

A primary multi-lingual journey: *innovative thinking and award-winning practice*

Joan Dickie: PL consultant / Discovering Language

Catherine Rodrigues: St. Edmund Campion Primary, Maidenhead
Primary Languages Teacher of the Year 2015

A multi-lingual journey

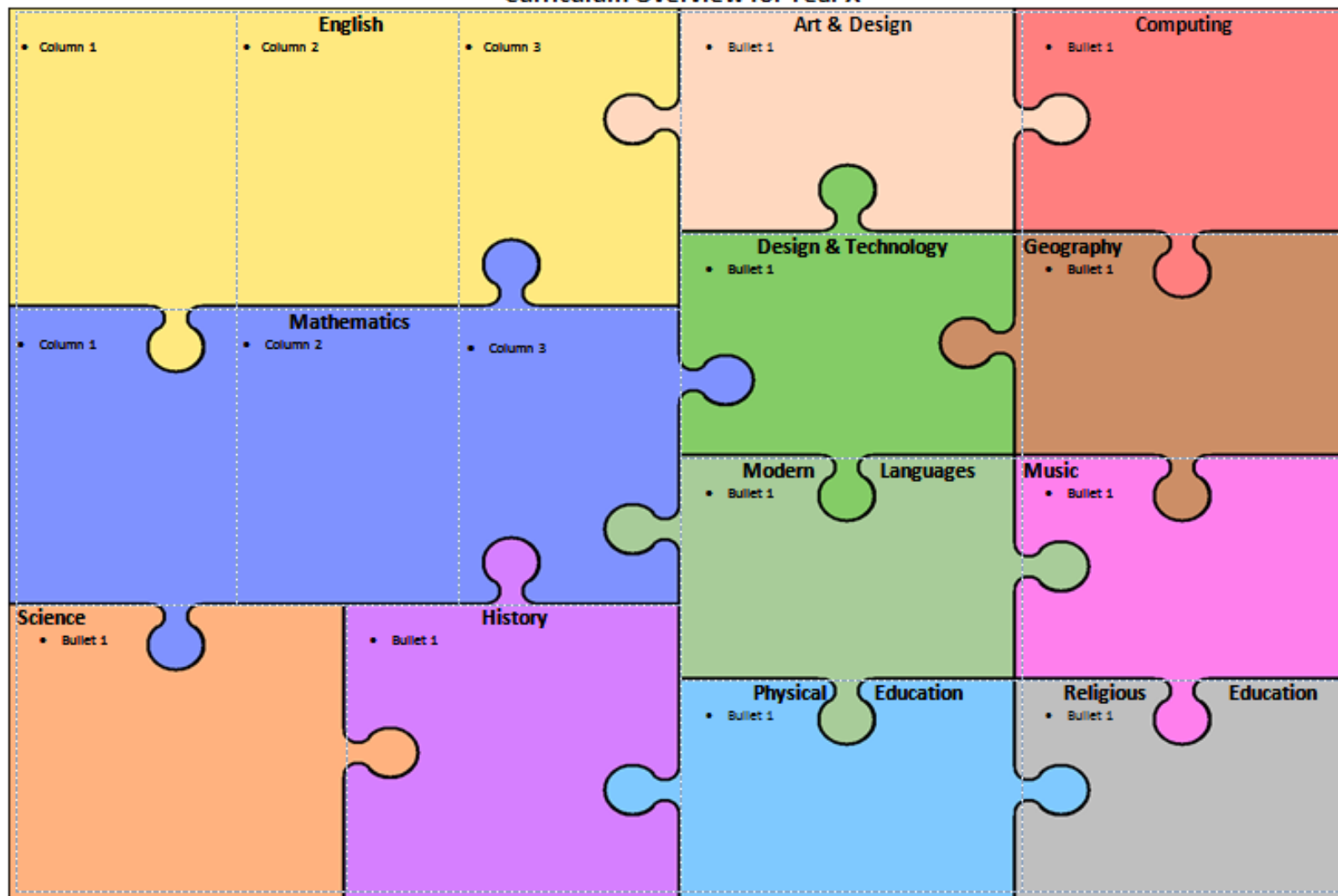
1: Joan Dickie: KS2 challenges and guidelines

2: Catherine Rodrigues: Award winning practice

*3: Q & A: How can schools adapt/adopt
this approach?*

A KS2 Reality Check

Curriculum Overview for Year X



The generalist teacher...



