**Implementation: How do we do it at Rodbourne Cheney?**

At Rodbourne Cheney we want to ensure that our pupils develop the skills and confidence to consider themselves as ‘World Citizens’ who belong in a multicultural, mutually respectful world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference. We are committed to developing strong, lifelong linguistic skills and to encourage pupils to become curious and interested in the world.  We want our pupils to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. To begin their language learning, we use some incidental French within the classroom in Key Stage 1 to ignite their curiosity, expose children to Language learning and make sure they have a positive start to Language learning in Year 3. From Year 3 to Year 6 we teach French weekly. We believe this will give the children a fantastic base to start their KS3 and Secondary School Language career on if they are positive and enthusiastic about language learning in KS2.

**Languages Policy in a Nutshell**

****

**Impact: What are the outcomes and strengths?**

As a result of clearly sequenced lessons using the scheme, pupils will be able to speak confidently about their learning in Languages. This was evident in a pupil voice that was carried out in 2022-2023 academic year. Staff became more confident in their language teaching last year after we employed a Secondary Languages teacher from Wroughton to support in the teaching and learning of languages. Staff were able to improve their French knowledge which they can use in their French teaching this year.

Key areas for development

* To implement an assessment framework to ensure all children are reaching their full potential in Languages.
* As a result of clearly sequenced and planned lessons, children will have evidence of quality language learning in their books. This will take the form of pictures with annotations, WOW moments, written activities.

**Intent: What do we want children to learn?**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

* 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.