

# **John Blandy Primary School**



## **French Policy September 2025**

**Belong. Believe. Brilliant**

## Intent

As a member of John Blandy Primary, our pupils are part of our school and local community. Through the teaching of French in KS2, our pupils recognise how they **belong** to part of a wider global society. Through learning a new language they understand that they can learn to communicate with those speaking a different language and develop an understanding and respect for another culture.

Through learning a new language, our pupils will gain resilience, self-confidence and a sense of **self-belief** that they can communicate more widely with others and be understood.

It is in active engagement, that our pupils will demonstrate **brilliance** in learning a new language. Our pupils will be provided with opportunities to listen and speak French with confidence and enthusiasm. Over time, our pupils will excel from reading and writing key vocabulary, to reading and writing sentences by the end of Year 6.

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. In Modern Foreign Languages at John Blandy, we encourage children's curiosity and deepen their understanding of the world. Our teaching of French enables our KS2 pupils to express their ideas and thoughts and to understand and respond to its speakers, both in speech and in writing. Children experience French through fun lessons which incorporate songs, games and conversation to help develop their early skills as linguists. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our vision statement of '**Belong. Believe. Brilliant.**' through our learning across the curriculum, striving to support each other with our journey to be the best that we can be.

## Curriculum Aims

In teaching French we aim:

- To foster enjoyment and enrich the children's experience.
- To develop the children's language learning skills and foster a positive attitude to language learning.
- To enable pupils to understand and respond to spoken and written language from a variety of sources.
- To enable pupils to 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.
- To support pupils in beginning to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To help pupils discover and develop an appreciation of a range of writing in the language studied.
- To increase the children's cultural awareness.
- To lay the foundations for further study in KS3 and beyond (Year 6 Milestones).
- To satisfy local and government requirements and follow the National Curriculum.

## Implementation

### Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with adaptations in place which allow all pupils to access learning. Teaching takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

### The national curriculum for 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.

French is taught in a whole-class setting, by the class teacher or PPA cover teacher. All year groups are taught lessons applicable to their age/ability, following the government's statutory requirements. We base our teaching on the Primary Languages scheme. It units of work which our staff adapt to the context of our school and the abilities of our children. The units taught are carefully designed to ensure a progression of knowledge.

Pupils are taught how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures;
- feel confident in their speech and listening skills

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening and are mainly multi-sensory and kinaesthetic in approach. They have clear, achievable objectives and incorporate different learning styles. All children have access to the curriculum by teachers adapting their teaching for example through scaffolding, modelling or flexible grouping with support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative.

Whole class teaching is used, although pupils also work individually, pairs or in groups. Learning objectives and Success Criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance through the key stage.

## **Organisation**

In Key Stage 2, each class has a timetabled lesson of at least 30 minutes per week and then wherever possible, children may answer the register in French, sing a song, listen to a French story or revisit vocabulary and phrases that have been taught in the lesson in order to consolidate knowledge and ensure new language is retained.

## **Impact**

Formative assessment of progress will be made by the language provider during lessons through questioning, live marking and oral feedback. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary. In addition, every child will undertake self-assessment.

We use formative assessment to make a decision on whether a child is working below/at or above age-related expectations. This is recorded using an in house tracking system.

## **Role of the Subject Leader**

The role of the Subject Leader is in line with other subject leader roles as outlined in job descriptions. The subject leader will:

- Oversee the development of French in the school
- Provide guidance to colleagues where necessary
- Keep up to date with local and national developments in French and pass on relevant information to colleagues
- Be responsible for the organisation of and maintenance of resources
- Review and monitor the success and progress of the planned scheme of work
- Analyse data using FFT to support and suggest alterations to MTP as necessary

### **Monitoring and Evaluation**

The French Subject leader monitors planning, books and carries out pupil voice over the course of the year to monitor the subject, to have a good overview of the subject. Findings are shared with the SLT. The Subject lead creates an action plan each year which is updated termly.