Transition Y6 to Y7

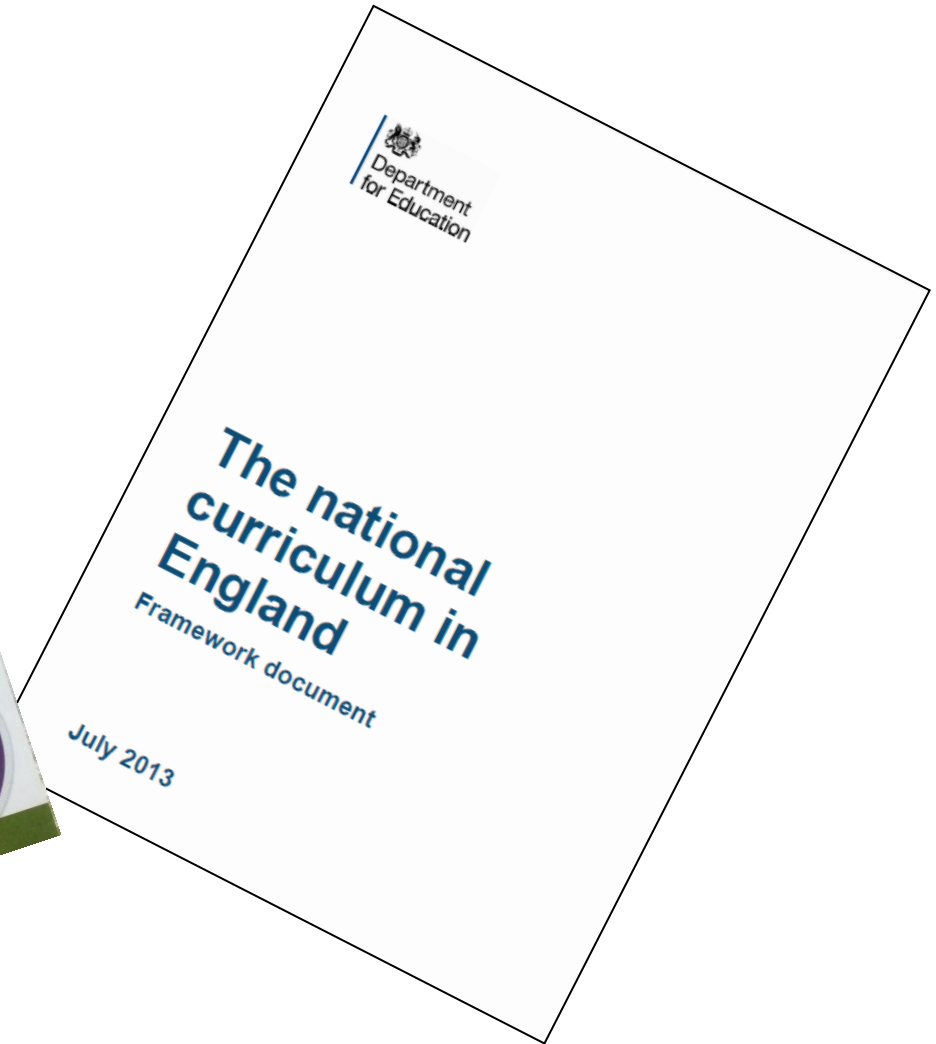
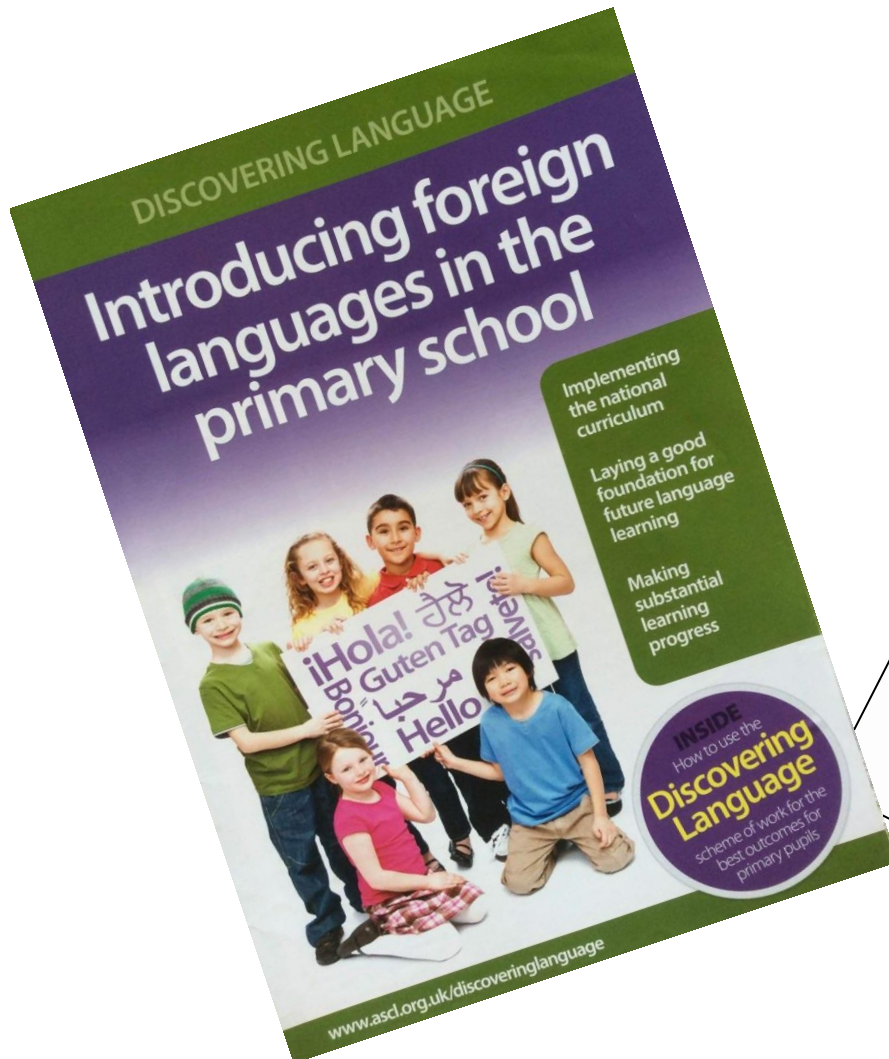


