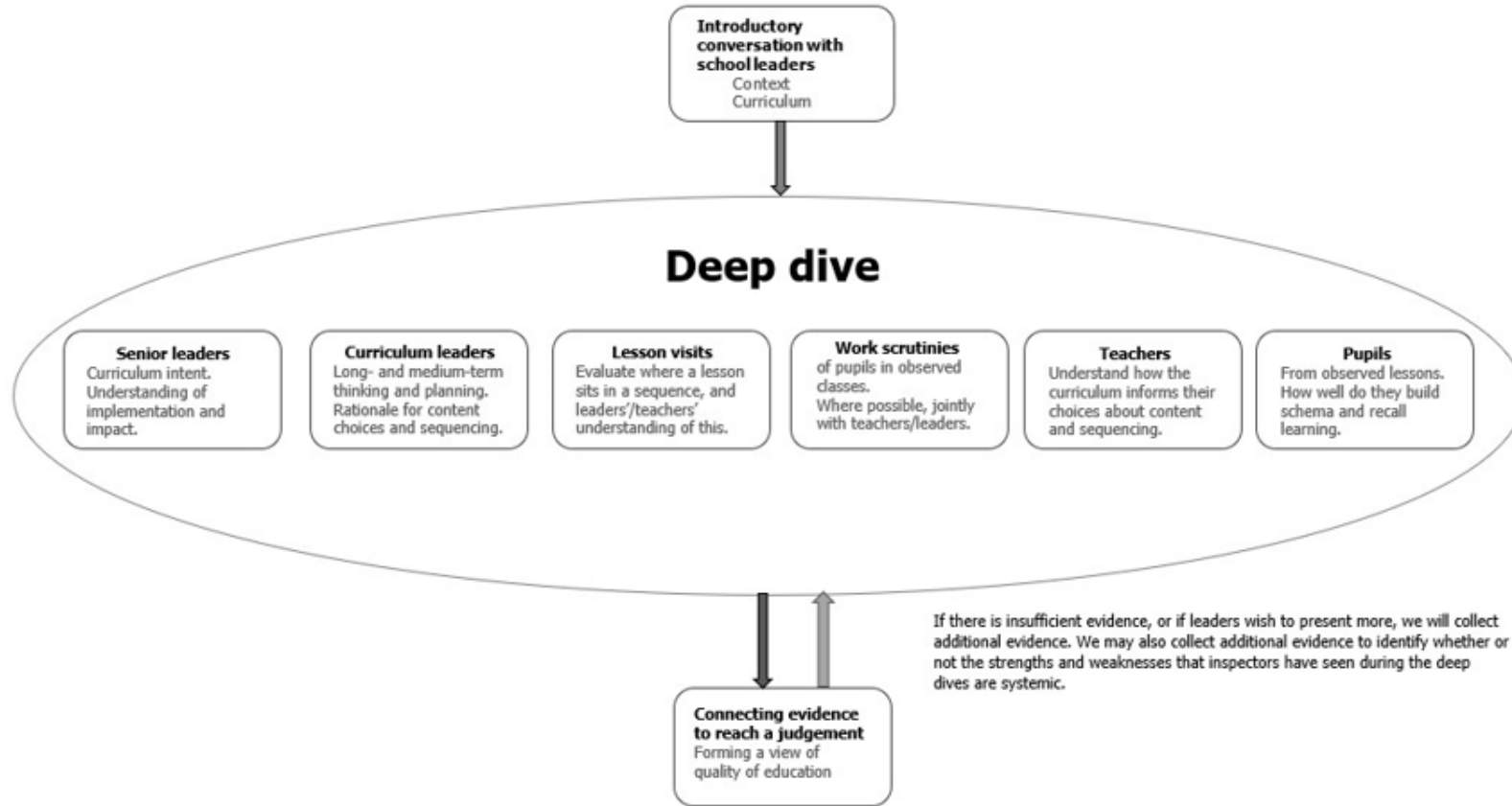


# Quality of education

- **Top-level view:** inspectors and leaders start with a top-level view of the school's curriculum, exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.
- **Deep dive:** then, a 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.
- **Bringing it together:** inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the deep dives are systemic. This will usually lead to school leaders bringing forward further evidence and inspectors gathering additional evidence.

- . The deep dive includes the following elements:
  - evaluation of **senior leaders'** intent for the curriculum in this subject or area, and their understanding of its implementation and impact
  - evaluation of **curriculum leaders'** long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing
  - visits to a deliberately and explicitly connected **sample of lessons**
  - **work scrutiny** of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors
  - discussion with **teachers** to understand how the curriculum informs their choices about content and sequencing to support effective learning
  - discussions with a group of **pupils** from the lessons observed.

# Pre-inspection



## Bringing it together

# The new Ofsted framework and implications for Primary languages

## Subject Knowledge and SLT oversight

- ‘strong teacher subject knowledge is essential to high-quality curriculum planning’
- ‘assuring themselves that middle leaders with responsibility for leading subjects have the right skill set and subject knowledge to carry out their roles effectively’

## Timetabling

- ‘Equity was also an issue in schools where English or mathematics catch-up for some pupils was timetabled in a way that meant that they missed out on other curriculum opportunities that were otherwise available to other pupils.’
- Irregular lessons – ‘This practice often led to a lack of coherence as the work between year groups on some foundation subjects consisted of piecemeal content where important concepts were underdeveloped.’

# The new Ofsted framework and implications for Primary languages

## Books for languages?

- 'Ofsted does not require schools to:
  - carry out assessment or record pupils' achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time
  - ensure a particular frequency or quantity of work in pupils' books or folders
  - Provide individual lesson plans
  - Provide curriculum planning or evidence in any specific format, as long as it is easily accessible for inspectors'
- However, during an inspection they will 'observe lessons; scrutinise pupils' work; talk to pupils about their work, gauging both their understanding and their engagement in learning; and gather pupils' perceptions of the typical quality of education and other aspects of life'

## SoW and Assessment

- Tick-box approach vs. careful thought must be given to the progression of knowledge and skills specific to the language taught → 3Is document

*“There is no need for anyone to think they must develop a new curriculum, or design everything themselves from scratch, or put themselves through intellectual gymnastics. The early years foundation stage framework, the national curriculum and the specifications for GCSEs, A levels and other qualifications can carry much of the load. So, for example, a primary school that fulfils the spirit as well as the letter of the national curriculum, across the full range of subjects, is already in the right place with its 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.

## Subject content

# 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.

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
- 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

The starred (\*) content above will not be applicable to ancient languages.

Quality of Education will be judged against the Curriculum '3Is':

1. Intent

2. Implementation

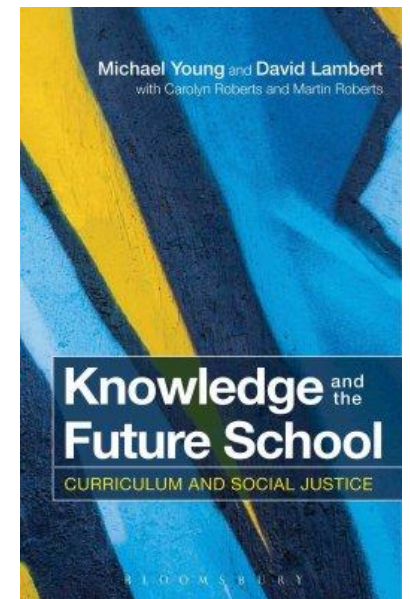
3. Impact

# Curriculum Intent

- Rationale – Who are the children we teach? Why teach them this subject? What are appropriate pedagogies at different ages and stages? Why this content then?
- Ambition- What is Mandarin for? In what ways is Mandarin ‘**Powerful Knowledge**’? What, in this subject, shall we teach?
- Concepts- What is the key **substantive** and **disciplinary** content?

