**Languges at Rodbourne Cheney Primary School**



*‘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.’*

(National Curriculum 2014, Appendix A)

**At Rodbourne Cheney Primary we propose to:**

* Give pupil opportunities to understand and respond to spoken and written language from a variety of authentic sources
* Allow pupils to 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
* Ensure pupils have opportunities to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* Enable pupils to discover and develop an appreciation of a range of writing in the language studied.

**Intent**

At Rodbourne Cheney Primary School we aim to give the children in our care as wide a range of opportunities and experience as possible. We acknowledge the influence that Europe has on our lives and as the UK is becoming an increasingly multi-cultural society, we have a duty to provide our children with an understanding of other cultures and languages.

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.

We believe that learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attributes to language learning throughout life. The skills, knowledge and understanding gained make a major contribution to the oracy and literacy and their understanding of their own culture and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this critical area as well as giving them a new perspective on their own language.

It is widely believed that the early acquisition of a foreign language facilitiates the learning of other foreign languages later in life. At Rodbourne Cheney Primary School, we believe that the earlier a child is exposed to a foreign language the faster the language in question is acquired. Therefore, we use incidental language learning in Key Stage 1 as well as weekly language lessons in Key Stage 2.

**Implementation**

We teach a foreign language to children from Year 3 to Year 6. These classes benefit from a Languages teacher from a Secondary school. Class teachers also complete a Language lesson the week this teacher is not in school. The Secondary teacher’s role is to deliver lessons, introduce new vocabulary and to work as a good role model for pronunciation and intonation. Class teachers are present to support, reinforce and receive CPD on the aims and objectives of modern foreign languages teaching and assessment.

Teachers use a variety of the following techniques to encourage children to have an active

engagement with Languages:

• Games – in order to develop vocabulary through repetition, reading, writing, speaking and

listening skills.

• Role-play – these should relate to the situations the children may find themselves in the

future.

• Action songs and rhymes – to develop phonetic skills, memory skills and to further

vocabulary.

• Puppets and toys – to be used to develop communication skills.

• Mime - to associate vocabulary with kinesthetic learning.

• Reading and writing quality materials

• ICT programs and websites; the use of ICT to develop communication skills

• We also benefit from our native Spanish teacher in KS2 classrooms, in order to expose the

children to more than one voice in the foreign language.

• We make the lessons as entertaining and enjoyable as possible, as we realise that this

approach serves to develop a positive attitude in the children to the learning of modern

foreign languages.

• We build children’s confidence through constant praise for any contribution they make in

the foreign language, however tentative.

**KS1**

Although the language curriculum is non-statutory in KS1, we use incidental French in these year groups to introduce and expose these children to language learning and make sure they

have a positive start to language learning ready for Year 3. Children are introduced to Modern Foreign Languages through the use of classroom routines (register), songs, games and ICT.

**Impact**

We measure the impact of our curriculum through the following methods:

* Observing children speaking and listening in another language.
* Marking of written work.
* Images and videos of children completing speaking and listening activities.
* Interviewing the pupils about their learning (pupil voice).
* Learning walks.
* Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children’s learning, through work scrutiny, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.