



Sleights Church of England  
(Voluntary Controlled) Primary School

# French Policy

March 2024

*\*This policy was reviewed in March 2022, following careful consideration of the languages curriculum review, Covid-19 and its implication on the curriculum delivery.*

*Working together to be happy; to flourish; to succeed  
through our Christian values  
perseverance, respect and trust.*

**"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."**

The National Curriculum for Languages in Key Stage One and Two, 2014

The teaching of French at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school's curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective artists.

French is taught at Sleights based on guidance from the Language Angels programme.

### About this policy

This policy intends to outline the policy and procedure for teaching and learning in French at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to "work together to be happy; to flourish; to succeed". This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in French. Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our French policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) At Sleights we believe that one of the most important factors in successful child centred learning is perseverance. In building new skills and developing those that children have already acquired, it is important that children have the opportunity to repeat skills. French also enables opportunities to practise, refine, review and improve. As children develop skills over time, children will be supported to persevere and recognise that confidence and fluency in language requires perseverance and practise.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) Learning a foreign language provides a rich opportunity to also find out about culture and traditions. Children are taught to appreciate the similarities and differences between our customs and the traditions seen in France. As children approach learning a new language from varying starting points, they are also supported to respect each other and individual progress being made.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Our children are encouraged to trust one another, work as a team with their peers, class and school family. In French, lots of shared speaking work and dialogue with others is a key element where trust is required. Children are supported, in a trusting environment, to try out core skills associated with learning a new language.

## French at Sleights

### French at Sleights involves:

From Year 3, dedicated curriculum time to engage in range of purposeful and practical experiences relating to the French language.

Sequenced learning experiences, which build on prior knowledge and understanding.

Explicit opportunities to develop understanding of phonics, vocabulary and grammar, related to the French language.

Acquisition of skills and knowledge related to listening, speaking, reading and writing.

### Intent of our French curriculum

The children at Sleights will be provided with a curriculum offer for French designed to:

- inspire and motivate children to establish a genuine interest and positive curiosity about foreign languages.
- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of the pillars of language (**phonics, vocabulary and grammar**) linked to the French.
- build on and develop language knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of knowledge and skills related to the French language.
- provide purposeful and practical opportunities to practise the core skills of **speaking, listening, reading and writing** in French.

### Implementation of our French curriculum

Learning a new language begins in Year 3 at Sleights. This is in line with the expectations of the National Curriculum, which states that all pupils should:

- 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 authentic writing in the language studied.

In line with National Curriculum expectations, by the end of Key Stage Two, children at Sleights should be able 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.

The French curriculum at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to:

- the pillars of language (**phonics, vocabulary and grammar**) linked to the French.
- the four key language learning skills; **listening, speaking, reading and writing**.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the school. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

French is implemented at Sleights through:

- weekly, timetabled, high-quality lessons, which enable children with the time and opportunities to develop ongoing knowledge and skills related to the French language.
- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of language knowledge and skills (speaking, listening, grammar, reading and writing)
- half termly units of work, focused on developing and increasing knowledge, skill and understanding of the French language.
- end of unit assessment to review progress and attainment in French. More formal assessments of speaking, listening, reading and writing skills will take place termly (on the half term).
- challenge activities in lessons to support the ongoing development and mastery of the French language.
- French reading and writing activities, placed in context, throughout each half termly unit.

During their time in Key Stage Two at Sleights, children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

### Early Language (Year 3)

Introduction to learning a new language. Children have little or no previous foreign language learning experience.

*Sessions last approximately 30 minutes.*

### Intermediate Language (Year 4 and Year 5)

Increases the level of challenge by increasing the amount and complexity of foreign language grammar concepts presented to children.

*Sessions last approximately 45 minutes.*

### Progressive Language (Year 6)

Most challenging unit and targeted towards children with a good understanding of the basics of the language they are learning.

*Sessions last approximately 45 minutes.*

Across their time in Key Stage Two, the children complete six units of French learning in each academic year. This is organised into a two year cycle and provides a range of opportunities to develop Early, Intermediate and Progressive language across the full key stage. Every unit taught across school includes a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.

In each taught unit of work (each lasting half a term), children build on previous knowledge gradually, as their French lessons continue to use, revise and consolidate previously learnt language. In each lesson, children will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Alongside this, children will build on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts is taught throughout all units. This enables pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

Children are also provided with extending writing activities to ensure the recall of previously learnt language. These tasks help to link units together and demonstrate that pupils are retaining and recalling the language taught with increased fluency and ease.

Taught units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will also build their knowledge and develop the complexity of the language they use.

Page 6 illustrates our full long term plan for French, including identification of the challenge level of each unit. These are shown using this key.

Key shown	Unit Level
(E)	Early Language – typically Year 3
(I)	Intermediate Language – Typically Year 4 and 5
(P)	Progressive Language – Typically Year 6
(C)	Core Vocabulary – focused on classroom commands, colours, days of the week, maths calculations, months of the year and numbers 1 – 100.
(G)	Grammatical Concepts

A knowledge organiser is provided for each unit to support staff and children in demonstrating the expectations and progress of each unit of work. Key unit vocabulary is also set out. Both are included in children's books for reference during units.

