

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓



*"Share the Love of God,
every day in everything
we learn, do and say"*

Approval Date:	2026/27 – AUTUMN TERM
Review Date:	2027/28 – AUTUMN TERM

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

FRENCH POLICY

Mission

“With Christ at the centre, we strive for excellence, act with respect and serve our community.”

Our vision is to share the love of God every day in everything we learn, do and say.

At St Philomena’s, we believe that learning another language develops curiosity about the wider world and enables children to communicate with confidence and respect. Through French, pupils develop knowledge of another language and culture while building the foundations they need to become confident and successful language learners.

INTENT

1. Curriculum Intent

Our French curriculum aims to develop confident and enthusiastic language learners who are well prepared for further language study at secondary school. Although the statutory National Curriculum requirement for languages begins at Key Stage 2, we introduce French from EYFS because we believe that early exposure helps children develop confidence in hearing, recognising and using another language.

In EYFS and Key Stage 1, the emphasis is deliberately on securing strong foundations through songs, rhymes, games, repetition and oral language. Children develop an early bank of vocabulary, become familiar with the sounds and rhythms of French and begin to use simple words and phrases. This means that when more formal language teaching begins in Key Stage 2, pupils are able to build on established knowledge and positive experiences rather than encountering French for the first time.

As pupils progress, the curriculum systematically develops their knowledge of phonics, vocabulary and grammar. Pupils learn to apply this knowledge through the four language skills of listening, speaking, reading and writing, with increasing independence and accuracy. Our ambition is that pupils leave Year 6 with secure foundations, confidence and curiosity about languages, ready to continue their language learning at secondary school.

IMPLEMENTATION

2. Curriculum Organisation and Progression

French is taught progressively from EYFS to Year 6. Early learning is vocabulary-rich and predominantly oral, using songs, rhymes, stories, games and simple conversations to develop listening, pronunciation, recall and confidence. In Key Stage 2, pupils follow a structured and progressive curriculum aligned with the National Curriculum for Languages, with increasing emphasis on reading, writing and grammatical understanding alongside continued development of speaking and listening.

Learning is carefully sequenced so that pupils regularly revisit vocabulary, sounds and grammatical structures before applying them in new contexts. This deliberate repetition and retrieval helps pupils secure important knowledge in long-term memory and increasingly manipulate familiar language rather than simply repeating learnt phrases.

3. Teaching and Learning

French lessons provide regular opportunities for pupils to hear, practise, retrieve and apply language. Teachers model pronunciation and vocabulary clearly and use repetition, songs, questioning, paired conversation, reading and writing to help pupils develop confidence. As pupils progress through the school, teaching moves from imitation and familiar words and phrases towards increasingly independent communication.

Phonics, vocabulary and grammar provide the foundations of language learning. Pupils develop their understanding of French sounds and sound-spelling relationships, acquire an increasingly rich vocabulary and learn how grammatical structures allow words and phrases to be combined and adapted. These foundations enable pupils to make progress across listening, speaking, reading and writing.

4. Cultural Understanding

Learning French also provides opportunities for pupils to develop their understanding of the wider world. Pupils encounter aspects of French and Francophone life, language and culture and are encouraged to recognise

similarities and differences between their own experiences and those of others. This develops curiosity, respect and appreciation of different languages, cultures and communities.

5. Inclusion

All pupils are entitled to access and participate in the French curriculum. Teaching is adapted appropriately through strategies such as modelling, repetition, visual prompts, songs, actions, sentence structures and opportunities for oral rehearsal. Support is designed to enable pupils with SEND to access the same ambitious curriculum while demonstrating their learning in ways appropriate to their needs.

6. Wider Curriculum and Enrichment

French is taught as a discrete subject but is also reinforced through the wider life of the school. Vocabulary, songs and cultural knowledge may be revisited through assemblies, music, celebrations, Religious Education and other appropriate curriculum opportunities. This strengthens pupils' recall and confidence while helping them recognise French as a living language that extends beyond the classroom.

IMPACT

7. Assessment and Impact

Assessment focuses on what pupils know, remember and can increasingly apply. Teachers assess pupils through everyday classroom interaction, listening and speaking activities, vocabulary retrieval, reading and written work. The subject leader monitors the effectiveness of the curriculum through pupil voice, learning evidence, lesson visits and curriculum and planning reviews.

By the end of Key Stage 2, pupils should be able to understand and respond to familiar spoken French, communicate using taught vocabulary and grammatical structures with increasing confidence, read and understand age-appropriate words, phrases and short texts, and write increasingly developed sentences using familiar language. They should be able to draw upon their knowledge of French phonics to support pronunciation, listening and reading and demonstrate an increasing understanding of French and Francophone culture. Most importantly, pupils should leave St Philomena's with secure foundations in phonics, vocabulary and grammar and the confidence to apply this knowledge through listening, speaking, reading and writing. This provides a strong foundation for the demands of language learning at secondary school.

8. Review

The French curriculum and this policy are reviewed regularly by the subject leader to ensure that provision remains progressive, ambitious and inclusive and continues to meet National Curriculum expectations.