



NORTH WINGFIELD PRIMARY & NURSERY ACADEMY™

French Policy

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Further Information and Guidance	

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. North Wingfield Primary and Nursery Academy has adopted a whole school approach to the teaching of French to all KS2 pupils, with an introduction and exposure to the language in Year 1 at a basic level and Year 2 beginning formal lessons from Spring 2.

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. Whilst developing intercultural understanding of the wider world.

Aims

Our aim at North Wingfield Primary and Nursery Academy is to develop the confidence and competence of each child in the foreign language they are learning. 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. Whilst supporting children through the KS2 to KS3 transition in their language learning and taking responsibility for this vital continuum.

Subject content

Key Stage 2

Teaching should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in Foreign Languages will be on practical communication.

Pupils should be 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 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 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.

Teaching and learning

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.

The National Curriculum for Foreign Languages aims 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
- Discover and develop an appreciation of a range of writing in the language studied.

Key Stage 1

Within KS1, we aim to allow for children to be exposed and introduced to the language in preparation for KS2. Year 1 children will cover basic greetings and incorporate this within the school day through registration and home time. Year 2 will also cover basic greetings informally throughout the school day, however, from Spring 2 they will begin using Language Angels alongside KS2, following weekly lessons which incorporate all the key skills. This will be evidenced in a big book.

Retrieval activities will be carried out across KS2, Year 3 & 4 will complete a retrieval activity in their intercultural understanding lessons (1 per term) to develop their working memory by recapping knowledge and skills from their previous units. Year 5 & 6 will carry out a retrieval activity each lesson.

Teaching Methods

1. Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
2. Presenting a language model for Oracy and literacy skills, through the use of word banks and knowledge organisers.
3. Practising and producing language individually, in pairs and in groups through the use of Kagan strategies.
4. Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT;
5. Relating aspects of the new language to children's existing knowledge;
6. Including physical movement within the lessons and the creation of actions to support memory.
7. Exploring the differences and similarities between the new language and any language they already know;
8. Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
9. Teaching of the phonics of French which will become more explicit as children progress through the Key Stage: Year 3 children will gradually have their attention drawn to individual sounds in words; Year 4 children will "collect" new sounds and letter-strings. Phonics teaching in Years 5 and 6 will build more formally on this foundation and enable the children to work out spelling patterns for themselves.
10. Teaching the use of bilingual dictionaries and other strategies for word recognition

11. Learning about France and French speaking countries and their traditions and festivals. Acknowledging that the French language is not limited to just France and exploring the diverse cultures within this.
12. We praise engagement in the language lessons, however tentative, to build self-esteem and confidence in the French language.
13. Utilising our partnership with a French school to support language learning and intercultural understanding.
14. Cross-curricular teaching of the sustainable development goals helps to give the intercultural understanding a relevant and purposeful context.

How we enable all children to succeed.

- Having a shared ethos that all children have access to French lessons.
- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all pupils complete all tasks).
- Mixed groups or grouping pupils according to ability in the room and setting different tasks for each group.
- Providing resources of different complexities, matched to the ability of the child.
- Using additional resources to support the work of individual children/groups of children.

Curriculum and planning

Children receive a minimum of 45 minutes Languages teaching each week. French is taught in a whole class setting by the class teacher from year 2- year 6. 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.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Each term will start with an intercultural understanding lesson and one lesson per term based on a sustainable development goal taught in a cross curricular way. These will be planned by the teacher, but resources are shared with staff made by the subject lead to use.

French lessons include:

- PowerPoints and interactive whiteboard materials.
- Interactive games (which pupils can be accessed at home to consolidate their learning)
- Differentiated desk-based consolidation activities.
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class).

Each lesson will focus on a combination of the 5 Key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS1 and KS2:

Term	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		ICU: where in the world can we speak French? Focus on one country in particular other than France I'm learning French (Early)	ICU: Influential French people Phonetics lesson 1 & 2 (Extra teaching) What time is it? -3 lessons (Extra teaching)	ICU: French speaking African countries Phonetics lesson 3 & 4 (core) Classroom commands – extend to 2 lessons (Extra teaching)	ICU: Togo and family traditions Clothes (intermediate)
Autumn 2		ICU: Christmas traditions 1 lesson- Days of the week 1 lesson- Months of the year 3 lessons- numbers (Extra teaching)	ICU: Christmas traditions from around the world. Instruments (Early)	ICU: Famous French artists My Family (Intermediate)	ICU: French imports and exports At the tearoom (Intermediate)
Spring 1		ICU: Traditional French playground games/rhymes Animals (Early)	ICU: French schools I am able (Early)	ICU: Animals in French speaking countries Do you have a pet? (Intermediate)	ICU: Preparing French food At school (Progressive)
Spring 2	Salutations (starting off)	ICU: Easter in France Fruits (Early)	ICU: French food Ice cream (Early)	ICU: Etymology, English words that originated from France in the classroom (Intermediate)	ICU: Plan a trip to a French speaking country The weekend (Progressive)
Summer 1	ICU: French breakfast Colours and numbers (starting off)	ICU: Famous French speaking sports stars Les formes (Early)	ICU: French monuments Presenting myself (intermediate)	ICU: French popular destinations What is the weather? (Intermediate)	ICU: French handwriting Cultural lessons 1-4 (Extra teaching)
Summer 2	ICU: Historical French music (Amel Bent & Claude Debussy) Dans la jungle (starting off)	ICU: Historical French music (Celine Dion & Édith Piaf) Les saisons (Early)	ICU: Historical French music (Stromae & Erik Satie) The date (Intermediate)	ICU: Historical French music (Daff Punk & Hector Berlioz) My home (Intermediate)	ICU: Historical French music (David Guetta & Camille Saint-Saëns) Taster of other languages from Tupton Hall transition.

Language enrichment opportunities we provide at North Wingfield Primary and Nursery Academy

- Bilingual texts
- Key stage 1 involvement
- Involvement with local secondary schools
- Celebrating key dates in the French calendar
- Language days
- External visitors

Special Educational Needs

We teach languages to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Evidence of teaching and learning and transition at the end of Key stage.

Both assessment trackers for the teachers and pupils will be passed on to each new teacher, including those at Secondary school. Evidence of work will be kept in group books and named to be able to track children's contributions, including photographs and pupil voice.

Assessment and recording

Two forms of assessment are available at the end of every term

1. At the beginning of each unit, the teacher will carry out a pre-assessment activity on the whole class based on the understanding of the key vocabulary for that unit. This same assessment will be completed at the end of the unit to see progress.
2. Class tracking for summative teacher assessment describing what you should expect a pupil to be able to do by the end of the stage. End of unit assessments are available with each unit on Language Angels, these are to be completed independently and the scores recorded on Language Angels website to use as assessment for areas and skills which need more attention.

Monitoring and review

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.