

# **Castlefields Primary School Languages**

## **Statement**

### **Intent**

The 2014 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

At Castlefields Primary school, we have chosen to study French and we aim to provide an appropriate balance of spoken and written language teaching, thus enabling children to have the opportunity to develop the necessary skills to access further foreign language teaching at key stage three and beyond. Through language learning, we hope that pupils will develop

their understanding of other cultures and literature, as well as communicating for practical purposes.

## **Implementation**

The Languagenut scheme of work, comprising of 12 units, is now used to plan and deliver language lessons. Staff can access the materials online, and the units are also available as paper copies.

Pupils have opportunities for home learning on the Languagenut website, as each pupil in key stage two has an individual login. Staff can monitor which pupils access the website at home and can view their progress.

## **Impact**

This well-structured and balanced curriculum gives children the opportunity to build on their previous learning and they can experience success and enjoyment in their language learning. Children are motivated to become confident at understanding and communicating in French, both spoken and written.

The impact of the languages curriculum is monitored by pupil interviews or questionnaires which allow us to appreciate children's attitudes to learning French and their abilities to communicate in French. Books and other forms of evidence such as posters, audio/video

recordings are monitored by the subject leader to identify coverage and progress in all aspects of the languages curriculum.