Thomas Telford Multi Academy Trust

Policy for Primary Languages: French

Redhill Primary Academy
and
Thomas Telford Primary Free School

Signed

Mr Dara Carroll
Interim Chair of Governors
September 2025

Introduction:
This policy sets out the school's vision, aims, principles and strategies for the teaching and learning of languages. It is the basis for the development of languages in our academy to ensure that all our children are exposed to foreign languages and our Key Stage 2 children study a foreign language in more depth.

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, the QCA Scheme of Work, the National Curriculum Online non-statutory Guidelines for MFL, the European Languages Portfolio, the Languages Ladder, Enjoyment and Excellence and Every Child Matters.

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering the languages programme at Redhill Primary Academy. Parents and governors can access the policy via the school website and a copy is available to view at the school office.

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."
-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Intent
At Redhill Primary Academy and Thomas Telford Primary Free School, our curriculum has been designed to allow pupils to develop a secure knowledge of French language, an understanding of the culture and strategies to support them in learning a modern foreign language. The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. They 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 the language learnt (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. It is our intention to use speaking, listening, reading and writing as vehicles to develop the 3 pillars of progression: phonics, vocabulary and grammar. Over time, children are expected to apply those values which we recognise in school as essential to developing good learners: independence, resilience, empathy, respect and collaboration. It is intended that when children leave our schools, they will have a natural curiosity and

confidence to explore other countries, cultures and languages, accepting that in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

The children are taught how to:

- ask and answer questions;
- read stories, songs, poems, rhymes and other short texts;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in French;
- write from memory about themselves;
- look at traditions in another culture.

Implementation

As our children move through Key Stage 2, they will be taught French as their modern foreign language offer. In the Early Years and Key Stage 1, French is taught incidentally through counting dinner numbers, taking the register and displaying the date in classrooms. In line with Framework guidelines, all pupils learn languages for no less than 30 minutes per week. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines.

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. For each year group, it outlines the content of each block: the vocabulary, the new phonic sounds and the grammatical rules/teaching points. Alongside the planning outline, which is provided, the network also enriches this through accompanying PowerPoints, podcasts (spoken by native speakers), links to authentic literature, songs, games, culture points of reference and links to appropriate websites. The blocks are sequenced to ensure that key areas are built on each year, with opportunities for revision of previous learning. This is consolidated by our use of retrieval activities at the beginning of each lesson. This ensures that the children know more and remember more over time. In each block, new vocabulary is introduced in context and opportunities are provided to review and revisit this language in different ways. There are target grammar focuses and phonetical sounds built in over the sessions. New structures are specifically taught and then practised over time to ensure the children know more and remember more, building their schema as they progress through school. Children have opportunities in each unit to practise speaking, listening, reading and writing skills and to learn more about French culture. They create their own vocabulary banks for each block, focusing on the new vocabulary they have learnt and need to remember. They are able to refer to these in the block and throughout the remainder of the year to support their retrieval. Mini assessments are planned and carried out at the end of

each block, assessing the children's substantive knowledge of French language through the disciplines of speaking, listening, reading and writing. This allows teachers to consider what learning has been effective and areas to be revisited.
In addition, there are opportunities for the learning of additional languages in our celebration of European Languages Day in September and through our extra-curricular clubs in French, German and Spanish. These are run at intervals over the year.

Language Curriculum

The languages programme is planned and implemented following the objectives of the five strands of the National Curriculum. These are:

- Listening
- Reading
- Writing
- Speaking
- Intercultural Understanding

Listening:
We aim to ensure that children spend a lot of their time listening with frequent opportunities will be provided to listen to a good model of pronunciation (supported by native resources). Children will explore patterns and sounds by listening to songs and rhymes as well as sentence level work and stories. Children will be exposed to the foreign language and encouraged to identify similarities and differences with their own language; this supports the development of children understanding of the language structure and build their confidence in communicating effectively.

Reading:
We aim to ensure that children have access to good quality French texts as well as French words written on the board, on display and on presentations. This is so that children can learn to read carefully and develop understanding of words, phrases and simple writing in French.

