



Co-headteachers: Kerrie L Clowes MA BA (Hons) PGCE NPQH/ Emma E Doyle BA (Hons) PGCE NPQH

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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. Overview

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. As part of our school curriculum, learning French is a requirement for pupils within KS2. At Harworth Church of England Academy we have taught French informally for several years in Key Stage 2 and it is now taught verbally throughout KS1, with the foundations for language learning beginning in the Early Years where children develop essential communication, listening and vocabulary skills, as well as an early awareness of other people, cultures and languages that prepare them for future French learning.

1.2 Aims and objectives

1.21 The aims and objectives of learning a foreign language in primary school are to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun
- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills
- lay the foundations for future study
- extend language teaching beyond mother tongue learning

1.22 The children will be taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups and communicate in French
- gain some understanding of life in another culture

2. Teaching and learning styles



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2.1 A variety of techniques will be used to encourage the pupils to have an active engagement with French, including games, miming, role play and action songs. Most new vocabulary will be mimed, as this serves to demonstrate French without the need for translation.

2.2 Listening, responding, speaking, reading and writing skills are emphasised throughout the learning of French. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Lessons will be as enjoyable as possible so that the pupils develop a positive attitude to the learning of French. The pupils' confidence will be built through praise for any contribution they make, however tentative.

3. Curriculum Planning

3.1 The National Curriculum

The National Curriculum states the following must be taught for languages:

- 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 dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly



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- describe people, places, things and actions orally* and in writing.
- 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.

3.2 In KS2 planning is completed by the individual teacher using the Kapow Scheme (Y3, Y4, Y5, Y6)

3.3 Key Stage 1 planning is taken from the Sunderland scheme as tailored accordingly.

3.4 All Key Stage 2 teachers follow the Kapow Scheme. This is in line with the National Curriculum.

3.5 We carry out the curriculum planning in French in two phases (medium-term and short-term).

3.6 The medium-term plans, which come from either of the resources used, give details of each unit of work for each term. The co-ordinator is responsible for keeping and reviewing these plans to ensure progress is happening throughout KS2.

3.7 The class teacher writes the half termly lesson plans, which list the specific learning intentions and expected outcomes for each lesson or uses the plan which is provided in the resources and adjusts according to their class. The class teacher is responsible for keeping these individual plans and the class teacher and the co-ordinator often discuss them on an informal basis.

4. French and Inclusion

4.1 At our school, we teach French to all pupils, whatever their ability and individual needs. French forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our French teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all the reasonable steps to achieve this.

4.2 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 differentiation, so that we can take some additional or different action to enable the child to learn more effectively.

4.3 Intervention through a Support Plan (SP) for children with special education needs. The SP may include, as appropriate, specific targets relating to French.

4.4 We enable pupils to have access to the full range of activities involved in learning French.

5. Assessment



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5.1 Informal assessment of progress will be made by the class teacher during lessons through questioning and oral feedback. The Subject Co-ordinator monitors the effectiveness of the procedures through lesson observations and informal discussions with class teachers.

5.2 The French Co-ordinator keeps samples of children's work in a portfolio which is used to demonstrate the expected level of achievement in French for each age group in KS2.

6. Resources

6.1 Kapow Scheme - All resources are built into the website.

7. Monitoring and review

7.1 The co-ordination and planning of the French curriculum are the responsibility of the co-ordinator, who also:

- Supports colleagues in their teaching, by keeping them informed about developments in the delivering of languages and by providing a strategic lead and direction for this subject;
- Gives the Head Teacher an annual summary report in which an evaluation of the strengths and weaknesses in French and indicates further improvement;
- Uses specially allocated regular management time to review evidence of the pupils' work and to observe French lessons across the school.

7.2 This policy will be reviewed at least every two years.

Signed: Joel Edwards

Date: 08.07.24