



Headteacher

T Blackwell B.Ed (Hons)

# Hartington C of E Primary School

*"Caring & sharing as part of God's family"*

*"Loving our neighbour as we love ourselves" - Luke 10:27*

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## French Policy

Hartington C of E Primary School

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Policy written December 2023:

To be reviewed December 2025

## Background:

As directed in the 2014 National Curriculum, all children in KS2 are taught a Modern Foreign Language - at Hartington we focus on French. When children enter Year 3, we begin this journey, focusing on the basic conversational skills, building on this and applying this knowledge as they travel through school. We strive to ensure that our language teaching provides children with firm foundations which enables them to succeed in the future, and make a seamless transition to secondary school, where they continue to either study French, or begin learning an alternative language. Living in a diverse world by learning a language other than their own native tongue, empowers children to fully embrace cultures other than their own thereby helping to 'open the door' to other countries. Wherever possible links are also made and embedded within the curriculum to the school's Christian Values and vision statement.

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.

## Intent

At Hartington, we want our children to develop a love of language learning. Learning a language not only develops our communication skills, but also helps us to develop an understanding and appreciation of other countries and cultures.

French at Hartington follows a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Through our teaching, we provide an introduction to the culture of French-speaking countries and communities. We aim to foster children's curiosity and help deepen their understanding of the world. Our curriculum has been chosen to allow opportunity for children to gradually build on their skills, enabling children to express their ideas and thoughts in French and providing opportunities to interact and communicate with others both in speech and in writing.

## Implementation

Language learning requires lots of repetition; we ensure progression through our increasing expectations of the children as they develop their linguistic abilities at the following levels:

Year 3 – words

Year 4 – phrases

Year 5 – sentences

Year 6 – texts

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Teachers use a range of resources to deliver lessons, including the Grammasaurus scheme of work, which is designed with five strands that run throughout.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding

Through our French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3/4 the focus is on developing oral skills, before incorporating written French in Year 5/6 and beyond.

Key skills and vocabulary are revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our lessons are differentiated for every lesson to ensure that lessons can be accessed and enjoyed by all.

## Impact

Progress in Languages is demonstrated through regularly reviewing and monitoring children's work, to ensure that progression of skills is taking place. Teachers do this by:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know.

The Languages curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Impact can also be measured through key questioning skills built into lessons, child-led assessment such as using our success criteria, retention of knowledge which is identified through our Sticky Learning activities and summative assessments aimed at targeting next steps in learning. By the end of their time at Hartington Primary School, children should be able to:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

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