



Modern Foreign Languages (French) Policy

2026–2027

Rationale

Learning a foreign language provides an opening to other cultures and helps pupils develop curiosity, confidence and a broader understanding of the world. At SS John and Monica Catholic Primary School, French is taught throughout Key Stage 2. Our curriculum is designed to enable pupils to communicate for practical purposes, understand and respond to spoken and written French, and build secure foundations for further language learning at Key Stage 3.

The school's approach reflects the statutory National Curriculum for languages in England. Languages are statutory at Key Stage 2 and teaching should enable pupils to make substantial progress in one language through an appropriate balance of spoken and written language.

Aims

Our French curriculum aims to ensure that pupils:

- understand and respond to spoken and written French from a range of appropriate sources;
- speak with increasing confidence, fluency and spontaneity, asking and answering questions and improving pronunciation and intonation;
- read and show understanding of words, phrases and simple texts;
- write phrases and sentences for different purposes, using vocabulary and grammatical structures they have learned;
- develop secure knowledge of the key building blocks of language: phonics, vocabulary and grammar;
- develop an appreciation of French language, culture, stories, songs, poems and traditions;
- build confidence, enjoyment and positive attitudes towards learning languages; and
- develop foundations that support successful transition to language learning at Key Stage 3.

Curriculum Organisation

French is the foreign language taught at SS John and Monica Catholic Primary School in Years 3 to 6. The curriculum is based on the statutory Key Stage 2 Languages Programme of Study and is supported by Kapow Primary resources, adapted to meet the needs and context of our pupils.

The curriculum is planned progressively so that pupils revisit and build on prior learning. Teaching develops the interconnected knowledge of phonics, vocabulary and grammar alongside listening, speaking, reading and writing. Cultural understanding is woven through the curriculum rather than taught as a separate strand.

The National Curriculum requires pupils to be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore patterns and sounds through songs and rhymes and link spelling, sound and meaning;
- engage in conversations, ask and answer questions, express opinions and seek clarification or help;

- speak in sentences using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation;
- present ideas and information orally;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in French;
- broaden vocabulary and use dictionaries appropriately;
- write phrases from memory and adapt them to create new sentences;
- describe people, places, things and actions orally and in writing; and
- understand and apply basic grammar, including relevant gender, high-frequency verbs, sentence structures and similarities and differences between French and English.

Teaching and Learning

Teaching is active, inclusive and carefully sequenced. Teachers model accurate French and provide frequent opportunities for pupils to hear, rehearse, retrieve and use previously learned language. Lessons may include songs, rhymes, games, role play, paired conversation, short texts, stories, visual prompts and digital resources.

Particular attention is given to:

- Phonics – developing awareness of French sound–spelling relationships so pupils can listen, pronounce and read with increasing accuracy;
- Vocabulary – explicitly teaching and revisiting useful, high-frequency vocabulary so that it is retained and can be used across different contexts;
- Grammar – teaching age-appropriate grammatical structures explicitly and giving pupils opportunities to apply them in speaking and writing;
- Retrieval and practice – regularly revisiting prior learning so that knowledge becomes secure in long-term memory; and
- Communication – moving from supported practice towards increasing independence in speaking, reading and writing.

Speaking and Listening

Pupils encounter a range of carefully structured listening and speaking activities. They learn to understand familiar language, respond to questions and instructions, express simple opinions and communicate ideas with increasing confidence. Teachers model and reinforce accurate pronunciation and intonation.

Reading

Pupils read words, phrases, sentences and appropriately selected texts. They learn to use their knowledge of phonics, vocabulary and grammar to support comprehension and are introduced to stories, songs, poems and other age-appropriate authentic or adapted material.

Writing

Pupils progress from copying and adapting familiar words and phrases to writing phrases and sentences from memory. They learn to manipulate familiar vocabulary and grammatical structures to communicate their own ideas with increasing accuracy.

Inclusion and SEND

French is an entitlement for all pupils in Key Stage 2. We have high expectations for all pupils, including those with SEND and those with lower prior attainment. Teachers remove barriers through adaptive teaching rather than narrowing the ambition of the curriculum. Support may include additional modelling and rehearsal, visuals, gestures, word banks, reduced language load, structured sentence frames, pre-teaching and opportunities for overlearning and retrieval.

Where appropriate, pupils who grasp concepts rapidly are challenged to apply familiar language with greater independence, accuracy and flexibility.

Assessment

Assessment is used to identify what pupils know, remember and can do, and to inform future teaching. It is aligned with the taught curriculum rather than being treated as a separate activity. Teachers use questioning, listening and speaking activities, retrieval tasks, reading and written work to check understanding.

Assessment considers pupils' developing knowledge and application of phonics, vocabulary and grammar through the four language skills of listening, speaking, reading and writing. Teachers use formative assessment routinely and make appropriate summative judgements in line with the school's assessment arrangements.

Resources

Kapow Primary provides the principal scheme and supporting resources for French. These include teacher guidance, audio recordings, visuals and classroom materials which support consistent pronunciation and subject knowledge. Teachers may supplement these with carefully selected school and online resources where these strengthen the planned curriculum.

Monitoring and Subject Leadership

The MFL Subject Leader supports the quality and development of French across Key Stage 2 by:

- ensuring the curriculum remains aligned with statutory National Curriculum requirements;
- supporting staff subject knowledge and confidence;
- monitoring curriculum implementation, progression and pupils' work and outcomes;
- reviewing assessment information and pupil voice where appropriate;
- ensuring resources support the planned curriculum and are accessible to staff;
- identifying strengths and priorities for further development; and
- keeping up to date with relevant national guidance and developments in languages education.

Transition

The school aims to ensure that pupils leave Year 6 with secure foundations in French and positive attitudes towards language learning. Where opportunities exist, curriculum information is shared with receiving secondary schools to support continuity and progression into Key Stage 3.

Policy Review

This policy will be reviewed in line with the school's policy review cycle and sooner if there are significant changes to statutory guidance or the school's curriculum provision.

Updated: September 2026
Next review: September 2028