# Powerful Knowledge

- ‘Powerful Knowledge’ refers to the knowledge children and young people are unlikely to acquire at home or in their workplace
- ‘Powerful Knowledge’ is knowledge they will need if they are to become active citizens and workers in the complex modern world, sometimes called a ‘knowledge society’



# Powerful Knowledge

'Everyday knowledge'

'Powerful Knowledge'

**Substantive =**

*The things that are given*

**e.g. Factual content, rules,  
methods**

**Disciplinary =**

*The things that are up for grabs*

**e.g. Opinions, Interpretations, Big  
Ideas, Creativity, Critical  
thinking, Making judgements**



# Curriculum Intent

- Rationale – Who are the children we teach? Why teach them this subject? What are appropriate pedagogies at different ages and stages? Why this content then?
- Ambition- What is Mandarin for? In what ways is Mandarin ‘**Powerful Knowledge**’? What, in this subject, shall we teach?
- Concepts- What is the key **substantive** and **disciplinary** content?



# Curriculum Intent

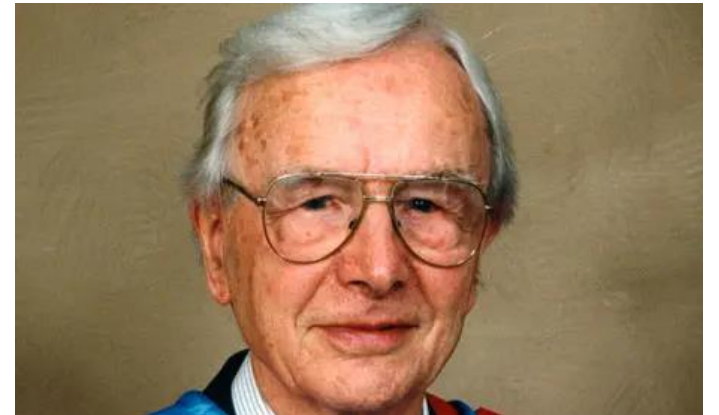
## Substantive or Disciplinary?

1. What is the word in Mandarin for 'mother'?
2. What does this Tang Dynasty poem mean?
3. How is the Great Wall of China similar/different to Hadrian's Wall?
4. How do I use 了 to form the past tense?
5. What is Daoism?
6. Where do pandas live?
7. How do I make myself understood when I don't know all the words?
8. What is the capital of China?
9. How would my life be different if I was at school in Chengdu?
10. How is the Monkey King similar/different to characters from 'European' movies?
11. Do we think the same thoughts in different languages?



# Curriculum Intent

*"We are seeking to light fires of curiosity about the central human characteristic of language which will blaze throughout our pupils' lives. While combating linguistic complacency, we are seeking to arm our pupils against fear of the unknown, which breeds prejudice and antagonism."*



Eric Hawkins

# Curriculum Intent

[Lesson 1. Ways of Thinking and Living in China \(PPT\)](#)

[Lesson 2. Ancestor Worship \(PPT\)](#)

[Lesson 3. Daoism and Balance \(PPT\)](#)

[Lesson 4. Confucianism \(PPT\)](#)

[Lesson 5. Buddhism \(PPT\)](#)

[Lesson 6. Peaceful Co-existence of Beliefs \(PPT\)](#)

[Lesson 7A The Journey to the West \(PPT\)](#)

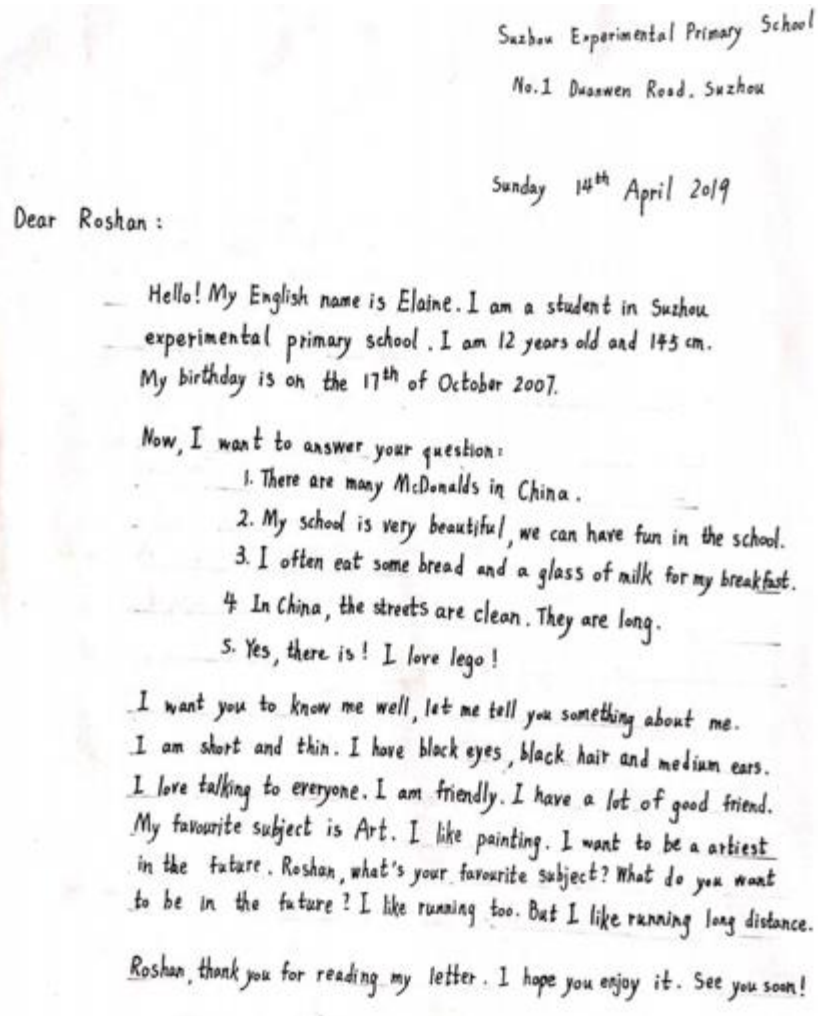
[Lesson 7B Sun Wukong – the Monkey King \(PPT\)](#)

*Lessons 7A and 7B are supplemented by the British Council Year of Monkey Primary Teaching Pack PDF ([Click here](#))*

[Lesson 8. Approaches to Health and Well-Being \(PPT\)](#)

*Lesson 8 is supplemented by the life planner (MS Word) [Click here](#)*

[Lesson 9. Martial Arts \(PPT\)](#)



<https://ci.ioe.ac.uk/ways-of-thinking-living/>





# Curriculum Intent

## Suggested opportunities for extra-curricular learning

Trips, events and competitions help bring language learning to life and have a significant impact upon student motivation, a key determiner of a child's success in learning a language.

Remote and face-to-face exchanges are strongly encouraged wherever possible and schools may wish to work towards the British Council International Schools' Award to recognise their efforts in fostering links with schools in China.