An INNOVATIVE solution



www.ascl.org.uk/discoveringlanguage

...fulfilling curriculum guidelines...



A multi-lingual approach...



- Maximises links to English
- Can take one language to a 'substantial level'
- Lays a foundation for KS3

A multi-lingual approach...



- Explores key features and patterns
- Fosters curiosity & deepens understanding of the world...
- Gives opportunities to :
'...speak, read, write, broaden, develop, engage, understand...'



OFSTED comments...

‘The curriculum is outstanding as it offers a rich range of subjects to supplement English and mathematics...and the school offers three modern foreign languages.’

Wicklewood Primary Norfolk
March 2015

Benefits of a multi-lingual model...

FLEXIBLE: can adapt to a school's current and future situations (eg staff changes/mixed ages)

SUPPORTIVE: of the non-specialist who won't need to take any language to too high a level

PRIMARY: promoting 'joined-up' curriculum thinking (especially with English)

TRANSITION –FRIENDLY: creates a 'foundation' for KS3; sends language aware pupils to Y7 with no single language studied for four years

FUTURE-RESILIENT: teaching English speakers the skills needed to learn any language

My multi-lingual approach



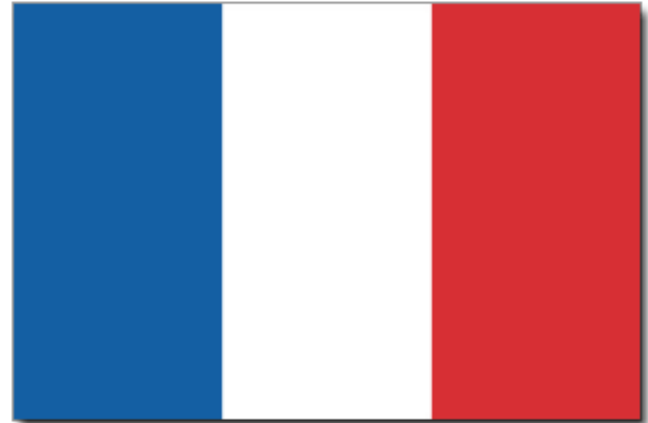
St Edmund Campion Catholic Primary School
Maidenhead, Berkshire

The way things were...

Y3&4 Spanish



Y5&6 French



University of Reading Research

- Primary Modern Languages: *the impact of teaching approaches on attainment and preparedness for secondary school language learning* (Funded by the Nuffield Foundation)
- Looked at the kind of learning in primary school that best prepares learners for further study of languages at KS3

Research results

- 89% of Y7 pupils preferred secondary French
- 11% of Y7 pupils preferred primary French

lack of variety

too much repetition

sense of
stagnation



Global Learning

- Global Learning Expert Centre
- *“The concept of Global Learning will permeate all areas of the curriculum and will equip children to understand their role and succeed in a globalised world.”*

