

Mugginton Church of England Primary School



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Modern Foreign Languages / Japanese Policy

日本語

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the National Curriculum

新しい言語は、新たな人生の始まり。Atarashii gengo wa arata na jinsei no hajimari.'

A new language is a new life

Japanese is the 11th most spoken language in the world with 128 million speakers worldwide. Approximately 50,000 Japanese live in the United Kingdom. Our Headteacher has a Masters in Advanced Japanese and spent four years living in the country. We believe we are the only Primary School in the UK which offers Japanese as our Modern Foreign Language to all children. Languages are an important and necessary contribution to children's all-round development and education. They are not a stand-alone subject but a discipline that can enhance and improve all other subjects and areas of school life.

Language and culture are inextricably linked. Children will learn about Japan, where the language is spoken, and this causes them to reflect on their own surroundings and culture. Children are more open and receptive to language learning, and have an innate curiosity when learning a language, its new words and new sounds. They are confident, curious and less anxious learners. Learning a new language has also been shown to improve critical thinking skills and to enhance social skills.

We promote pupils' SMSC development through Japanese in the following ways:

We provide a sense of enjoyment and fascination in learning about themselves, others and the world around them.

We support the ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and to recognise

Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Acceptance of and engagement with the fundamental British values of democracy, rule of law, individual liberty and mutual respect. They will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

Understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of

Intent

We aim to help our children:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving 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.

We offer a carefully planned sequence of learning experiences, which secures progressive coverage of the skills required by the National Curriculum and supplemented by our professional judgment of what is best for our children. Planning decisions are made in line with our Curriculum Statement and 'Big Idea'.

We want to share and celebrate Japanese culture with the children. Japan is one of the few cultures which can still be considered 'alien' to many children in Britain. Through exciting activities, we intend to develop children's curiosity and help deepen their understanding of the richness and diversity of the world. A progressive curriculum, which offers frequent repetition of key concepts, has been designed to allow children to overlearn and gradually build on their skills whilst having fun speaking a beautiful language. Every Japanese lesson challenges children to express ideas in Japanese and provides opportunities to interact and communicate with others in speech. Central to our curriculum is the desire to expose children to authentic, fluent Japanese, so fluent speakers, including the Headteacher's children visit school to support learning.

Written Japanese is extremely difficult. It requires the learner to master two phonetic alphabets (Hiragana and Katakana) and Kanji, which is logographic and meaning based. We aim to introduce all children to the complexity and beauty of written Japanese – challenging them to decode simple sentences using alphabet charts and experience shodo – Japanese calligraphy.

No staff members, other than the Headteacher, speak Japanese which presents a blank slate for everybody to learn together. Therefore, Japanese is taught as a whole school before the children separate for activities based on their ability-levels. We aim to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies – true global citizens.

In a Japanese lesson at Mugginton, you will see:

Happy children, working with purpose individually or in groups. The children will be able to speak with confidence and without feeling self-conscious, because we are all learning together. Peers will support those who are talking by, for example, offering a round of applause for good sentences and demonstrations. The children will be able to greet a visitor in Japanese by saying 'Hello, my name is...?. They will be able to tell you what they are learning and explain to a visitor why Japanese is such a difficult language to read and write. They will be able to share pieces of work they are particularly proud of..

Implementation

In line with the National Curriculum, we teach our Key Stage 2 Pupils 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 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.

Lessons are sequenced so prior learning is considered and opportunities for revision of language and grammar are always built in.

Children's basic vocabulary knowledge and understanding of the basic structure of the Japanese language is the primary focus for all children. A strong emphasis is placed on the development of Speaking and Listening skills. It is emphasised strongly that 'getting things wrong' is a key component of learning and that we are all beginning from the same starting point – staff included! The development of a resilient and determined attitude is envisaged to be a distal effect of whole school and staff learning a challenging language together. Basic spoken skills and vocabulary will be embedded and further developed in Upper KS2, alongside an introduction to Reading and Writing. A gradual progression onto more complex language concepts, grammar and greater learner autonomy is planned.

Japanese is taught every Tuesday afternoon, with input to the whole school and opportunities to practice speaking with peers and staff. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Japanese-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

Teaching Japanese to children with special educational needs

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum. All pupils are set appropriate work according to their ability, not age. Special needs pupils may be supported in a variety of different ways – see SEN policy.

Impact

Assessment and recording

See policy on assessment, reporting and recording.

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key Japanese vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Japanese is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

Resources

The language and culture of Japan is 'brought to life' by quality resources (in this case, owned by the Headteacher, who lived in Japan for three years).

In addition, we aim to further enliven our lessons, promote empathy and increase engagement by inviting parents/other adults to join us and talk about the past; visit topic-specific buildings and sites and visit museums and other sites to enhance the teaching of Japanese. We also run 'theme days' in order to promote Japanese-learning and help children develop a more detailed understanding of what life is like for children in other cultures.

Monitoring and review

The Japanese coordinator/Headteacher monitors the work of pupils throughout the school and reviews the planning for each key stage termly. It is the responsibility of all staff to monitor and evaluate the curriculum provision for Japanese within the school in order that pupils make the greatest progress. Evaluation may take place by means of a number of methods of including:

Scrutiny and assessment of pupils' work and their achievements.

Analysis of teacher's planning as seen in the long and short term plans.

Discussion between staff.

Classroom observation.

External inspection and advice.

Pupil interview/feedback.

At the end of the topic teachers review their work and annotate plans for future reference.