



French Policy

**This policy was written on behalf of the school by our current
French Lead:**

Nicola Carlile

They can be emailed at:

Oldhall@keeplearningtrust.co.uk

or telephoned on 0161 761 2051

Last reviewed: Autumn term 2026

Date to be reviewed: Autumn term 2027

Curriculum Intent

At Old Hall Primary School, we are committed to ensuring that all of our children have access to a high quality, broad and balanced curriculum. We have therefore designed our curriculum with our children at the very heart of it. The learning within all subjects is based upon the expectations of either the Early Years Foundation Stage Statutory Framework or the National Curriculum. Our Old Hall curriculum promotes learning, personal growth and development for all of our children and embraces our core school values of being ready, respectful and safe. It includes not only the formal requirements of the Early Years Foundation Stage Statutory Framework and the National Curriculum, but also the enrichment opportunities and the range of extra-curricular activities that the school organises in order to enrich the experiences of our children here at Old Hall. We aim to teach children how to grow into positive, responsible individuals, who can work with and co-operate with others whilst developing and deepening their knowledge and skills, so that they are enabled to achieve their full potential as rounded citizens who uphold all British Values.

We have striven to make purposeful links across the curriculum to enable our children to deepen their understanding of a topic and/or subject, and to enable them to apply their knowledge across the whole curriculum as they learn to know more and remember more. At Old Hall, our children are therefore encouraged to apply their skills in a variety of ways and in a range of different contexts.

This cohesive approach to learning has been designed to enable all of our children to engage purposefully in their lessons with a clear direction and focus and a commitment that our children are deepening their learning at every opportunity.

English forms the basis of our topics, and our texts have been carefully selected to promote the development of vocabulary and knowledge with strong PSHE links, as well as to foster a love of learning. To support the acquisition of vocabulary and knowledge, we have combined learning opportunities in the classroom with those that can take place outside, which may include educational visits, Forest School and learning outside the classroom activities. These support the commitment that we have here at Woodland to promote, develop and embed cultural capital across the curriculum as a whole.

Whilst our curriculum here at Old Hall is very much designed to meet the needs of all of our children, we also recognise that some children may need some additional support to access it, and this is factored in to our planning and the delivery of lessons. Our curriculum is highly inclusive and all groups of children are supported to access all areas successfully, this includes those children who have a special educational need and/or disability or who are deemed to be disadvantaged or vulnerable in any way.

We also recognise the valuable contributions that parents and carers can make in terms of the education of their children, and embrace this by sharing the intended learning for our Old Hall children through half termly newsletters, parent's evenings and the school website. The input of our parents and carers is also welcomed by our Early Years team, who use Tapestry as an online tool to share the children's development and achievements between home and school, and use this in their assessments against the Early Years Foundation Stage Statutory Framework.

The French curriculum at Old Hall promotes curiosity and a love and thirst for learning. It is ambitious and empowers our pupils to become independent and resilient. We want to equip pupils with ambition beyond the minimum statutory requirements of the French National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life. The curriculum is meticulously planned from Key Stage Two with the intention to address social disadvantage and ensure that all pupils - including those with SEND – have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils' knowledge are quickly identified and addressed to ensure that pupils are supported to meet the ambitious intended end points of the curriculum in French. We have designed the curriculum as a school and therefore the curriculum is unique to our school and meets the needs of our pupils and our context.

The teaching of French is progressively sequenced to ensure that pupils encounter an increasingly demanding curriculum which broadens and develops pupils' linguistic knowledge and application. Staff use English and French interchangeably though registration as and when opportunities arise.

We want our pupils to use the vibrancy of our great town and wider city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong local contextual links where possible. This includes having French themed days across school and celebrating wider languages reflected in the school community through our annual International Language Day celebrations. During such events, we regularly enlist the help of community volunteers who are bi-lingual, utilise the expertise of staff and parents who teach languages at high school.

Implementation

We effectively develop and invest in our teaching staff to ensure that they are fully equipped with the subject knowledge required in order to support the delivery of the French curriculum. Staff present the curriculum content clearly through unit blocks supported by the scheme Mr French, which progressively breaks the unit knowledge, concepts and skills down for each lesson in each year group.

The curriculum is delivered through a subject specific approach which supports pupils to develop the key concepts and knowledge of the French curriculum. Each lesson within a unit of work is carefully crafted and builds upon what has been previously taught from one year to the next. Frequent audits of the French curriculum take place. Following the findings from these audits, the French curriculum is adapted to build upon the learning opportunities and assessment end points for each year group and ensures progression and repetition in terms of embedding key learning, knowledge and skills.