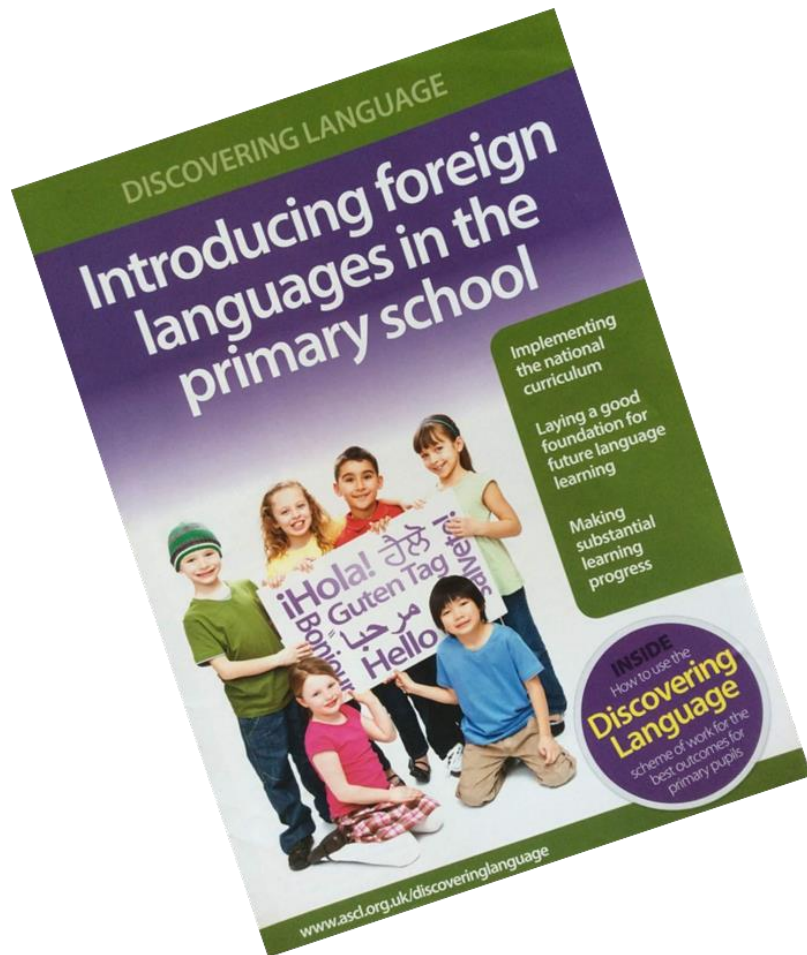


Multi-lingual approach



- Introduce more languages
- Make learning languages more relevant
- Lessons to be more interesting and fun for children and teachers
- Develop a system for learning a language and start to compare languages

A big help!



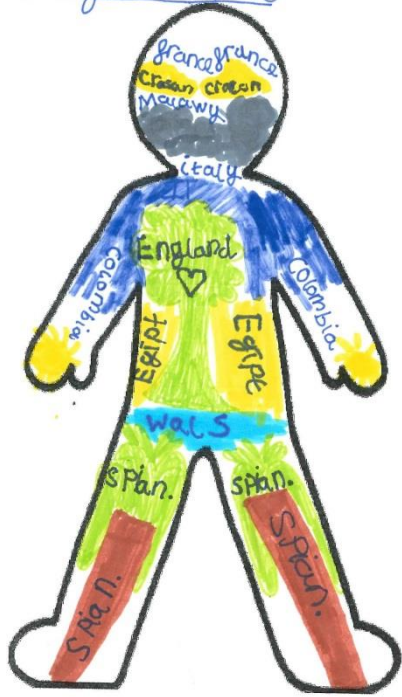
- Which languages to introduce
- Resources
- Practical advice

Our multilingual approach

	Autumn	Spring	Summer
Year 3	Discovering Languages	Latin	Latin
Year 4	Spanish	Spanish	Spanish
Year 5	Japanese	Japanese	Japanese
Year 6	French	French	French

Y3 Discovering Languages

My language portrait



catalina garcia de miquel.

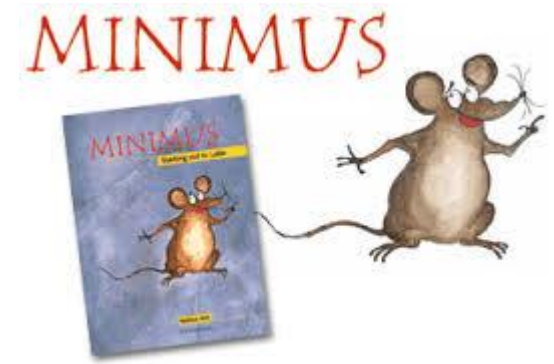
- Children create their own language portrait, highlighting the language influences in their lives

Discovering Languages

- First introduction to the languages of peers
- Opportunity for bilingual children to shine and celebrate their heritage
- Many parents participated in lessons
- Positive response from many parents
- Children enjoyed learning from each other
- Polish, Spanish, Colombian, French, Brazilian, Portuguese, Italian, Maltese, Welsh, Slovakian, Scottish, German, Croatian.



