

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School

Curricular Policy for

French



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How Pupils Learn French

We believe that a modern foreign language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in a language other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning, encouraging diversity within society.

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are to:

- foster an interest in learning other languages.
- introduce young children to another language in a way that is enjoyable and fun.
- make young children aware that language has a structure, and that the structure differs from one language to another.
- help children develop their awareness of cultural differences in other countries.
- develop their speaking and listening skills.
- lay the foundations for future study.

Planning the French Curriculum

We follow the 'Primary Languages Network' where the materials and resources have been designed by primary language practitioners. The scheme has built in progression in content, grammar and language learning skills.

The children are taught to know and understand how to:

- ask and answer questions.
- use correct pronunciation and intonation.
- memorise words.
- interpret meaning.
- understand basic grammar.
- use dictionaries.
- work in pairs and groups and communicate in French.
- look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, French will involve lots of interaction with concrete and pictorial prompts.

Classroom Organisation, Time Allocation and Teaching Styles

EYFS and Key Stage 1 classes learn phrases, questions and responses during class sessions such as register time and assembly times. Each class in Key Stage 2 has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work both formally and informally in books which are passed through the years and become a portfolio of their learning.

Resources

Primary Language Network is a scheme of work where we select the best options that suit the needs of our children. The schemes have built in progression in content, grammar and language learning skills. Resources are accompanied by native speaker sound files, transcripts and key vocabulary and grammar support slides. The materials are made specifically for primary learners and offer opportunities to dovetail into the whole school curriculum and calendar. A comprehensive menu of Planning, Tracking and Assessment Tools enable class teachers and coordinators to ensure progress is being made by all children. Materials and resources are reviewed and new resources are added regularly. Resources to promote and develop learning in French have been shared and uploaded to the teachers drive.

Equal Opportunities

All pupils shall have the opportunity to develop capability in French The school promotes equal opportunities and fairness of distribution of MFL resources. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal or mixed attainment, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Developing Spiritual, Moral, Social and Cultural Education within French

Spiritual

- Explore emotions through language
- Reflect on different uses of language / choice of vocabulary and purpose
- Explore creativity / imagination
- Use imagination in group work / pair work
- Promote self esteem

Moral

- Encourage respect for other students
- Encourage respect for other people, their language and culture
- Reward good behaviour
- Promote trust and fairness
- Explore moral issues through a range of listening, reading, writing and speaking activities

Social

- Encourage a collaborative approach to learning in pair / group work activities
- Create a sense of community
- Promote independence and self-respect
- Celebrate success – both in and out of school
- Exhibit pupils' work

Cultural

- Promote internationalism around the school
- Welcome foreign visitors
- Respect diversity in languages
- Respect different foreign cultures, their heritage and history
- Organise cultural visits and events
- Broaden children's knowledge of the world.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with Key Learning specific to their year group, taken directly from Primary Languages Network. On-going assessment tools are available to the teachers as part of this scheme. Teacher assessment will then be inputted onto Insight at the end of every term.

Each child in KS2 had an exercise book for French lessons, and when written work is produced, it is marked in line with the school policy on marking.

Monitoring arrangements

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Planning scrutiny
- Work sampling
- Classroom observation

Reviewed: July 2025

Next review: July 2026