French subject specific characteristics, which we expect the pupils to demonstrate, have been developed. These characteristics underpin all work in French and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- listen attentively to spoken language in French and show understanding by joining in and responding
- explore the patterns and phonics of the French language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations in French; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar French vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation in French so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally in French to a range of audiences
- read carefully and show understanding of words, phrases and simple writing in French
- appreciate stories, songs, poems and rhymes in the French language
- broaden their vocabulary of French and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory in French , and adapt these to create new sentences, to express ideas clearly
- understand basic grammar appropriate to the French language being studied

The teaching of the French curriculum is planned and delivered to support pupils to transfer key knowledge into their long-term memory and therefore improve the progress they make. Essential vocabulary is identified within each lesson and unit of work to ensure that our pupils can discuss and evaluate the French content effectively.

Whilst delivering the curriculum, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and identifying and addressing misunderstandings. Assessment is used as a tool to support pupil learning.

Impact:

We use both formative and summative assessment information in French. Assessment informs learning to ensure that all pupils, including disadvantage and those with SEND, achieve well and acquire the knowledge and cultural capital they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all of our pupils. The end points for each phase have been carefully mapped out and further broken down. This means that the essential knowledge, skills and concepts in French are progressive and build year on year.

Our well-constructed curriculum in French leads to pupil's successful learning. This is evidenced in the outcomes within workbooks and practical work produced. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well sequenced curriculum. As a result, pupils make good progress they know more and remember more as they move through the French curriculum at Old Hall Primary School.

French in the Early Years Foundation Stage (EYFS) and Key Stage One (KS1)

Whilst French is not taught specifically in EYFS and KS1, in line with the National Curriculum statutory requirements, the children develop their awareness of diversity through the whole school theme days and the celebration of International Language Day. This includes visitors in school who speak different languages to provide presentations and workshops to the children in order to develop their cultural awareness. The children also participate fully in whole school assemblies where the older children present key elements of their French learning.

French in Key Stage Two (KS2)

French is taught for one hour each week in Key Stage Two. Learning is organised into units and where possible, compliments the wider curriculum content coverage at that time. The Mr. French scheme provides high quality materials to support the acquisition of the French language, including clear models of enunciation to support the teaching of French. Learning is creative, multi-sensory and builds on prior learning, with units of work organised sequentially to ensure progression in knowledge, skills and understanding across the key stage. Clear end points for each year group are identified on our French progression document.

Topics and Progression

	Year 3	Year 4	Year 5	Year 6
AUTUMN TERM	France and its Culture Greetings and Names Classroom Instructions Numbers 0-20 and Age	Year 3 Review (2 sessions) Going to School In the Classroom Lunch at School School subjects	Year 3&4 Review (2-3 sessions) Emotions Body Parts At the Doctors	Year 3, 4, 5 Review (3 sessions) The Time Daily routine Physical Description
SPRING TERM	The French Alphabet Colours Numbers 20-50	At Home Pets Sports and Hobbies	Countries and Cities Travel around the world French Speaking Countries	Personality A Letter from France Clothes and Colours
SUMMER TERM	The Date and Birthdays My Family At the Farm The Very Hungry Caterpillar	The Weather and Seasons Play an Instrument Fruits and At the Market	Nationality Numbers 50-100 Euros At the Supermarket	In the City and Directions Snacks and Drinks at the Café Occupations/Professions

Assessment in French

At Old Hall, summative judgements are made on a twice yearly basis for all foundation subjects. These are then inputted onto the school's tracking system and are used by staff, subject coordinators, leaders and Governors to monitor progress against school improvement targets and objectives. This also captures the overall picture of standards and progress in each subject across the school.

Formative assessment takes place within every lesson in line with the school's feedback and marking policy and guidance and Assessment For Learning (AFL).

Enrichment Opportunities in French

During our annual International Language Day celebrations, French speaking visitors (parents volunteers) provide workshops for the children that look specifically at French culture for the children in KS2. This day is an opportunity to look beyond the KS2 curriculum content into the lives of French children and their families and to further enhance our cultural capital.

Children also have the opportunity to present their French skills as part of our class assembly presentations.

The role of the Subject Co-Ordinator

The subject Co-Ordinator is responsible for improving the standards of teaching and learning in French through:

- monitoring and evaluating French
- evaluating pupil progress in partnership with senior leaders in French
- ensuring that curriculum coverage in French is as per intended plans
- ensuring that planning for French is appropriate and sequential and in line with the school's progression documents
- ensuring that feedback and marking in French is in line with whole school policy and guidance

- ensuring that the French learning environment is of a high quality
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in French

This policy will be reviewed on an annual basis.