

French Policy



Purpose of study:

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.

Aims:

In our school we teach a foreign language to all children as part of the normal school curriculum. We aim 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 and discover and develop an appreciation of a range of writing in French.

Content:

The focus of study in French will be on practical communication. Pupils are taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a traditional and/or online dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

- understand basic grammar, 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.

Teaching and Learning:

French is taught to all children in Key Stage 2 for one hour a week. The content is taught through a topic approach on a two-year cycle encompassing all skill areas: listening, speaking, reading and writing.

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised to meet with current curriculum standards. Alongside the planning provided, the network and subject teacher also enrich this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work (both traditional and online), and many more creative ways to extend, embed and combine language skills.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs. We also use links to the internet to demonstrate the foreign language featuring only native speakers, in order to expose the children to more than one voice in the foreign language. We frequently use mime and images to accompany new vocabulary as this serves to demonstrate the foreign language without the need for translation.

We initially emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

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.

Adaption/SEND:

We teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and adaptative teaching - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to the modern foreign language.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

Disadvantaged:

The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit 'assessment' or 'Puzzle It Out' at the end of each block of learning where all 4 skill areas are tested (listening, speaking, reading and writing). The teacher will make best fit judgements when deciding whether a pupil is towards, at, or above the expected standard.

Assessment also takes place informally through observation, questioning, discussions and marking children's work. Pupils also complete self-assessments clouds throughout, and at the end of each unit which are held in their folders.

Subject Co-ordinator: Alice Mephram

Monitoring Governor: Kate Allison

Evaluation, Monitoring and Review:

This policy is a working document and updated every two years. This policy was reviewed in the summer 2026 and is due for another review in the summer term 2028.