Writing:
Children will have opportunities to copy French phrases into their French books, complete sentences and by year 6 complete short paragraphs. The objective is that children will be able to write phrases from memory and adapt these to express ideas clearly.

Speaking:
Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children will learn to speak in sentences, using familiar vocabulary, phrases and basic language structures. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. As they become more proficient, we would aim to have children confident enough to present ideas and information orally to a range of audiences.

Intercultural understanding:
Activities specific to the language lessons aim to encourage children awareness of other cultures with the aim of appreciation of similarities and differences. Outside French language lessons, children are encouraged to explore other cultures and countries though subjects like Geography, RE and PSHE.

Language learning strategy:
The aim of introducing the language programme at Redhill Primary Academy is to encourage children to appreciate the foreign language and develop their interest and ability to learn a foreign language; therefore, activities will encourage children to reflect and become aware of how they learn languages.

The organisation of the languages programme:
French is delivered by the class teacher with planning support and resources provided by the co-ordinator. In addition to these sessions, there will be reinforcement sessions delivered throughout the week, such as talking about the weather, dinner numbers, songs and word of the day.

The delivery and development of cultural awareness will be supported by activities in other subject and special occasions:

- Citizenship/PHSE/international dimension
- Special events with parents' involvement/breakfast theme events/festivals
- Displays of target language speaking countries
- Celebrations of religious festivals

Curriculum leadership and management:
The academy's language co-ordinator, Lisa Williams, in conjunction with the headteacher, leads the provision of languages within the school. It is the responsibility of the headteacher and governing body to ensure that statutory requirements are being met.

The KS2 language co-ordinator is responsible for:
• developing a primary languages curriculum which allows substantial progress to be made in French across KS2
• leading teaching and learning
• monitoring and evaluating standards of language teaching and learning across the key stage
• managing the resources, which support curriculum delivery
• implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress
• managing the professional development needs of other teachers involved in the delivery of primary languages.

Resources:
Teachers make use of a wide variety of resources, including ICT through our learning platforms of the Primary Languages Network and learning activities, including games, information finding (research), pattern-finding, and quizzes to stimulate interest and

general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, audio/visual materials. These are held centrally by the language co-ordinator. Each class has their own set of dual-language French story books and Year 5/6 have a set of dictionaries.

The languages co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal academy procedures and is based upon the languages budget. The amount of this budget reflects the degree of priority given to languages in the School Development Plan.

Assessment, recording and reporting:
Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. Assessment is completed across the four language skills and the progress made in these throughout KS2. This is done through a post assessment activity at the end of each block. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress, amounting to a portfolio. This work will be marked in accordance with the Academy's policy. Each half term, teachers will upload evidence of a languages speaking activity on to Seesaw (our online progress platform) to show how speaking is progressing over time. For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the expected learning aims for each year will be communicated to parents in our annual report. For the purposes of transition, we have well-established lines of communication with receiving secondary schools.

Inclusion:
The academy firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted.

Different approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Each child will be given access to same learning opportunities, resources and equipment appropriate to their needs.

EAL and speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages.

CPD opportunity for all staff:

The languages co-ordinator will attend any available subject leader meetings and development courses to support their work in the academy and cascade any relevant information to staff during staff meetings or on staff development days. The co-ordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The languages co-ordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (https://primarylanguages.network/), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, including upskilling sessions and lesson by lesson planning.

Impact
What do we expect by the end of Key Stage 2?

- Children enjoy learning MFL; they have a passion for learning a language and want to learn more
- Children have a curiosity about the world; they enjoy learning about other people and places and want to learn more
- Children can speak with increasing confidence, through discussion and asking questions, with an accurate pronunciation and intonation
- Children can understand and respond to spoken and written language in different ways
- Children can write at varying lengths, for different purposes and audience, using a variety of grammatical structures

The impact of our curriculum is assessed in a number of ways: book looks including end of unit assessments, pupil voice, evidence on Seesaw (particularly for speaking), discussions with teachers/other staff, lesson visits and other formal assessments, such as monitoring by our school advisor. This ensures that the curriculum is being carried out as planned and to assess the knowledge that the children have at that point in time.

Review:
There is a biannual review of this policy by the languages co-ordinator. A major review involving all staff will take place every four years.