Latin



- Appropriate to the age of the children
- Provides insight into the structure and grammar of English and other modern European languages
- Extends English vocabulary
- Prepares for MFL
- Links to RE / History / General Knowledge / P4C
- Independent learning, research and ICT

porcus



Porcus grrrrrr
The pig grunts



Vipera sibilat
The snake hisses

Write sentences in another language

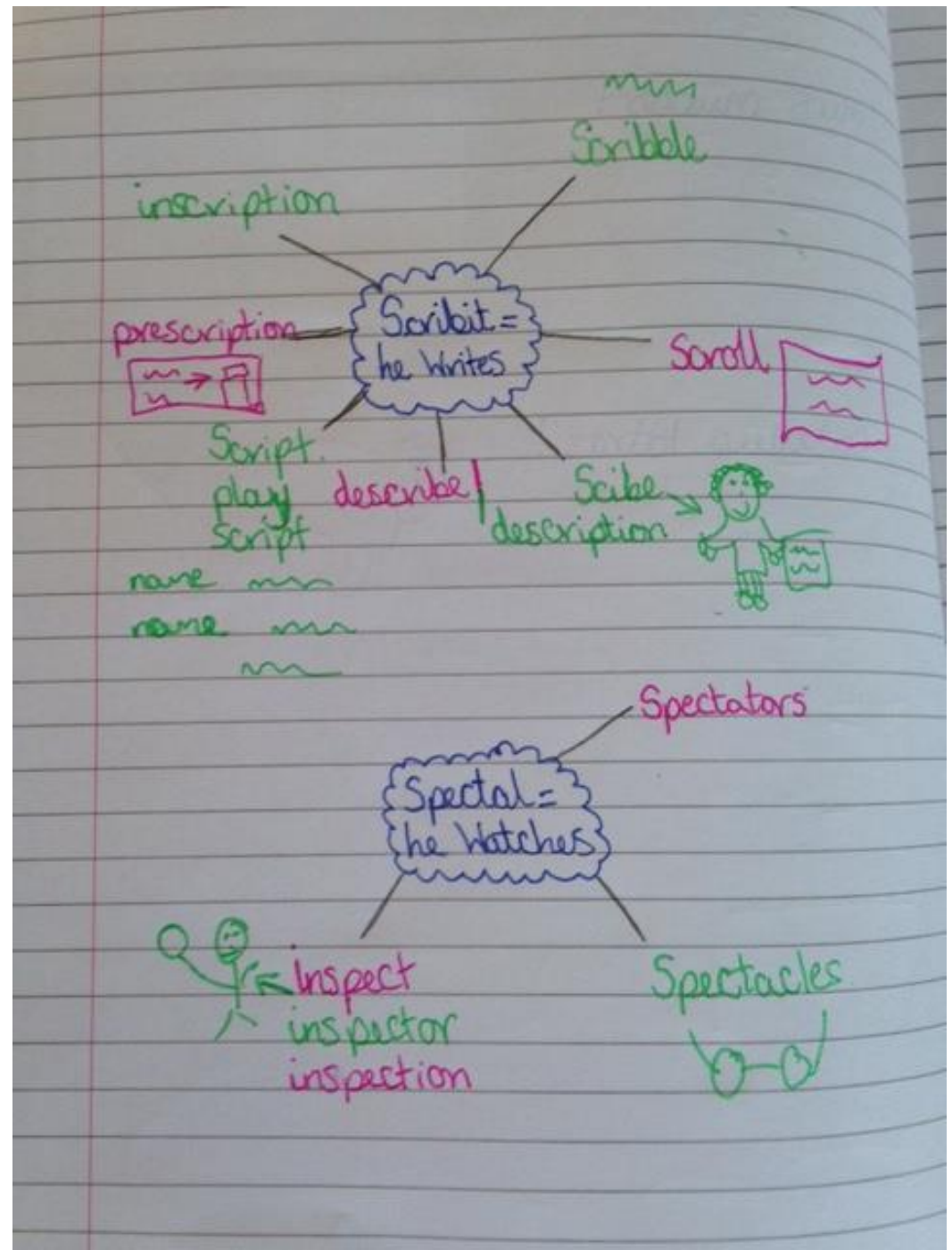
am Lazy ~

Sophie ~~is~~ Callida ~~est~~ est
Sophie is clever

- Understanding of grammar – noun, verb, adjective
- Adjectival agreement
- Position of verb

English words derived from Latin

- Improves English vocabulary and reading comprehension
- Teaches how to work out meaning in future language learning



Y4 Spanish

- Natural progression from Latin in Y3
- Children already have an understanding of masculine and feminine nouns
- Enjoy speaking to each other in another language
- Sing songs, play games, write sentences

Y5 Japanese



Excellent support from Japan Foundation

- Free educational resources e.g. scheme of work
- Free training and workshops
- Funding to enable schools to teach Japanese in curriculum or in after-school club
- Regular communications and updates
- Friendly team to support you



Numbers

Unit 1, Section 4



Let's learn numbers!!

