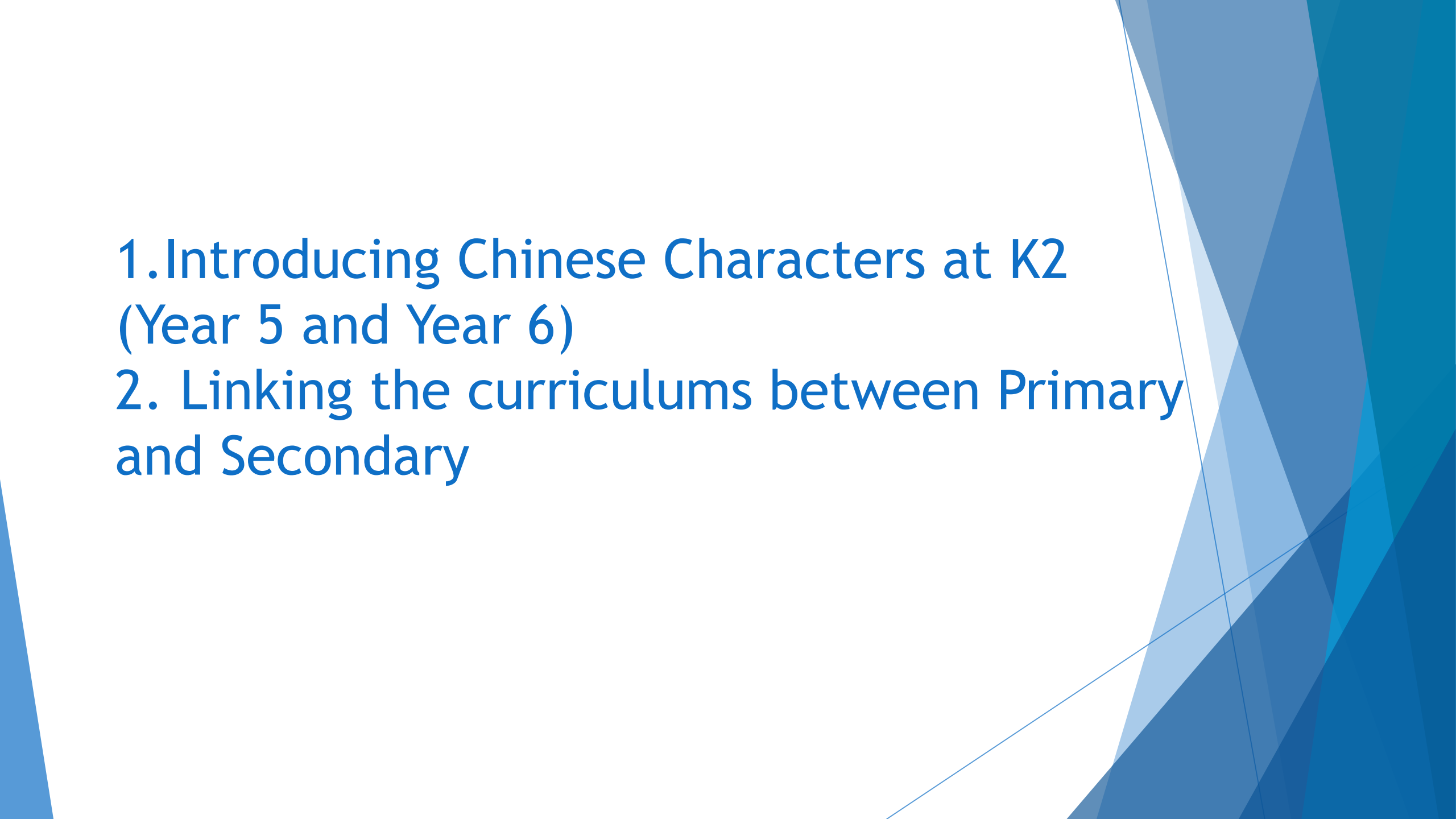


# Building the Link between Primary and Secondary Study



Cindy Rutherford  
New Hall School  
23/6/2017

Teacher of Chinese, New Hall School  
St. Edmund's College  
Edexcel Examiner  
Teacher, Harlow Chinese School  
Community Saturday School

