



Policy for French

Reviewed and Updated: January 2025

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This policy should be read in conjunction with the following school policies:

- Calculation Policy
- Assessment Policy
- Marking and Feedback Policy
- Equalities Policy
- SEND Policy
- Homework Policy

What French looks like at Much Marcle C of E Primary School.

As with all of our subjects, within the French curriculum our drivers are at the heart of everything we do. Through our writing lessons we promote:

- 1. Perseverance**
- 2. Confident Communicators**
- 3. Healthy Body, Healthy Mind**
- 4. World Citizens**

Intent

At Much Marcle CE Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception.

The purpose of this policy is to ensure that the “MFL” National Curriculum is taught in the most effective way throughout the school via a skills-based curriculum and topic themes.

Studying a language at Much Marcle provides children with skills that are essential for the modern world we live in. As well as giving children the opportunity to learn a new language, it also helps to develop a broader outlook on the world, and intercultural understanding.

Studying a new language also raises awareness of children’s own language(s), enriching their understanding and appreciation of both.

Finally, learning a new language can help to boost children’s self-esteem and give them a real sense of having achieved something new.

The aims of our MFL – French Policy are:

- To develop a positive attitude towards the learning of foreign languages;



- To familiarise themselves with the sounds and written form of a modern foreign language;
- To begin to understand a new language and communicate in it;
- To make comparisons between languages;
- To learn about different countries and their people, and work with materials from different countries and communities;
- To use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- To have developed a sound basis for modern foreign language work at KS3.

French Curriculum Overview

Please refer to:

- our Progression document, which demonstrates the progression of knowledge and skills within the whole school French offer;
- our Curriculum Map, which details each year group / subject.

French is the modern foreign language that we teach in our school. The curriculum that we follow is based on the Key Stage 2 Languages Programme of Study for the National Curriculum and we use Grammarsaurus resources to support this. In our curriculum, French is taught as a discrete subject and opportunities for incidental French are also encouraged through our French word/phrase of the week, as well as celebrating the European Day of Languages. In addition, staff actively look for opportunities to link cross-curricular aspects of learning.

We teach the children 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 in French

At Much Marcle C of E Primary School, we use a range of teaching and learning strategies to develop children's knowledge, skills and understanding in French and all other subjects. French teaching focuses on enabling children to think as linguists. We currently base the teaching and learning on the Key Stage 2 Languages Programme of Study for the National Curriculum. We use units of work from Grammarsaurus and adapt the external scheme to the context of our school and the abilities and interests of our children.

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding).

We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language. We use a variety of techniques to encourage the children to have an active engagement in modern foreign language: these include games, role-play and songs (particularly action songs). Sometimes, we may use puppets and soft toys to demonstrate the foreign language, and where possible, we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language.

We use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the teaching, as we believe that this



serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. Children's confidence is developed through constant praise for any contribution they make in the foreign language, however tentative.

IMPACT

Our French curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory, know more, remember more and be able to do more as linguists.

In learning French, pupils will:

- 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;
- 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.

Assessment

Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning. Written or verbal feedback (in line with school marking policy) is given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self-assessment. Feedback on attainment to parents will be given during end of year reports.

Monitoring

Monitoring is carried out by the Headteacher or the French Coordinator, in the following ways:

- Staff voice
- Pupil voice



- Learning walk
- Lesson observation
- Book scrutiny