1 **ichi** 

2 **ni** 

3 **san** 

4 **yon** 

5 **go** 

6 **roku** 

7 **nana** 

8 **hachi** 

9 **kyuu** 

10 **juu** 

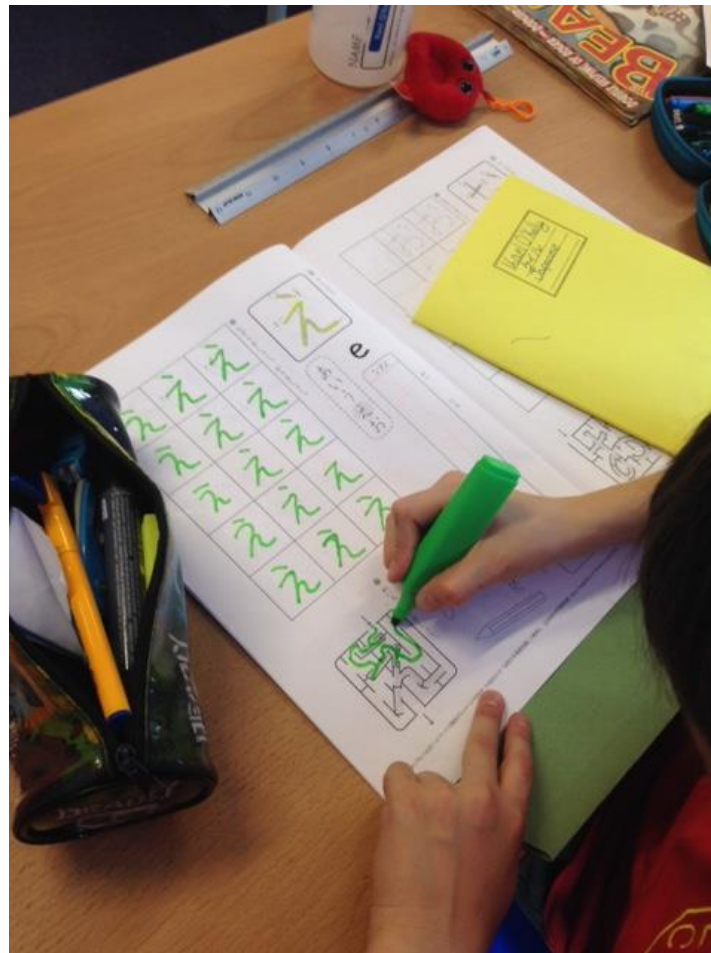
Japanese teacher (funded)



Shogi (funded)



Hiragana - writing practice



FINN
フイニニ

↓ E /
Re mo no
↓ ↓ ↓
to mo rd
✓
lemons

∇ \nearrow \downarrow
 RO no TO
 ↓
 London

KATAKANA CHART

ATAKANA			KATAKANA		
ク	エ	オ	キ	ケ	コ
ク	セ	ソ	シ	セ	ソ
ス	セ	ソ	シ	セ	ソ
ツ	テ	ト	チ	テ	ト
ヌ	ネ	ノ	ニ	ネ	ノ
フ	ヘ	ホ	フ	ヘ	ホ
ミ	メ	モ	ミ	メ	モ
ユ		ヨ	ユ		ヨ
リ	レ	ロ	リ	レ	ロ

EXTRA KATAKANA

クワ kwa	グワ gwa	クイ kui	クエ kue	クオ quo
ツイ twei	トウ tau	ダイ dai	イユ iyu	
フア fua	ファイ fai	フュ fyu	フェ fe	フォ fo
シェ she	ジュ ju	チュ chu	ヴェ ve	
ヴァ va	ヴィ vi	ヴ vu	グム gumu	グム gumu
ワイ wai	ウェ we	ウォ wo		

Japanese writing system

Kanji - The Japanese imported Kanji from China a few thousand years ago. Kanji is the Japanese name for the Chinese characters. Kanji is also borrowed into English. For example, Japanese Hiragana letters have specific meanings different from Hiragana and Katakana because they are pronounced differently.

Hiragana-like the English alphabet, each Hiragana letter represents a specific sound and does not have any meaning.

