

## Thai Language Policy

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**Subject weighting; EYFS – 3 hours per week. KS1 and KS2 5 hours per week.**

### Introduction:

Considering The BECC's core values, we aim for excellence in Thai Language achievement throughout the school though we are realistic that children will receive vastly different experiences with the language throughout their time with the school. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written Thai Language within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. The school follows Thailand's National Curriculum and adapts the content for the nature of our students and environment.

The BECC is unique in the fact that a non-Thai speaker may join the school in any year group normally with an aim of acquiring the English language but will also study Thai Language for the same amount of time. Thai Language can be a fun, rewarding lesson and The BECC aims that all Thai Teachers' deliver lessons in the same format with the same structure as core and non-core subjects. This policy outlines children that attend the school from Nursery Class until Year 6. Where children do not suit this policy, teachers will differentiate accordingly.

Pupils at The BECC will leave Year 6 (having attended all year groups):

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self- monitoring and correcting their own errors;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

## **Statutory Requirements**

In the Foundation Stage (Nursery, Early Years and Reception) children are given opportunities to:

- speak and listen and represent ideas in their Thai activities;
- use communication, language and literacy at times in their play to communicate with others; become immersed in an environment rich in print and offers opportunities to communicate.

During Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

Throughout Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

## **Approaches to Reading**

The school teaches all the Thai letters and sounds through phonics. The children learn the letter combinations and how they fit together sequentially as the Thai National Curriculum.

## **Approaches to Writing**

Writing focusses on both the content the children write and how the letters are formed (handwriting). There is a specific method for teaching the Thai letters including reinforcing how they are formed.

As a school, we aim to develop the children's ability to produce well structured, detailed writing that is clear and engages the reader. A variety of genres is offered and as the children progress, will become proficient in writing for specific genres and audiences.

The curriculum is set by the National Curriculum of Thailand and expectations are communicated by the Lead Thai Teacher.

Teachers model writing strategies and spelling strategies in shared writing sessions.

## **Rationale:**

At The BECC we believe that Thai Language is an essential element of communication, individually and nationally and even more so owing to the location of the school.

Thai language encompasses elements of all of the students' lives and each day the children will use these lessons skills in real life situations.

**Purpose:**

It is our intention that students are empowered from their current level of attainment to progress at a reasonable rate within all areas of Thai Language.

**Provision:**

Pupils are provided with a variety of opportunities to develop and extend their Thai Language skills throughout school life. Opportunities in all subject areas arise and are utilised to support the learning of the students although the provision may be in English, the content relevant to Thailand.

The teaching of Thai Language at The BECC provides opportunities for:

- group work
- paired work
- whole class teaching
- individual work

**Approach:**

Individuals learn in different ways; therefore, provision is made for a flexible and varied delivery of the Thai Language curriculum. At the early years stage, the emphasis is on learning through play and child initiated activities. Each child will experience a teacher led introduction to lessons followed by group work and a plenary session. Where children are organised into ability groups, these are flexible and movement between groups occurs when necessary with many of the activities occurring in free flow play.

**Continuity and progression:**

Planning for continuity and progression is achieved throughout the school by:

- ◆ using a standardised resource to deliver the Thai Language lessons to the students.

Classes must use the targets set in the National Curriculum of Thailand as the basis for their teaching.

- ◆ whole staff agreement of Thai Language policy
- ◆ agreed marking policy throughout the school

- ◆ reports and records sent to next school of leaving pupils
- ◆ reports and records received from previous school of new pupils.

### **Monitoring:**

- ◆ Children's knowledge and understanding is continually monitored by examining their written work and through discussing and questioning orally.

### **Differentiation:**

All children have needs that are individual, special and ever changing. All our classes are composed of children who have a range of ability. In our planning, it is important that we include structured activities to ensure success for all children. The objectives of a lesson reflect the needs of the learners, and differentiation is introduced by either task or outcome.

### **Assessment:**

Assessment is at the heart of the process of promoting children's learning. The informal assessment of a child's or group's work is necessary in deciding what the next learning experience should be. This can be ascertained by: observation of the child's work, discussion with the children, children's written and practical work.

In EYFS this will be by observations of child's understanding through class activities.

This can be used in a variety of ways for:

- deciding if planned work is appropriate to the child's current needs before beginning monitoring their progress whilst the child is engaged in the work
- assessing when the child is ready to move on.

Informal assessments are recorded for the class teacher's own benefit or to be used in ensuring continuity and progression of children's learning in future classes.

### **Role of Thai teacher**

- to ensure progression in the acquisition of Thai Language skills with due regard to the Early Years Foundation Stage curriculum and the National Curriculum for English.
- to develop and update skills, knowledge and understanding of English.
- to identify professional development needs in Thai Language and take advantage of training opportunities.
- to keep appropriate on-going records.
- to plan effectively for Thai Language, (using peers for support), using the format provided by the school.
- to inform parents of pupils' progress, achievements and attainment.

## **Parental involvement**

At The BECC we encourage parents to be involved by:

- inviting them into school in term 1 and 3 to discuss the progress of their child
- circulating information via newsletters when significant

## **Resources**

The BECC has numerous resources for teaching Thai Language to EYFS, KS1 and KS2. Any supplementary resources required should be communicated to the school office and will be sourced as and when the budget allows. The BECC is well resourced to provide Thai Language for KS1 and KS2 for all children. Twinkl has adaptable templates that can be used to support the subject.