



Co-headteachers: Kerrie L Clowes MA BA (Hons) PGCE NPQH/ Emma E Doyle BA (Hons) PGCE NPQH
Deputy head: Sarah L Booker BA (Hons) QTS
Assistant head: Joel M Edwards MA BA(Hons) QTS

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French Policy

February '26

Review date: February '27



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Our pledge is for every member of our school family to ‘gain a heart of wisdom’ every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

‘Gain a heart of wisdom’ Psalm 90 v 12

Amaze. Achieve. Aspire

In Modern Foreign Languages (French), we help children ‘gain a heart of wisdom’ by opening their minds to new cultures, perspectives and ways of communicating, fostering empathy, curiosity and global awareness. Through our MFL curriculum, pupils Amaze with their growing vocabulary, pronunciation and understanding of grammatical structures, developing a zest for learning that celebrates diversity and connection. As they Achieve confidence in speaking, listening, reading and writing in French, they thrive in an inclusive, joyful environment rooted in Christian values. We Aspire for every child to use their linguistic wisdom to build bridges across cultures, deepen their appreciation of others, and take flight on a journey of endless possibilities, equipped with the insight, kindness and courage to engage with the wider world.



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1. Statutory Framework

1.1 National Curriculum Requirement

French is the **statutory foreign language** taught at Key Stage 2 at Harworth Church of England Academy. This policy complies with the **National Curriculum in England: Languages - Key Stage 2 Programme of Study (2013)**, which all maintained primary schools must follow.

1.2 Curriculum Entitlement

All pupils in KS2 receive regular, substantial French teaching that covers the full statutory Programme of Study, including:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Cultural understanding

1.3 Inclusion (Statutory National Curriculum Inclusion Statement)

Teaching in French follows the statutory Inclusion Statement by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming barriers to learning and assessment

This applies to pupils with SEND, disabilities, EAL, and those with particular gifts or talents.

1.4 Curriculum Publication



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In line with statutory School Information Regulations, an overview of the French curriculum is published on the school website.

2. Overview

Learning a foreign language provides valuable educational, social and cultural experiences. Pupils develop communication and literacy skills, deepen their understanding of how language works, and gain insight into other cultures. As stated in the original policy, "Learning another language raises awareness of the multilingual and multicultural world."

French is taught informally in EYFS and KS1 to build early listening and vocabulary skills, with statutory teaching beginning in KS2.

3. Aims and Objectives

3.1 Aims

The aims of learning French in primary school are to:

- Foster interest and enjoyment in language learning
- Encourage curiosity about how languages work
- Develop cultural awareness
- Build confidence in speaking and listening
- Lay strong foundations for future language study

3.2 Objectives

Pupils will be taught to:

- Ask and answer questions
- Use correct pronunciation and grammar
- Memorise and recall vocabulary
- Interpret meaning from spoken and written French



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- Work collaboratively in pairs and groups
- Gain understanding of life in another culture

4. Teaching and Learning

4.1 Approach

A variety of techniques are used to engage pupils, including:

- Games
- Role play
- Songs and rhymes
- Miming and actions
- Multi-sensory activities

This reflects the original statement: “Most new vocabulary will be mimed, as this serves to demonstrate French without the need for translation.”

4.2 Curriculum Time

French is taught **regularly throughout KS2** to ensure pupils receive sufficient curriculum time to meet statutory expectations for substantial language learning.

4.3 Early Years and Key Stage 1

Although languages are not statutory before KS2, pupils in EYFS and KS1 are introduced informally to:

- Basic vocabulary
- Listening skills
- Awareness of other cultures

5. Curriculum Planning



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5.1 Coverage

Planning ensures full coverage of the statutory Programme of Study, including:

- Vocabulary development
- Grammar
- Pronunciation
- Cultural knowledge

5.2 Progression

The curriculum is sequenced to ensure clear progression in:

- Vocabulary breadth
- Grammatical understanding
- Sentence construction
- Fluency and confidence

5.3 Planning Structure

- **Medium-term plans** outline units of work each term.
- **Short-term plans** detail learning intentions and outcomes.

5.4 Schemes of Learning

- KS2 teachers follow the **Kapow Primary French** scheme.
- KS1 uses adapted materials from the Sunderland scheme.

5.5 Transition to KS3

Information about pupils' progress in French is shared with receiving secondary schools to support continuity of language learning.

6. Inclusion



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6.1 Meeting Diverse Needs

All pupils have access to the full French curriculum. Adaptations may include:

- Differentiated tasks
- Visual supports
- Additional modelling
- Adjusted expectations for pupils with SEND

6.2 Support Plans

Where appropriate, French-related targets may be included in a pupil's Support Plan.

7. Assessment

7.1 Approach

Assessment is ongoing and informal, based on:

- Oral responses
- Participation in conversations
- Reading and writing tasks
- Teacher observation

7.2 Use of Assessment

Assessment is used to:

- Inform planning
- Identify pupils needing additional support
- Monitor progress across KS2

7.3 Evidence



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The French Coordinator maintains a portfolio of work demonstrating expected standards across year groups.

8. Resources

The school uses:

- Kapow Primary French resources
- Supplementary materials to support vocabulary, pronunciation and cultural understanding

All resources comply with statutory curriculum requirements.

9. Leadership, Monitoring and Review

9.1 Subject Leadership

The French Coordinator:

- Oversees curriculum planning and coverage
- Supports staff with subject knowledge and resources
- Monitors teaching and learning through discussion, planning review and lesson observation
- Provides an annual report to the Headteacher

9.2 Review Cycle

This policy is reviewed annually or sooner if statutory requirements change.

Signed: Tia Shelley **Date:** 09.03.26