Below are suggested activities that can serve as a guide for primaries to select from and adapt to their context.

|   |   |
|---|---|
| <b>Confucius Institute Workshops</b>  | <a href="#">LSBU</a> and <a href="#">Goldsmith's</a> Confucius Institutes both offer school engagement programmes at a reasonable cost e.g. Dragon Dance or Kung Fu performances/workshops.   |
| <b>Key Chinese Festivals:</b> <ul style="list-style-type: none"> <li>- Mid-Autumn Festival</li> <li>- Dragon Boat Festival</li> <li>- Spring Festival (Chinese New Year)</li> </ul> | Each festival lends itself to a different activity e.g. making mooncakes, dumplings or lanterns but can also be a general jumping off point for a wider study of Chinese cultures and traditions.<br><br>In previous years, schools have used the opportunity of Chinese New Year to create art works based on Shan-Shui (mountain-water) literati paintings, to write letters to their Link school, to take part in a 'Chinglish' poetry competition or to showcase their learning through a performance for parents and carers. |
| <b>Cinema screening/trip</b>  | We are currently working with the BFI to develop a KS2 Mandarin-specific <a href="#">study day</a> based on the films 'Vote for me' and 'Monkey King: Hero is back'.  |
| <b>International Feast</b>  | Many schools choose to celebrate the diversity of their school populations through an International evening/feast. This can be a good opportunity to introduce and celebrate elements of Mandarin culture, particularly if the school community includes any Chinese-heritage families.   |
| <b>Chinatown trip</b>   | Interview <a href="#">pro-formas</a> and a Chinatown treasure hunt are available.   |
| <b>Cutty Sark trip</b>  | The <a href="#">Cutty Sark</a> in maritime Greenwich, which made 8 trips to Shanghai during its life as a 'tea clipper', offers a unique opportunity for pupils to learn about travel and trade with China during the Victorian age.  |
| <b>Wagamama</b>   | Wagamama offer free whole class trips where chefs will introduce children to samples of key ingredients from Asian cuisine as well as offering all children a chance to taste a stereotypically 'Pan-Asian' meal.   |
| <b>Link School Activities</b>   | Many of our primaries are linked to a primary school in China. This provides numerous opportunities for cross-curricular learning, such as researching the locale of their partner school, writing letters or sharing art work, preparing videos or PowerPoints introducing their own school or designing questionnaires/surveys to find out more about their <a href="#">penpals</a> in China.   |

# Curriculum Intent

|                               |  | YCT Vocab & Language Structures  | Additional Vocab & Language Structures   |
|-------------------------------|--|--|--|
| <b>Year 3 (Pinyin Focus)</b>  |  |  |  |
| 3.1 My Favourite food & drink | Revise food and drink from Y2 and Fruits from Reception<br>Food and drink flashcards<br>Wo yao chi/wo ai chi song<br>Chinese food tasting<br>To say what I love to eat<br>Class survey favourite foods                     | 面条, (米) 饭, 牛奶, 苹果, 水, 牛奶<br>我吃, 我喝<br>我爱吃, 苹果, 鱼, (米)饭<br>我爱吃, 我爱喝, 好吃, 不好吃<br>你爱喝什么? 你爱吃什么?         | 汽水, 牛肉, 鸡肉, 包子, 汉堡包, 沙拉, 茶<br>我要吃, 玉米, 菜 |
| 3.2 Special days              | Revise numbers to 99<br>Months of the year song<br>Birthdays (dates)<br>Asking and answering what day is it?<br>Revision<br>Term 1 Test  | 一, 二, 三, 四, 五, 六, 七, 八, 九, 十<br>一月, 二月, 三月, 四月, etc.<br>e.g. 三月十四日<br>今天几月几日?                        | 生日, 圣诞节, 新年                              |
| 3.3. Where are you going?     | Wo de pengyou zai nali song, place vocab<br>To say where I am<br>Quiz quiz trade<br>Maps game<br>To ask and answer where are you going?<br>To say where different people are/are going                                     | 中国, 学校, 商店, 家<br>我在__<br>你在哪儿?<br>我去__<br>你去哪儿?<br>妈妈, 爸爸, 姐姐, 哥哥, 猫, 狗, 鱼, 鸟                        | 英国, 我的朋友在哪里?                             |
| 3.4 What time is it?          | <u>Revise numbers to 99</u><br>Make a paper plate clock with characters<br>O'clock flashcards/rap<br>What's the time Mr Wolf<br>To say what time it is<br>Quiz quiz trade: to ask and answer what time is it?              | 一, 二, 三, 四, 五, 六, 七, 八, 九, 十<br>一, 二, 三, 四, 五, 六, 七, 八, 九, 十<br>一点, 两点, 三点, 四点 etc.<br>现在一点<br>现在几点? |  |
| 3.5 Hungry Caterpillar        | Revise fruits, foods, numbers and days of the week<br>Listen and match hungry caterpillar story<br>Join in with saying the HC story<br>To begin to use measure words<br>To plan my own HC story<br>To tell my own HC story | 星期一, 星期二, 星期三, etc.<br>个<br>星期, 吃一个苹果<br>一个苹果, 两个苹果 etc.   | 它吃了<br>Time-S-V-O Sentences: 星期一它吃了一个苹果. |

# Curriculum Intent

- Reading Characters: Rationale

| Italian       |
|---------------|
| La matematica |
| La geographia |
| La fisica     |
| La biologia   |
| La storia     |
| La musica     |