## Example Knowledge Organiser



Language: **French**

Teaching Time: **Intermediate Language**

Unit: **Boucle d'or et les Trois Ours**

**Unit Objective:**  
To learn new language through picture, word and phrase cards.

**By the end of this unit we will be able to:**

- Listen attentively to a whole familiar fairy tale in French.
- Remembering new language using picture, word and phrase cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in French using a mini book for support.

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the 'Early Learning' units.
- Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer texts that will contain much unfamiliar language.

**Skills we will develop:**

To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

**Activities we will complete:**

A number of different activities to help recall and retain longer pieces of spoken and written French. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

**Grammar we will learn & revisit:**

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

**Phonics & pronunciation we will see:**

Recommended phonics focus: **I IN IQUE ILLE**

- I** sound in **petit, lit & il**
- ILLE** sound in **file**
- Silent letters:** The 's' is not pronounced in the final 's' of **fois** and the 't' is not pronounced in **et** and **forêt**. Both letters are often silent when they are at the end of a French word.
- Liaison:** 'la ont'. When a word ending in a normally silent consonant, like the 's' in **ils** (which is normally silent) is followed by a word starting with a vowel as the 'o' in **ont**, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!

**Vocabulary we will learn & revisit:**

There is no specific list of language to be covered/learned. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.



## Implementation: Progression in French

Progress in French at Sleights is clearly identified and sequenced. Progression grids state the sequence and journey that children are expected to complete throughout their time at Sleights. This progression is demonstrated across speaking, listening, reading, writing and grammar.

### Phonics Progression

Across four sessions over their time in Key Stage Two, children will be taught the phonemes required to access the next unit(s) of the French language. Prior to moving to the next phase of difficulty (Early > Intermediate > Progressive), children complete specific sessions to ensure a secure basis and understanding of the knowledge and sounds required to access the subsequent units. These phonics sessions are organised as follows:

Phonics Lesson	When is the lesson taught?	Focus Phonemes
1	Year 3, Autumn One	ch, ou, on, oi
2	Year 3, Summer One	i, in, ique, ille,
3	Year 3, Summer One	eau, euz, é, è, e
4	Year 5/6, Spring Two	qu, gne, ç, en, an

Children use phonics mats to support lesson delivery of French sessions.

### Grammar Progression

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers also use specific **Grammar Explained** units (identified in the Long Term Plan) to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Prior to moving to the next phase of difficulty, children complete specific sessions to ensure a secure basis and understanding of the knowledge and sounds required to access the subsequent units. These phonics sessions are organised as follows:

Grammar Lesson	When is the lesson taught?	
Nouns	Early Language	Year 3/4, Autumn Two
Articles (a, an, the, some)		Year 3/4, Autumn Two
Adjectives (possessive and agreement)	Intermediate Language	Year 3/4, Summer Two

### Core Language Skill Progression

Throughout their time learning French, children are also supported to gain core language skills relating to speaking, reading, writing and listening. Our progression documents identify key milestones in relation to intended acquisition of knowledge and skills for each identified core language skill. These milestones are grouped in line with language teaching units: Entry, Intermediate and Progressive. Alongside the question of explicit knowledge and understanding related to French, children also gain a secure and progressive understanding of these wider core language skills.

## Implementation: Preparing for learning a new language

At Sleights, we aim to ensure that pupils of all ages and prior attainment develop solid foundations in core language learning skills (speaking, listening, reading, writing and grammar). This enables children to be effectively prepared for the next stage of their language learning journey. This skill development begins in the

Early Years, where children are supported with communication, speaking, listening, reading and writing. These early activities enable a secure understanding and appreciation of universal language development.

In Key Stage One, these skills will further develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing.

As children begin learning a new language in Year 3, they begin to extend their knowledge of how language works and explore the similarities and differences between the French language and English. This work also supports children to strengthen their own sense of identity through learning about culture in other countries and comparing it with their own.

### **Implementation: Supporting pupils, including pupils with special educational needs and/or disability**

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Differentiated activities to complete in taught sessions.
- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- Reading differentiated to support lower-level readers.
- A range of practical resources and support tools to enable access to the curriculum.

### **Impact: how do we ensure that children are making progress and learning?**

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in art and design takes place during and after each taught session, using a range of strategies such as marking and feedback, verbal discussions with children and response time.

As children move between classes and Key Stages, staff carefully identify the level of proficiency that children have in using and applying skills taught, including the use of tools. Before introducing or developing understanding of a skill, or use of a tool, children low stakes assessment opportunities are built into sessions to ensure a secure understanding.

The assessment journey in French is observed through ongoing review of children's application and understanding of skills. This is identified through work completed in lessons and evidence produced. Assessment in French will be completed using peer and self-assessment 'I can do...' grids.

Teachers also make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.