- 
1. Introducing Chinese Characters at K2  
(Year 5 and Year 6)
  2. Linking the curriculums between Primary  
and Secondary

# Introducing Chinese Characters at K2



# Children's development stages

## - Piaget's theory

COGNITIVE DEVELOPMENT STAGES		
<u>Stage</u>	<u>Age</u>	<u>Description</u>
Sensorimotor	0-2	Reflex base Coordinate reflexes
Preoperational	2-6 or 7	Self-oriented Egocentric
Concrete Operational	6 or 7- 11 or 12	More than 1 view point No abstract problems Consider some outcomes
Formal Operational	11 or 12 up	Think abstractly Reason theoretically Not all people reach this stage

# Piaget's continued

## PIAGET THEORY OF COGNITIVE DEVELOPMENT CHART

Stages	Age Range	Description
Sensorimotor	From birth to 2 years	<ul style="list-style-type: none"><li>- Identifies object performance, the object still exists when out of sight</li><li>- Recognition of ability to control object and acts intentionally</li></ul>
Preoperational	2 to 7 years	<ul style="list-style-type: none"><li>- Begins to use language</li><li>- Egocentric thinking difficulty seeing things from other viewpoints</li><li>- Classified objects by single feature i.e. color</li></ul>
Concrete Operational	7 to 11 years	<ul style="list-style-type: none"><li>- Logical thinking</li><li>- Recognizes conservation of numbers, mass and weight</li><li>- Classifies objects by several features and can place them in order</li></ul>
Formal Operational	11 years and onward	<ul style="list-style-type: none"><li>- Logical thinking about abstract propositions</li><li>- Concerned with the hypothetical and the future</li><li>- Create hypotheses and test</li></ul>

## When do we introduce characters?

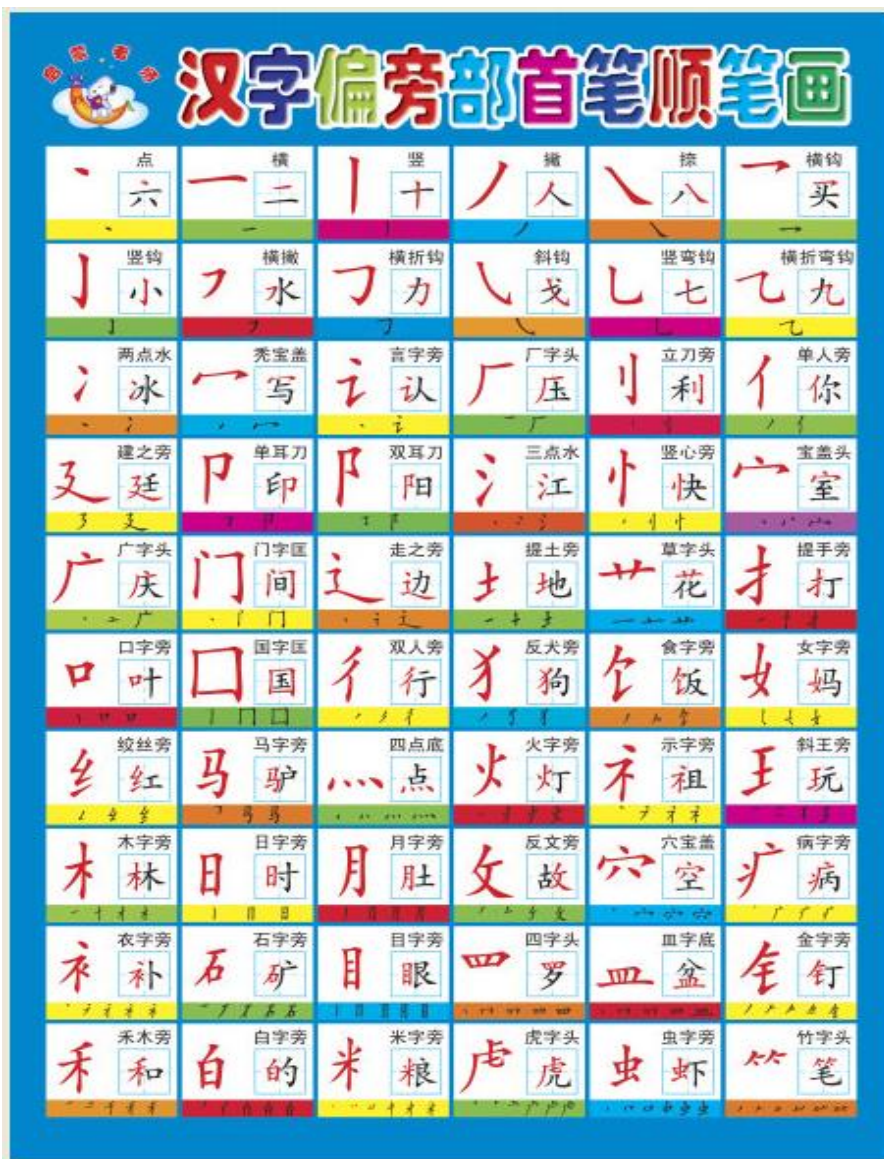
- At K2, Y3 and Y4 focus on phonological development, i.e numbers, colours, countries, body parts, etc.
- Introducing characters in Y5 and Y6