# Curriculum Intent

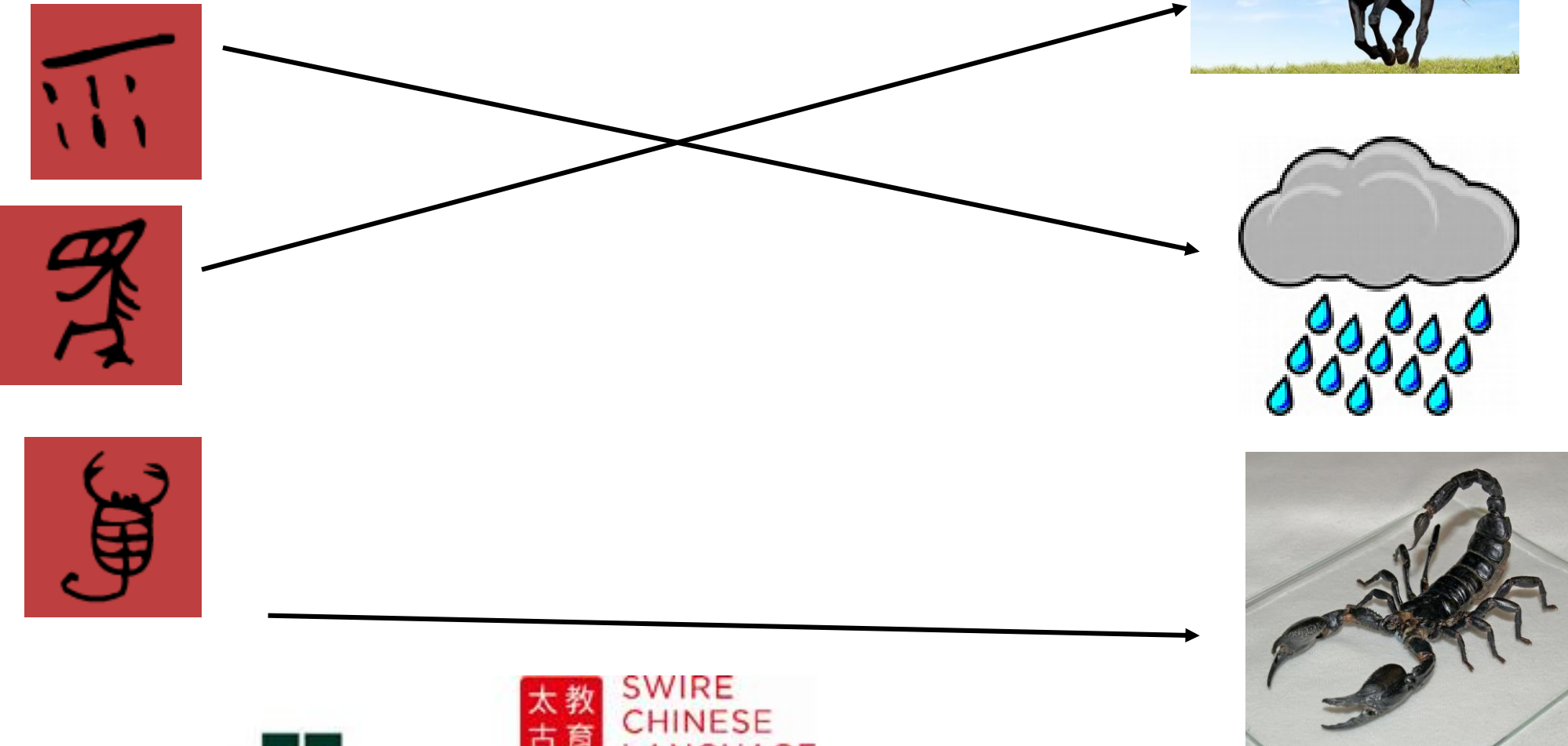
- Reading Characters: Rationale



I can match pictograms to pictures

# Curriculum Intent

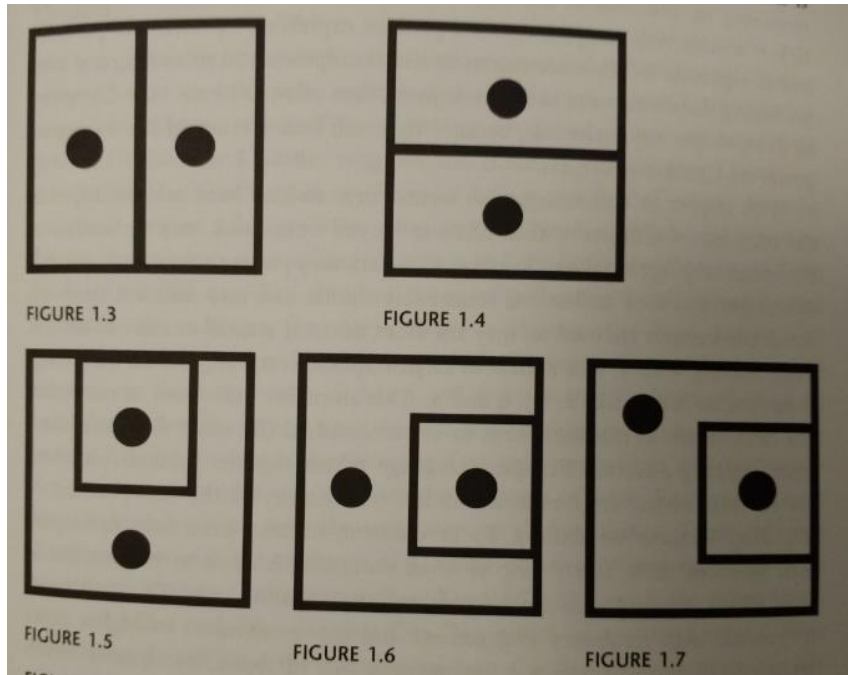
- Reading Characters: Rationale





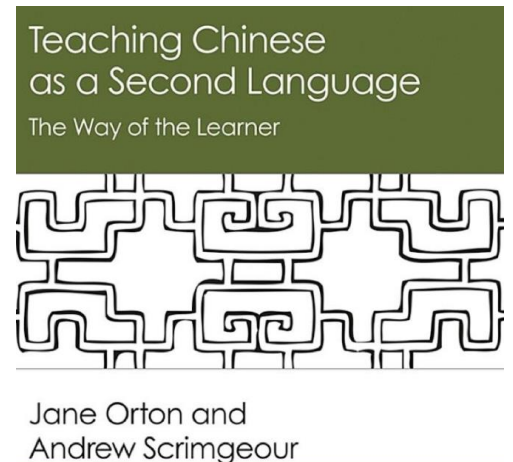
# Curriculum Intent

- Reading Characters: Rationale



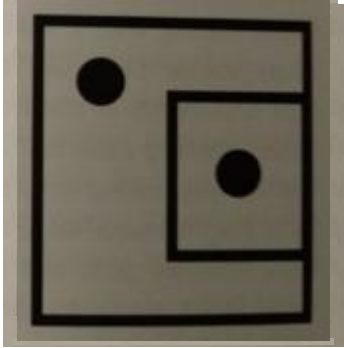
I can recognise different pattern shapes of characters

We must “prime students for the task of character learning”



# Curriculum Intent

- Reading Characters: Rationale



I can recognise different pattern shapes of characters

# Curriculum Intent

- Reading Characters: Rationale

What is a prefix?



两两练习

liǎng liǎng liàn xí

I can recognise radicals in characters

Superhero

Supermodel

Supercomputer

Superhighway

Superhuman

Superior

Supervisor

Superhero  
Supermodel  
Supercomputer  
Superhighway  
Superhuman  
Superior  
Supervisor

有  
肌  
胸  
朮  
朮  
朮  
朮  
朮

月 yuè



两两练习

liǎng liǎng liàn xí

Which one is the odd  
one out?

你 他 明 们



两两练习  
liǎng liǎng liàn xí

Which one is the odd  
one out?

腩

眺

朔

太

# Curriculum Intent

- Reading Characters: Rationale

1. 你
2. 有
3. 仕
4. 朋
5. 望
6. 朝
7. 他
8. 仙
9. 倒
10. 期

I can recognise radicals in characters

# Curriculum Intent

- Reading Characters: Rationale



<https://www.mdbg.net/chinese/dictionary>

I can use my knowledge of stroke order to use a dictionary



# Curriculum Intent

- Writing Characters: Rationale

你好！  
我喜欢踢足球。

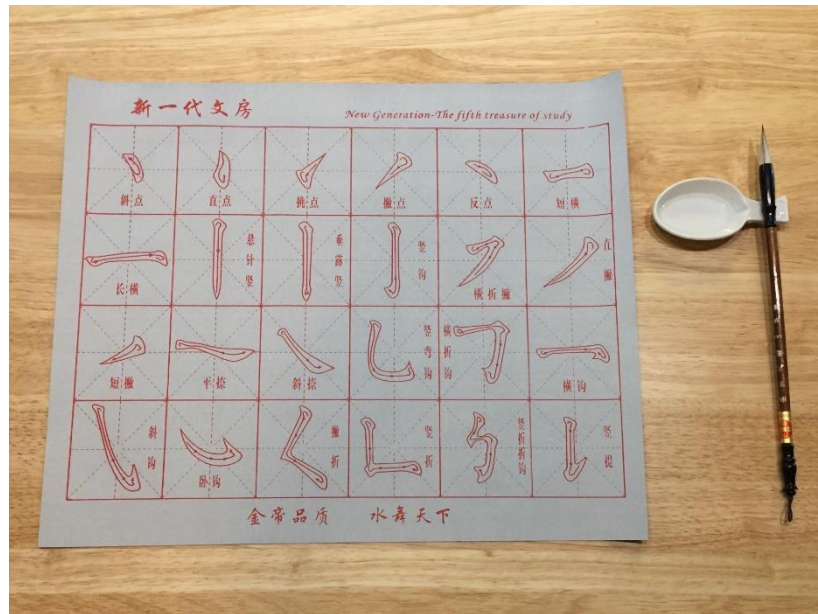
I can write 山 following my teacher's model










