

Woodbridge Junior School



Language Learning Policy

Curriculum Intent

The 2013 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

We believe that high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Woodbridge Junior School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 also lays the foundations for further foreign language teaching at KS3.

We aim to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

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.

Curriculum Implementation

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.

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 French grammar, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the French 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 to stimulate interest and help children to remember more

At Woodbridge, children are introduced to French in KS2 and receive a weekly lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are like, English. Children learn French throughout Key Stage 2, which is timetabled for a 30-minute session per week.

The class teacher delivers the language in the class in Years 3, 5 and 6 and incorporates French where possible in daily routines.

Woodbridge Junior School



At Woodbridge, 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 and DNA staff.

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

French can also be revisited in short sessions throughout the week, for example in Morning Work or when answering the register, to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets and activities at three different levels of challenge are used throughout each teaching unit and can be used in class or sent home to be completed as a homework exercise

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

- To listen attentively to spoken language and respond, joining in with songs, rhymes and games;
- To listen attentively to spoken language and show understanding by joining in and responding;
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- To speak in sentences, using familiar vocabulary, phrases and basic language structures such as describing people, places things and actions orally and in writing;
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

- To read carefully and show understanding of words, phrases and simple writing;
- To link with previous learning in other subjects eg History (Vikings, Romans) and Science (habitats, animals).
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary;
- To understand basic grammar including feminine and masculine forms; 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;
- To develop an awareness of other countries and their people thus increasing an awareness of other cultures;
- To develop a positive attitude towards the learning of foreign languages in general,
- To strengthen pupils' sense of identify through learning about culture in a foreign country and comparing it to their own culture;
- To develop pupils' experience of language acquisition, including enjoyment and interest in the language;

Woodbridge Junior School



- To extend pupils' knowledge of how language works and explore differences between French and English;
- Children work on the skills of: spelling, translation, sentence orders, listening and repeating and constructing their own independent sentences with support and scaffolding.

Below is an outline of the units we will cover throughout KS2:

	Year 3	Year 4	Year 5	Year 6
Autumn Term	Core Vocabulary & Phonetics *	Presenting Myself	Verbs & Grammar	At School
	I'm Learning French	Family	Habitats (intermediate version)	Habitats (Progressive version)
Spring Term	Animals	The Classroom	Do you have a Pet?	The Weekend
	Musical Instruments	The Romans	What is the date?	Healthy Lifestyles
Summer Term	Little Red Riding Hood	At the Cafe	The Planets	The Weather
	Ancient Britain	Goldilocks	Clothes	The Vikings

* Core Vocabulary lessons cover; Classroom Commands; Colours; Days of The Week; Maths Calculations; Months of The Year; Numbers 1 – 100; Maths Calculations.

The language skills covered in each unit taught at Woodbridge can be seen in the document below:



Language_Skills_Grid_For_Language_Angels

Coverage of the National Curriculum in each unit taught is detailed in this document:



DfE_PoS_Attainment_Targets_Unit_Mapping

The progression of skills taught across the four years at Woodbridge, can be seen in the table below.

Skills Progression Grid

	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Curriculum Enrichment

Languages Day is celebrated in whole school assembly and links are made to British and Woodbridge Values as well as to future study and career opportunities.

In Languages Week, Parents who speak another language are invited into school to talk to children about their language and teach children some basic phrases and vocabulary.

A Language of the Month board celebrates a different language that is spoken by children at Woodbridge each month. The language is introduced by children who speak it in assembly and basic greetings and simple vocabulary are taught and used in classes.

Impact

The children are assessed by the teacher to monitor the progress that they are making in the language. This is done informally during the lessons to inform future planning. We assess:

- listening
- speaking
- talking to somebody
- reading
- writing
- intercultural understanding

At the end of each unit, children's learning is assessed through activities built into lesson 6. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Assessment of Pupil Learning & Progression

Teachers will assess children's work in French by making informal judgements during lessons. For example, by asking children to translate a piece of vocabulary or a phrase onto their whiteboards and then hold up for the teacher to see. On completion of a piece of written work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are encouraged to make judgements about how they can improve their own work.

At the end of a unit of work, class teachers make a summary judgement about the work of each pupil in relation to the National Curriculum expectations and the milestones outlined in the medium-term planning. They may use the end of unit assessment provided within Language Angels to do this. The teacher records the attainment grades on a class pro-forma. We use these grades as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year.

The Role of the Subject Leader

It is the responsibility of the Subject Leader to monitor the standards of children's work and the effectiveness of the language teaching provided throughout the school via regular observations and with feedback given to teachers delivering French lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils.

The Subject Leader coordinates the planning of the foreign languages curriculum. In addition, the Subject Leader supports colleagues in their teaching, keeping informed about current developments in foreign language teaching and providing a strategic lead and direction for the subject. The Subject Leader monitors the budget and organises availability of appropriate resources.

The Subject Leader will encourage cross-curricular links be made where appropriate to enhance children's learning, cultural capital and understanding.

Woodbridge Junior School



The subject lead works with the designated link governor to keep governors informed about the planning, implementation and assessment of French as the Language taught at Woodbridge Junior School.

Policy Review date July 2026