But unlike in English, there is only one way of pronouncing a single Hiragana letter. For example, "a" can be pronounced as "a" or "ya".

And like in English, there is only one way of pronouncing a combination of letters or combination of letters, as in "red", "mother", "Katakana", and so on.

different ways of writing the Hiragana sounds and are usually different, is always pronounced as "a" in red, mother, Katakana, and so on.

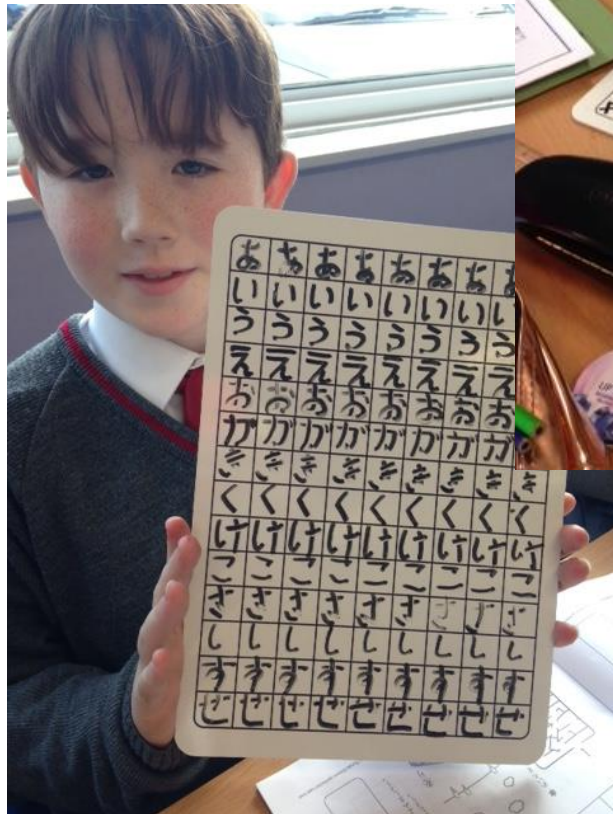
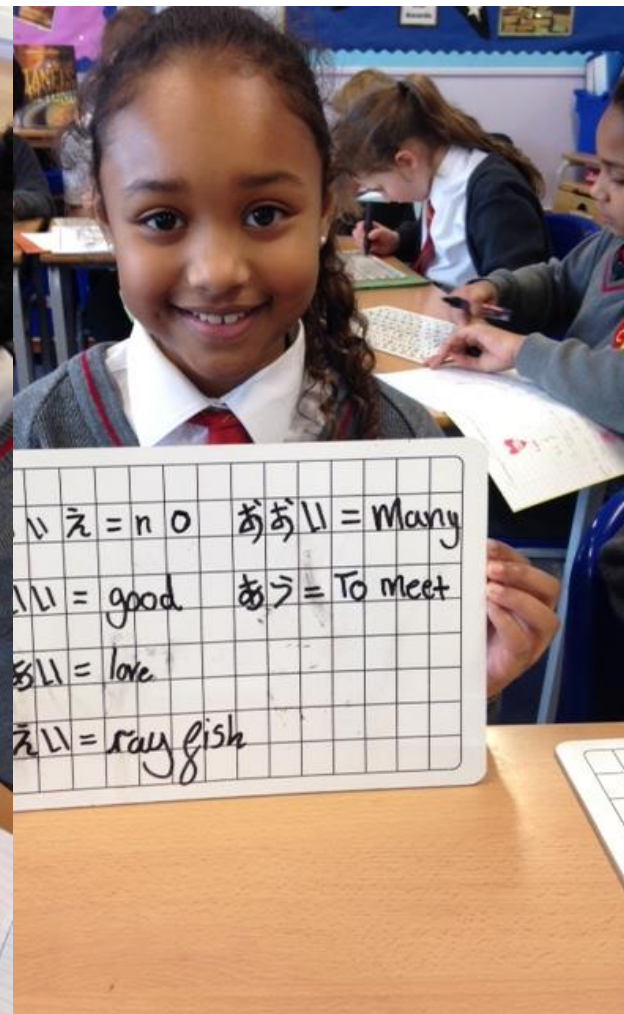
For foreign words