# Curriculum Intent

- Writing Characters: Rationale

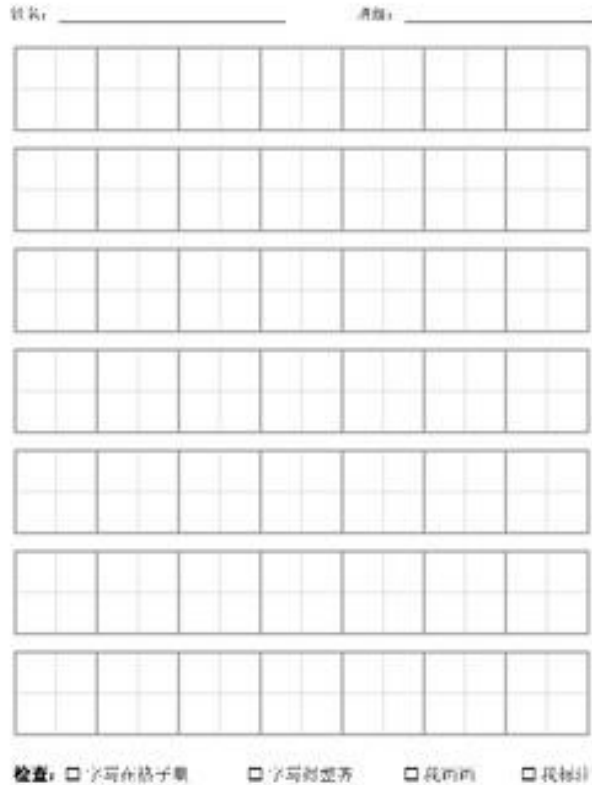
I can recognise and write the shapes of basic strokes



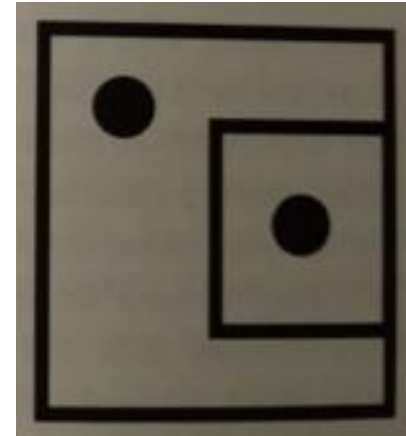
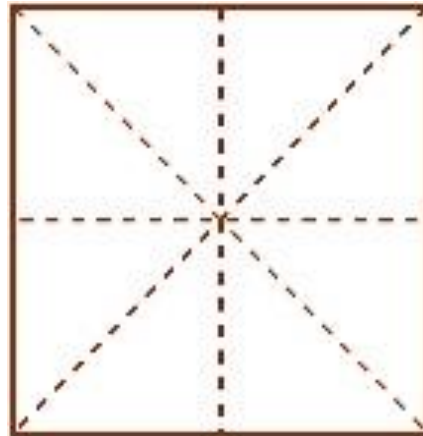
|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
| 点<br>diǎn  | 横<br>héng   | 竖<br>shù  | 撇<br>piě  | 捺<br>nà   | 提<br>tí   | 竖钩<br>shùgōu  |
| Dot  | Horizontal stroke   | Vertical stroke   | Leftward stroke   | Rightward stroke  | Upward stroke   | Vertical stroke with a hook   |







# Curriculum Intent

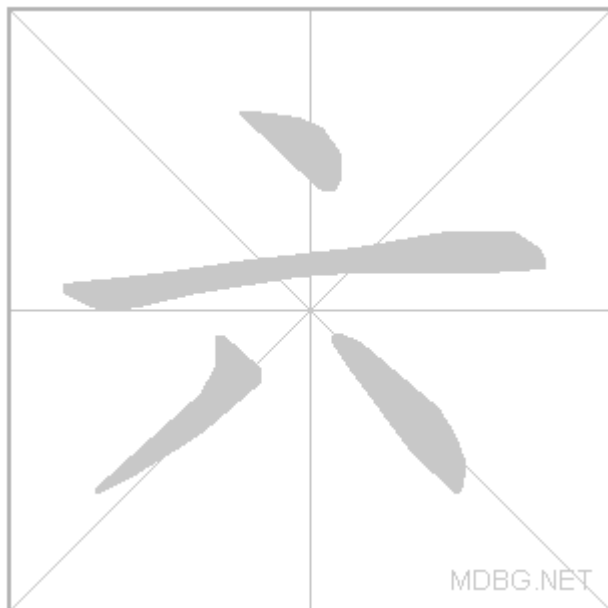
- Writing Characters: Rationale



I know where to write characters in writing practise sheets



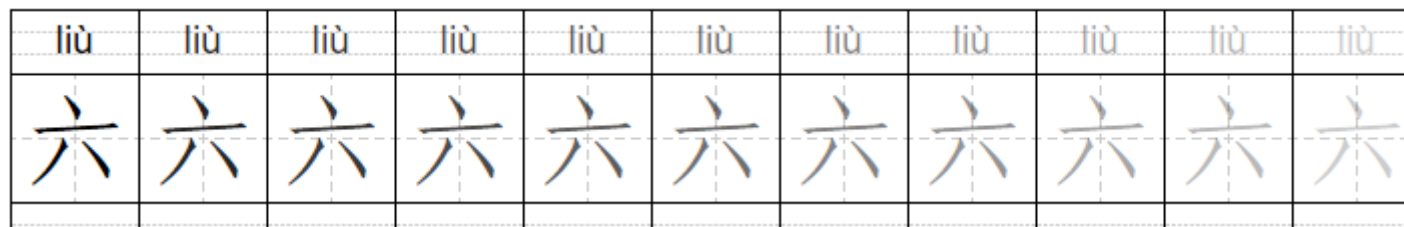
|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| 点<br>diǎn   | 横<br>héng   | 竖<br>shù  | 撇<br>piě  | 捺<br>nà   | 提<br>tí   |
| Dot   | Horizontal<br>stroke  | Vertical<br>stroke  | Left-<br>ward<br>stroke   | Right-<br>ward<br>stroke  | Upward<br>stroke  |









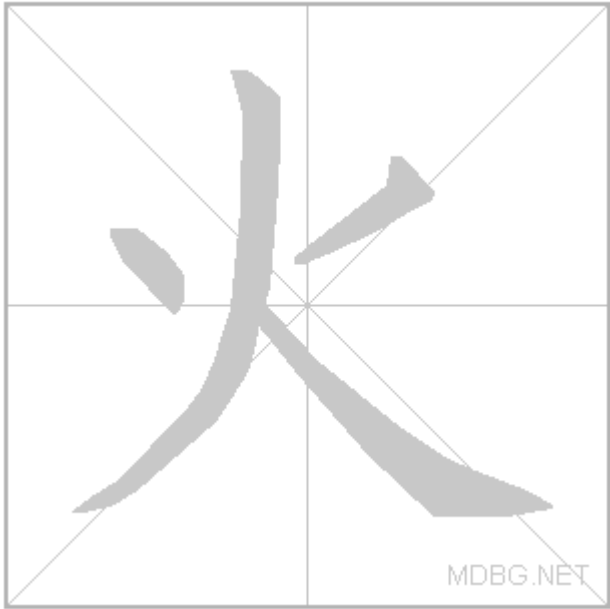
1. What strokes are in this character?

