

# Foreign Languages policy MELBOURNE JUNIOR SCHOOL

March 2025



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## **Policy Statement**

This document is a statement of the aims, principles and strategies for the teaching and learning of French at Melbourne Junior School.

### **Introduction**

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Melbourne Junior School has adopted a whole school approach to the teaching of French to all KS2 pupils.

### **Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities at the end of Key Stage 2.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

### **Teaching and Learning Overview**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

## **Organisation & Delivery**

French is taught in a whole class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has timetabled lessons across the academic year.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons may include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or children can complete work more independently

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2, although this is reviewed annually as units are updated and added to the scheme:

Year 3	Year 4	Year 5	Year 6
I'm Learning French	Presenting Myself	Do You Have A Pet?	At School
I Am Able	Family	The Date	The Weekend
Fruit	In the Classroom	Clothes	Me in the World

Additional Phonetics and Core Vocabulary lessons cover: Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations. Discrete Grammar units are available to practise or revise core skills if necessary.

### **Resources**

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

### **Evidence of Teaching & Learning and Transition at End of Key Stage**

Written work completed by the children is kept in their books which then become a portfolio of their learning.