

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Languages (Mandarin) Policy

### 1. Rationale and Vision

At Hollins Grundy Primary School, we believe learning a foreign language helps pupils develop curiosity about the wider world, deepens their understanding of other cultures, and equips them with essential communication skills for life in modern Britain. Mandarin has been chosen as our KS2 language due to its global significance and rich cultural heritage. We aim to provide engaging, high-quality language learning that builds pupils' confidence, broadens horizons, and celebrates linguistic diversity.

### 2. Aims

Our Mandarin curriculum aims to ensure that all pupils in Key Stage Two:

- Develop **practical communication skills** in Mandarin, including speaking, listening, reading and basic writing.
- Gain **an appreciation of Chinese culture**, traditions, and ways of life.
- Build **confidence in language learning**, developing transferable strategies such as memorisation, pattern-spotting and pronunciation skills.
- Develop **positive attitudes towards languages** and an openness to world cultures.
- Begin to understand the **structure** of a language different from English, including the use of tones and characters.

This policy aligns with the **National Curriculum (Languages) for Key Stage Two**.

### 3. Curriculum Delivery

#### 3.1 Timetabling

- Every KS2 class (Years 3–6) receives a **weekly 30-minute Mandarin lesson**.
- Lessons are delivered throughout the academic year to ensure continuity and progression.

#### 3.2 Staffing

- Mandarin lessons are delivered by a specialist native Mandarin-speaking teacher.
- Class teachers are present during lessons to support behaviour, inclusion, and continuity, and to gain familiarity with the learning being taught.

#### 3.3 Teaching and Learning Approach

Teaching will:

- Emphasise **oral communication** and accurate **tone production** in early stages.
- Introduce **pinyin** to build foundational reading and pronunciation skills.
- Gradually introduce **Chinese characters**, focusing on recognition and basic writing.
- Include songs, games, stories, role-play, and cultural experiences to ensure learning is enjoyable and memorable.
- Promote **active participation** by all pupils.
- Encourage pupils to link Mandarin learning with skills from other subjects (e.g., geography, history, art, phonics).

### 4. Curriculum Content and Progression

The curriculum is organised to ensure progression from Year 3 to Year 6.

**By the end of Year 6, pupils will be able to:**

- Understand and respond to familiar spoken phrases.
- Ask and answer simple questions about themselves and others.
- Use pinyin to support reading and pronunciation.

- Recognise a small set of basic characters.
- Write simple words or phrases (e.g., numbers, family terms, greetings) with correct stroke order.
- Demonstrate cultural understanding linked to festivals, customs, and daily life in China.

Progression documents, lesson plans and resources are developed in partnership with **Fair Futures**.

### **5. Inclusion and Accessibility**

- All pupils, including those with SEND or EAL, are provided full access to Mandarin lessons.
- Lessons incorporate varied strategies to meet different learning needs, including multi-sensory activities, visual supports, gesture, and repetition.
- The specialist teacher works with class teachers and the SENDCo to adapt provision where necessary.

### **6. Assessment**

Assessment is ongoing and formative. It includes:

- Observation of speaking and listening.
- Short in-class activities demonstrating comprehension.
- Pupil self-assessment and reflection.
- Occasional simple written tasks.

A summative record of progress is maintained annually for each pupil to support transition between year groups.

### **7. Cultural Capital and Enrichment**

To strengthen cultural understanding, the school may provide:

- Activities linked to Chinese New Year and other festivals.
- Mandarin assemblies or performances.
- Links to Fair Futures cultural programmes.
- Opportunities for calligraphy, storytelling, music or art workshops.

### **8. Roles and Responsibilities**

#### **Specialist Mandarin Teacher**

- Plans and delivers high-quality lessons following the school's curriculum.
- Provides termly feedback to the Languages Lead.
- Shares resources and supports staff understanding of Mandarin and Chinese culture.

#### **Languages Lead**

- Oversees curriculum planning and progression.
- Co-ordinates with Fair Futures.
- Monitors teaching, learning, and pupil outcomes.
- Supports staff development.

#### **Class Teachers**

- Attend lessons and support behaviour and inclusivity.
- Reinforce language learning through classroom displays or follow-up activities where appropriate.

#### **Senior Leadership Team**

- Ensures provision meets National Curriculum requirements.
- Oversees quality assurance with Fair Futures.
- Ensures adequate timetabling and resourcing.

## 9. Resources

The school uses a combination of:

- Fair Futures teaching materials and textbooks.
- Online audio and video resources.
- Flashcards, character-writing materials, and cultural artefacts.
- Classroom displays featuring vocabulary, pinyin, and cultural imagery.

## 10. Monitoring and Review

- The Languages Lead conducts annual monitoring through lesson observations, pupil voice, and resource audits.
- Pupil progress is reviewed with the specialist teacher each term.
- This policy is reviewed every **two years**, or sooner if curriculum or staffing changes require it.

## 11. Policy Approval

Adopted by Governing Body:

Next review due:

## Mandarin

### Intent

We teach Mandarin to children in Years 3 to 6. There is a significant Chinese community in Greater Manchester and much of our country's trade is with China. Learning to speak, read and write Mandarin confidently will provide children with important skills when they are older. Learning a foreign language can be a liberation from insularity and provides an opening to other cultures.

Our teaching of Mandarin will deepen children's understanding of the world they live in. It will 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.

### Implementation

Mandarin is taught by a teacher, who is a native Mandarin speaker, who works for Fair Futures.

Each Key Stage 2 class has a weekly 30-minute lesson which builds on previously learned skills and involves speaking, reading and writing as well as cultural aspects of Chinese life. The detailed content of the curriculum can be found in the document below.

### Impact

We want children to communicate for practical purposes, learn new ways of thinking and be given the skills to enable them to study and work in other countries.