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

2. How would you write this character? write the character out stroke by stroke.



|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| 点<br>diǎn   | 横<br>héng   | 竖<br>shù  | 撇<br>piě  | 捺<br>nà   | 提<br>tí   |
| Dot   | Horizontal stroke   | Vertical stroke   | Leftward stroke   | Rightward stroke  | Upward stroke   |



1. What strokes are in this character?

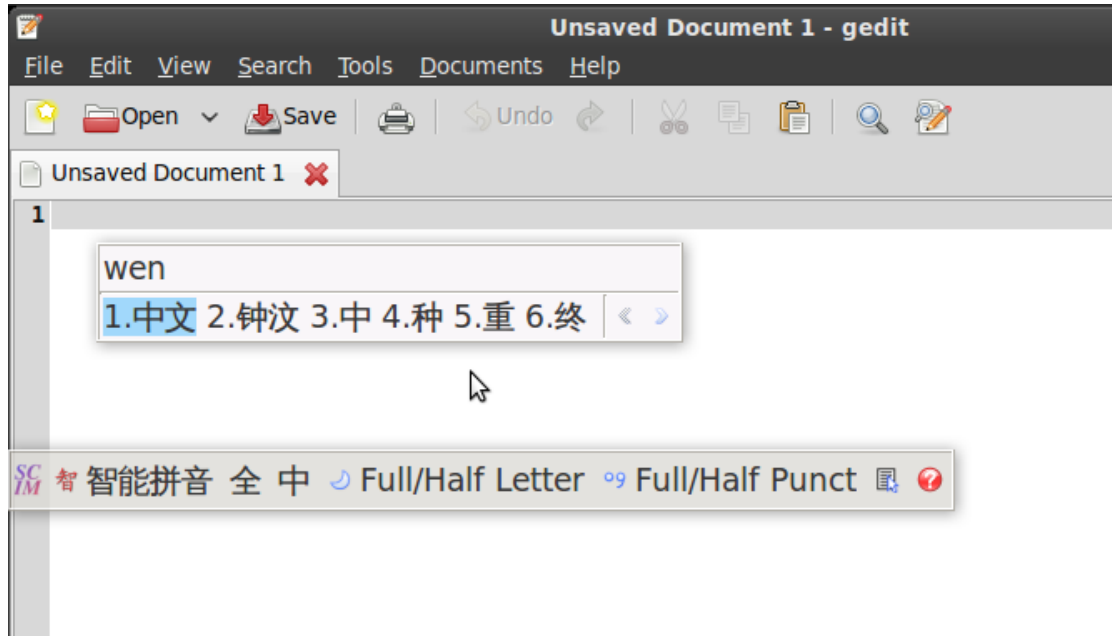
|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

2. How would you write this character? write the character out stroke by stroke.

|     |     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| huǒ | huǒ | huǒ | huǒ | huǒ | huǒ | huǒ | huǒ | huǒ | huǒ | huǒ |
| 火   | 火   | 火   | 火   | 火   | 火   | 火   | 火   | 火   | 火   | 火   |
|     |     |     |     |     |     |     |     |     |     |     |

# Curriculum Intent

- Writing Characters: Rationale



I can write an email in Chinese characters

# Curriculum Intent

- Tones: Rationale

I can reproduce the correct tones when repeating a word

妹妹  
mèimei

1



妈妈  
māma

2



姐姐  
jiějie

3



弟弟  
dìdi

4



爸爸  
bàba

5



哥哥  
gēge

6





# Curriculum Intent

- Tones: Rationale

I can identify which tone is being used when listening to a single word

**First** – dentist

ā

**Second** – what?

á

**Third** – ‘really?’

ǎ

**Fourth** – No!

à



# Curriculum Intent

- Tones: Rationale

I can read a sentence in pinyin, using the correct tones

四是四。  
十是十，  
十四是十四，  
四十是四十，  
四十四是四十四。

*sì shì sì.*  
*shí shì shí,*  
*shí sì shì shí sì,*  
*sì shí shì sì shí,*  
*sì shí sì shì sì shí sì.*

Four is four.  
ten is ten,  
fourteen is fourteen,  
forty is forty,  
forty-four is forty-four

# Curriculum Intent

- Pinyin: Rationale

I can decode the sentence 'Nǐ xǐ huān chī miàn tiáo má ?'

# Curriculum Intent

- Pinyin: Rationale

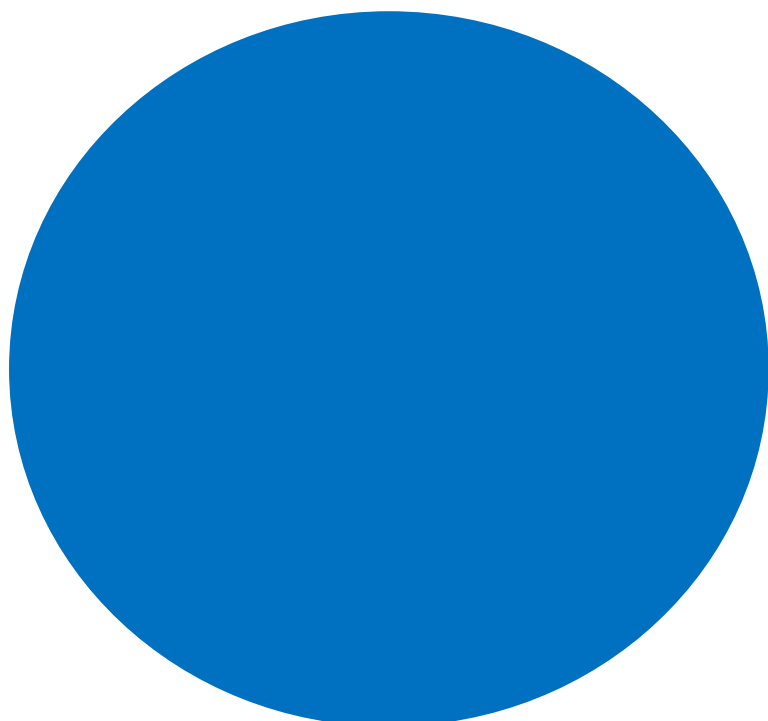
I can decode the words: shān , shā lā , shā fā , mā mā , bà bà