## How do we introduce characters?

- Radicals first
- Differentiate Reading (recognise characters) and Writing clearly
- Quality and quantity. How many and which ones?
- Teaching methodology
- How to reinforce attainment



# Radicals first, which radical?



# Or this?

## Radicals

As you know, radicals may give you a clue to the meaning of a character below gives you the meaning of some common radicals.

口	mouth	吃
女	female	妈
豸	animal	猫
目	eye	看
扌	hand	打
氵	(three drops of) water	汁
讠	speech	说
口	an enclosed area	国
饣	meal	饭
火	fire	炒
艹	grass/plant	茶
石	stone	碗
舌	tongue	甜
车	vehicle (with wheels)	辆
日	sun, day	晴
忄	(vertical) heart	忙
亻	person	你
力	strength	男
土	earth	场
子	child	孩
辶	running	过
木	wood	树

# One difficult radical

巴 - 八 bā

爸 - family

吧 - auxiliary word in sentences, 吗

把 - measure word, 一把椅子,

Andrew把书打开

?

# Using technology

## 36 Chinese Characters

[https://www.youtube.com/watch?v=\\_JmGW--Xy3M](https://www.youtube.com/watch?v=_JmGW--Xy3M)

Without English subtitle

<https://www.youtube.com/watch?v=Sv-cBKa5S6g>

With English subtitle

木 林 森 草 花 竹

水 火 日 月 云 雨

门 伞 刀 石 山 舟

女 夫 子 舍 田 叟

弓 鱼 鸟 羊 马 象

虎 鹿 龟 豕 犬 燕

宀 + 豕 = 家      田 + 力 = 男

# Using technology continued

<http://howdoilearnchinese.com/>

Matching themes, sound and games!

# Your turn!

Design your lesson link radical, character and theme.

1. 口
2. 女
3. 日
4. 人

## Please remember

- Radicals first
- Differentiate Reading (recognise characters) and Writing clearly
- Quality and quantity. How many and which ones?
- Teaching methodology
- How to reinforce attainment

# Compare Primary and Secondary

	Primary	Secondary
Phonetic	vowels, four tones two or three syllabus	reinforce more syllabus
Theme	Body parts, Family Numbers, Colours time Countries Activities Food and Drink	Me and Family School timetable, uniform Travel Hobbies Food and Drink

KEY WORDS. PHRASES.



# From Lynne Cameron “Teaching Languages to young learners” 2001

- they made the children interested in the task;
- they simplified the task, often by breaking it down into smaller steps;
- they kept the child on track towards completing the task by reminding the child of what the goal was;
- they pointed out what was important to do or showed the child other ways of doing parts of the tasks;
- they controlled the child's frustration during the task;
- they demonstrated an idealised version of the task.



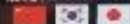
中华文化社  
YEAR7-13

# ASIA CLUB

Location  
ML2 Priory Court

Time  
Monday 2nd Lunch Time

Contact  
Mrs Matherfold



Q & A

# We believe

“We are what we repeatedly do.

Excellence, then, is not an act, but a habit”

Aristotle