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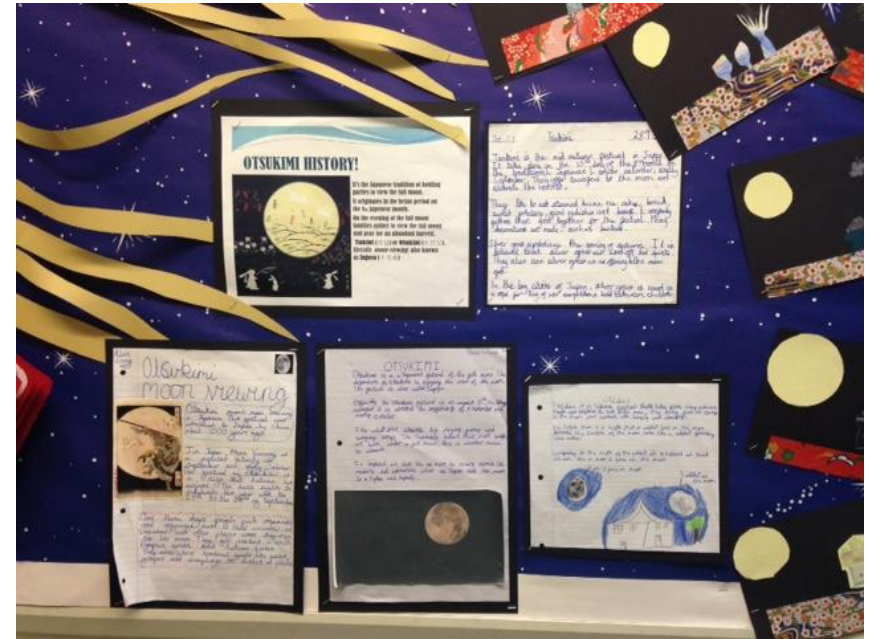
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	ハ	フ	イ
ph	pu	Bu	i
	↑	↑	↑
	pa	wa	e

ト ヲ タ
TO yo to
↓ ↓ ↓
Toy yay ta
↓
toyota



Display – Otsukimi Moon viewing festival





Japanese student
teacher visit





Y5 visit to
Embassy of
Japan
(transport funded)



Tanabata wishes



Japanese Sports Day



Japanese Sports Day

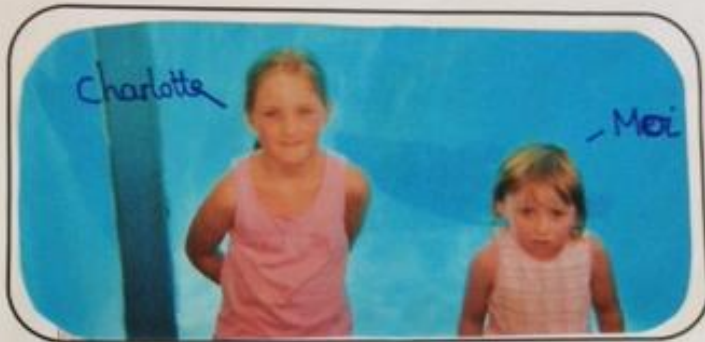


French Y6

- Using a phonic approach to aid with pronunciation
- Reading, writing, speaking & listening
- Children make comparisons with other languages
- Able to apply previous learning and look for patterns
- Springboard to text level once wider vocabulary is introduced

French

Je me présente...



Salut, Je m'appelle Aimee, J'ai 11 ans, mon anniversaire est le 17 septembre. J'ai une sœur appel Charlotte une Lapin appel Sophie. Charlotte est 13 ans et Sophie est 1, elle est très mignon et esgouté. nous habite dans Maidenhead dans Angleterre. Je suis assez timide, mais onceyou apprende à me connaître Je suis très bavarde et marrant. J'ai les yeux bleus et cheveux blonds grise

Au revoir!

Je me présente...



Bonjour, Je m'appelle Jacob. J'ai 10 ans, mon anniversaire c'est le dix mai. J'habite Maidenhead et je n'aime pas brocoli! Je suis anglais et j'ai un père et une sœur qui s'appellent Lena et Ellis. Je suis petit, marrant'e' et j'ai avoir six polets! Malheureusement, je n'ai pas ces animaux de compagnie: un chat, chien, lapin, gerbille, hamster, cochon Guinée, etc... J'avais l'habitude d'avoir un poisson, mais malheureusement, il est mort il ya environ un mois. Si j'avais le choix de choisir un animal de compagnie, je choiserais probablement une gerbille! Mon plat préféré est absolute 100% ravioli, un plat de pâtes avec une garniture au fromage et épinards! Cela peut sembler dégoûtant, mais j'aime vraiment. J'ai un meilleur ami qui s'appelle Tim et il est aussi très drôle (comme moi)! Au revoir, bonne journée!

Mid year 2

- Children and parents are enthused about learning languages
- Opportunity to develop key skills in language learning e.g. listening, looking for patterns, identifying similarities and differences
- Children are motivated to continue learning languages at KS3
- Global learning – open children's eyes to the world