ān ān shān



shan

shān



lan  
● —

lán



fān

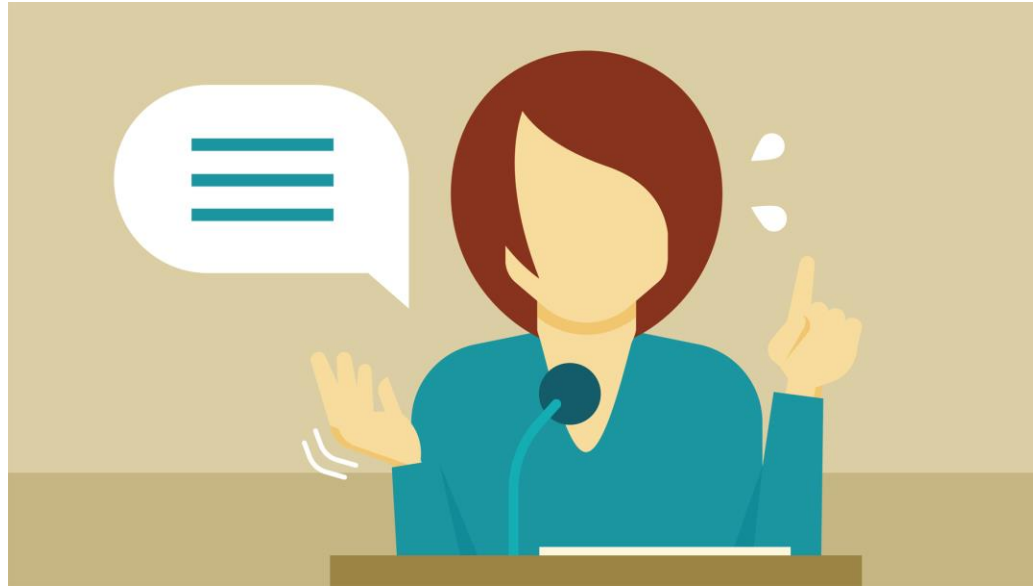
fàn



lan

lǎn





tan  
● —

tán



kan  
● —

kàn



nan  
● —

nán

# Curriculum Intent

- Pinyin: Rationale

I can decode the words: kǒu , tóu , tóu fā , gǒu

# Curriculum Implementation: Organisation

- How do you ensure that languages are taught regularly and consistently at KS2?
- *'In the lowest scoring primaries (bands 1 and 2 for curriculum quality), leaders typically did not prioritise subject specific professional development. Sometimes they did not know where to seek subject specific professional development for their staff.'*
- The role of a Languages Lead
- How to support your Languages Lead:
  - CPD
  - A.L.L. membership
  - Whole staff training

# Curriculum Implementation: Organisation

| Objective:  | <ul style="list-style-type: none"> <li>Introduce benchmarking processes for Foundation Subjects to support teacher assessment and ensure quality of work is of a similar standard to English and Maths</li> </ul>  |  |              |                                      |  |                       |
|---|--|--|--------------|--------------------------------------|--|-----------------------|
| Success criteria:   | <ul style="list-style-type: none"> <li>Quality and quantity of work in Mandarin books is of a high standard (KS2)</li> <li>Feedback in Mandarin books is of a high standard (KS2)</li> <li>Assessments in Mandarin are carried out systematically and in a similar manner in each year group (KS2)</li> <li>Mandarin class books showcase learning and progress of pupils in KS1</li> <li>International learning is recognised through British Council International Schools Award Foundation Level</li> </ul> |  |              |                                      |  |                       |
| Action  | Date   | Lead Person  | Resources    | Quality Assurance                    | Termly Review  | Impact and Evaluation |
| Observations and book-looks in Mandarin become regular part of monitoring cycle                           | Every Term   | SMT<br>Subject Lead<br>Specialist Teacher                    | Release time | SMT<br>Federation                    | <ul style="list-style-type: none"> <li>JS Federation Mandarin Consultant was pleased with progress evidenced in Mandarin books in Autumn and Spring terms.</li> <li>Positive observations of Mandarin teaching and learning as part of Federation review.</li> </ul> |                       |
| Subject Specialist Teacher to support class teachers to track progress of pupils in Mandarin              | Every Term   | Subject Specialist Teacher<br>Subject Lead<br>Class Teachers | Photocopying | SMT<br>Federation                    | <ul style="list-style-type: none"> <li>Low stakes tests carried out every half-term in KS2</li> </ul>  |                       |
| All teaching staff to receive CPD in Mandarin Subject Knowledge   | Every Term   | Subject Specialist Teacher<br>Subject Lead                   |              | SMT<br>Federation                    | <ul style="list-style-type: none"> <li>CPD delivered on Mandarin language and culture in Autumn term.</li> <li>CPD delivered on cross-curricular planning for Chinese New Year weeks in Spring term</li> </ul>   |                       |
| International learning is recognised through British Council International Schools Award Foundation Level | By July 2018   | Subject Specialist Teacher<br>Subject Lead                   | Release time | SMT<br>Federation<br>British Council |  |                       |

# Curriculum Implementation: Pedagogy

- Key research principles informing curriculum design (and things to look for)
- A post-methods, eclectic approach, but grounded in:
  - ❑ The need to revisit and recycle language in new contexts over time (**spaced repetition**)
  - ❑ A focus on the key, most useful, generative language and structures (**transferability**)
  - ❑ The idea of **comprehensible input** (receptive precedes the productive)
  - ❑ Context-dependent, **optimal use of Target Language**
  - ❑ Removing scaffolding and encouraging independence from resources (**retrieval practice**)
  - ❑ Use of **chunking** - a shift away from learning long lists of nouns (**memory processes**)
  - ❑ The power of low stakes testing (**memory, retrieval practice**)
  - ❑ A rich cultural and extra-curricular offer to increase **motivation**
  - ❑ Creating opportunities for exposure to **unfamiliar language** so that they can infer meaning
  - ❑ Explicit teaching of **phonics**

# Curriculum Impact

- Languages 'look-fors' (in learning walks / observations)
- Assessment
- Questions to ask your Languages Lead



# Languages 'look-fors': Good languages-specific practice that might be seen.

Not all will be seen in a single lesson and some are mutually exclusive.

## Engagement

- Engagement with and enjoyment of language learning
- pupils show curiosity about linguistic and cultural features
- Evidence of use of authentic/relevant materials in books/SOW
- Evidence of use of literature, poem, song, article, film in books/SOW
- Interesting, stimulating and useful physical learning environment
- Evidence of cross curricular and cultural references in books/SOW

## Use of TL

- Modelling of TL by teacher
- Exposure to unfamiliar TL
- pupil use of TL for routines
- pupil use of TL in structured tasks
- pupil-to-pupil use of TL

## Presentation of language

- New vocabulary/structures are presented, practised and produced
- Chunking/low stakes vocabulary testing (retrieval practice)
- Sufficient comprehensible input / practice provided before production
- New language is used in context / communicative tasks

## Grammar

- Prior grammar/vocab used in new situations (retrieval practice)
- Grammatical explanation are succinct and clear
- Opportunities for patterns to be noticed
- A focus on accuracy / communication as appropriate

## Books and resources

- Books are well-presented
- Literacy supported (dictionaries/structure mats)
- Effective organisation of learning resources (books, resources , KO)
- Assessments and reviews are available

## Skills practice

- Balance / integration of receptive skills (List/Read) and productive skill (Speak/Writ) as appropriate (will change throughout year groups)
- Opportunities for skill practice on real-life contexts
- Time provided for compositional writing (upper KS2)
- Time provided for speaking practice
- Creative and meaningful use of language is supported
- Teaching of phonics
- Language learning skills and strategies are explicitly taught
- Discerning use of translation/transcription (upper KS2)
- Requirements of any assessment made explicit and relevant skills developed

## Feedback and improvement

- Feedback drives linguistic progress
- Feedback increases accuracy / complexity of language
- Linguistic features of good writing / speaking are referenced e.g. AVOCADO / QuACNOTTS
- Consistent marking code is used to flag linguistic errors and pupils show ability to respond to it

## Progression

- Progression: receptive skills generally precede productive
- Progression: bottom-up (word, sentence, text)
- Progression: top-down (context-meaning)

# Assessment

Do you carry out any formal assessment of Mandarin in your primary school?




| Forms of assessment for languages  | 2018 | 2017 |
|--|------|------|
| Formal assessment of each child  |      |      |
| Informal assessment of each child  |      |      |
| Individual pupils are not assessed but group records are kept of progress in language learning |      |      |
| We don't assess or record pupils' progress in languages  |      |      |
| Other  |      |      |

# Assessment

名字: \_\_\_\_\_ 日期: \_\_\_\_\_

## 一, 听力 第一部分

第 1-5 题













|    |   |  |
|----|---|--|
| 例如 |    |  |
| 例如 |    |  |
| 1. |    |  |
| 2. |    |  |
| 3. |   |  |
| 4. |  |  |

名字: \_\_\_\_\_ 日期: \_\_\_\_\_

## 第二部分

第 6-10 题



## 二, 阅读 第一部分

|    |  |  |  |
|----|--|--|--|
| 例如 |   |   |   |
|    | A  | B  | C  |
| 6. |   |   |   |
|    | A  | B  | C  |
| 7. |   |   |   |
|    | A  | B  | C  |
| 8. |  |  |  |
|    | A  | B  | C  |

# 一、听力

## 第一部分

第 1-5 题

|     |   |   |
|-----|---|---|
| 例如: |  | ✓ |
|     |  | ✗ |

# 二、阅读

## 第一部分

第 21-25 题

|     |   |             |   |
|-----|---|-------------|---|
| 例如: |  | gǒu<br>狗    | ✗ |
|     |  | mǐfàn<br>米饭 | ✓ |

## 第二部分

第 6-10 題

|     |   |  |  |
|-----|---|--|--|
| 例如: | <br>A ✓ | <br>B | <br>C |
|-----|---|--|--|

第二部分

第 26-30 题

A



B



C



D



E



F



26. Xiǎomāo , nǐ jǐ suì ?  
小猫 , 你几岁 ?

27. Zhèr yǒu hěn duō niǎo .  
这儿有很多鸟 .

28. Māma ài nǐ , nǐ ài māma ma ?  
妈妈爱你 , 你爱妈妈吗 ?

29. Wǒ xǐhuan hē zhège .  
我喜欢喝这个 .

30. Yǒu rén zài jiā ma ?  
有人在家吗 ?





|                              |                            | Listening  | Speaking  | Reading   | Writing   | Grammar  |
|------------------------------|----------------------------|--|---|---|---|--|
| Reception<br>(Approx. .9hrs) | Skills & Knowledge         | 1. Listens and responds to familiar spoken words and some short phrases                      | 1. Joins in with familiar songs and rhymes.<br>2. Responds with single word or short phrase answers to familiar questions                           | 1. Shows some awareness of the differences between chinese characters, pinyin and english   | 1. Gives meaning to marks as they trace/copy simple characters  |  |
|                              | Example context & language | 1. <i>Runs to the blue cone when T says 蓝色</i><br><br><i>Does a bunny hop when T says 兔子</i> | 1. <i>Joins in with '我叫Tim' song</i><br>2. <i>Says their name when T asks '你叫什么?'</i><br><br><i>Says 黑色 when asked '这是什么颜色?'</i>                    | 1. <i>Can sort word cards into three piles: characters, pinyin, English</i>   | 1. <i>Chooses red paint to finger-paint over the character 红</i><br><br><i>Uses a stick to write 山 in the sand and says 'mountain'</i><br><br><i>Labels a picture of their mum as 'mā ma'</i><br><br><i>Copies the character 三 and draws 3 dots</i> |  |
| Y1<br>(Approx. 18hrs/27)     | Skills & Knowledge         | 1. Listens and responds to familiar spoken words and phrases                                 | 1. Can join in with a range of songs and rhymes known by heart.<br>2. Communicates with others using simple words, phrases and some short sentences | 1. Recognises and understands some familiar written words and phrases in pinyin<br>2. Recognises the meaning of a small number of | 1. Writes some familiar words in pinyin using a model and some from memory.<br>2. Attempts to add tones to words which  | 1. Uses a range of nouns from familiar topics<br>2. Begins to use 是<br>3. Begins to use '什么' and '几' in simple questions |



# Benchmarking

|          |
|----------|
| Name     |
| Sara     |
| Roshan   |
| Aaron    |
| Nehemiah |
| Gaia     |
| Anthony  |
| Lola     |
| Dora     |
| Bobby    |
| Luqmaan  |
| Maryum   |
| Terina   |
| Darren   |
| Joseph   |

|           | Listening  | Speaking   | Reading   | Writing   | Grammar  |
|-----------|--|--|---|---|--|
| Reception | 1. Listens and responds to familiar spoken words and some short phrases                      | 1. Joins in with familiar songs and rhymes.<br>2. Responds with single word or short phrase answers to familiar questions  | 1. Shows some awareness of the differences between Chinese characters, pinyin and English   | 1. Gives meaning to marks as they trace/copy simple characters  |  |
| Y1        | 1. Listens and responds to familiar spoken words and phrases                                 | 1. Can join in with a range of songs and rhymes known by heart.<br>2. Communicates with others using simple words, phrases and some short sentences  | 1. Recognises and understands some familiar written words and phrases in pinyin<br>2. Recognises the meaning of a small number of foundational pictograms<br>3. Shows awareness of sound-spelling links in pinyin   | 1. Writes some familiar words in pinyin using a model and some from memory.<br>2. Attempts to add tones to words which may not always be correct<br>3. Writes some simple characters using a model, following stroke correct order<br>4. Applies phonic knowledge to support writing in pinyin where graphemes are similar to those in English (a/ b/ p/ m/ f/ d/ t/ n/ l/ g/ k/ h/ ch/ sh/ an) | 1. Uses a range of nouns from familiar topics<br>2. Begins to use 是<br>3. Begins to use '什么' and '几' in simple questions<br>4. Uses basic pronouns<br>5. Uses 但 does not yet conceive of it as a measure word                          |
| Y2        | 1. Listens for specific words and phrases<br>2. Begins to distinguish between the four tones | 1. Communicates with others using a wider range of words, phrases and short sentences<br>2. Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation | 1. Reads and understands familiar written words, phrases and short texts made of simple sentences in pinyin<br>2. Recognises the meaning of a handful of foundational characters<br>3. Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation. | 1. Writes a few simple sentences using a model in pinyin with increasing accuracy of tones<br>2. Writes some simple characters using a model<br>3. Applies phonic knowledge to support writing in pinyin including new vowel sounds (o e yi u ü)  | 1. Uses 的 particle to describe<br>2. Uses 的 particle for possession<br>3. Begins to use 谁 to form questions.<br>4. Builds simple Subject-Verb-Object sentences phrases<br>5. Forms the negative using 不<br>6. Uses 和 to join two nouns |

# Questions to ask your Languages Lead

- What do you / your academy believe are the reasons for teaching languages?
- What is the rationale for your offer in terms of languages and curriculum time allocation?
- Does the scheme of work provide a cohesive plan for KS2?
- Is the course design based on a text book / online resource? If so why, how and to what extent?
- How is teaching of vocabulary / grammar / phonics planned?
- How does the course take into account how memory functions / forgetting / retention of language?
- What opportunities are there for pupils to speak the new language in the classroom?
- How is the language used in a planned and systematic way to reinforce language previously taught?
- What is the balance in the classroom between pupil and teacher use of the new language?
- How is the use of Target Language approached?
- How do you assess pupil progress in languages across skills and grammar? What is the rationale for this approach?
- What extracurricular opportunities are offered to your pupils?

**@CaraBleiman**

**Cara.Bleiman@harrisfederation.org.uk**