



# St Joseph's Catholic Primary School

## French Policy

Policy Date: September 2026

Policy Lead: J Jones

### Mission Statement

We are proud of our school as a place of learning, prayer and happiness.  
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can grow stronger together in our faith.  
Hand in hand with God we learn.

### Aims of the Curriculum

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.  
Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.  
Giving children worldwide experiences that help them to understand who they are.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

## French – Curriculum Intent

At St Joseph's Catholic Primary School, we believe that learning French opens pupils' minds to another language, culture and way of seeing the world. Every child is uniquely created in the image and likeness of God, and our French curriculum encourages pupils to communicate with confidence, show respect for cultural difference and recognise the richness of the diverse world in which we live.

Our curriculum develops enthusiastic, resilient and confident language learners. Pupils progressively build knowledge in four connected areas: phonics and pronunciation, vocabulary, grammar and communication. Listening, speaking, reading and writing are taught together so that children understand how sounds, words and sentence structures combine to communicate meaning.

By the end of Year 6, pupils will be able to apply French phonics with increasing accuracy, understand familiar spoken and written language, take part in short conversations and communicate personal information and ideas through increasingly detailed sentences and connected texts. These secure foundations prepare pupils for further language learning at secondary school.

## French – Implementation – Planning and Teaching

French is taught throughout Key Stage 2 through regular, carefully sequenced lessons. Teaching follows the National Curriculum and the school's progression documents, ensuring that new learning builds systematically on pupils' prior knowledge. Essential phonics, vocabulary and grammar are identified within each unit and revisited frequently so that pupils remember and apply what they have learned.

Lessons include listening, repetition, songs, stories, games, questioning, paired talk, reading aloud, short writing tasks and opportunities to perform or present language. Teachers model accurate pronunciation and intonation, explicitly teach connections between French phonemes and graphemes and provide frequent opportunities for pupils to retrieve and use language in different contexts.

## Curriculum Structure

The curriculum follows a clear progression from supported imitation to increasingly independent communication. Familiar words and structures are regularly revisited, extended and combined so that pupils build fluency and confidence over time.

- Year 3 pupils learn key French sounds, greetings, simple questions and high-frequency vocabulary. They read and write familiar words and create simple, accurate sentences.
- Year 4 pupils recognise most French sounds, extend greetings and questions, use adjective position and noun plurals, and read and write short phrases and sentences.

- Year 5 pupils apply phonics to short texts and stories, discuss topics such as weather and clothing, use adjective agreement and third-person forms, and link ideas across a series of sentences.
- Year 6 pupils pronounce unfamiliar words with increasing accuracy, discuss time, sport, health and personal information, use connectives and subordinate clauses, and present connected language with confident intonation.

### Key Language Concepts

Five connected areas run through French learning from Year 3 to Year 6.

- Phonics and pronunciation – connecting letters and sounds and applying this knowledge to pronounce familiar and unfamiliar words accurately.
- Listening and speaking – listening for key information, responding to greetings and questions and developing two-way conversations with growing fluency.
- Reading and writing – reading familiar words, phrases and short texts and writing labels, sentences and increasingly connected information for a clear purpose.
- Grammar and sentences – using noun gender, adjective position and agreement, plurals, pronouns, elision, connectives and subordinate clauses to build accurate sentences.
- Vocabulary and culture – developing useful language about everyday life while learning about French-speaking countries and communities.

### Phonics and Pronunciation

French phonics is taught explicitly and systematically. Pupils learn to distinguish and reproduce French sounds, connect phonemes with graphemes and use these patterns when reading, speaking and writing. Regular repetition, oral rehearsal and reading aloud help pupils develop increasingly accurate pronunciation and confident intonation. By Year 6, pupils use their phonetic knowledge to approach unfamiliar words and short texts with greater independence.

### Vocabulary Grammar and Sentence Building

Vocabulary is introduced in meaningful groups and revisited through retrieval and spaced practice. Themes include greetings, numbers, colours, animals, days and dates, family, food and drink, weather, seasons, clothing, body parts, time, sport, health, preferences and personal information.

Grammar is taught as a practical tool for communication. Pupils learn how French sentences are organised and progressively apply noun gender, plurals, adjective position and agreement, pronouns, common elisions, verb forms, connectives and subordinate clauses. Teachers model sentence structures and support pupils to adapt familiar patterns to express new ideas independently.

### Listening Speaking Reading and Writing

The four language skills are taught in an integrated way. Pupils listen attentively, imitate sounds and respond to familiar language before applying it through paired talk, questioning and short

conversations. Reading reinforces sound-spelling relationships and helps pupils recognise vocabulary and grammar in context. Writing develops from labels and simple sentences to connected information for a clear purpose.

Pupils are given regular opportunities to rehearse, perform and present language to an audience. They learn that successful communication depends on careful listening, accurate pronunciation, useful vocabulary, grammatical knowledge, confidence and a willingness to learn from mistakes.

### Cultural Understanding and Catholic Life

Learning French supports pupils' understanding of their place within a diverse and interconnected world. Children explore aspects of life in France and other French-speaking countries through stories, songs, celebrations, food, art, dance and everyday customs. Comparisons with their own experiences encourage curiosity and respectful discussion.

Our Catholic faith encourages pupils to recognise the dignity of every person, value cultural and linguistic diversity and communicate with kindness and respect. French learning promotes solidarity, friendship and an appreciation of the global community while celebrating the many languages and cultures represented within the St Joseph's school family.

### Talk for Writing Across the Curriculum

As with all subjects at St Joseph's, planning is informed by the familiar Talk for Writing cycle of Imitation, Innovation and Independent Application. Pupils first listen to and rehearse accurate models of French, then adapt vocabulary and sentence structures with support before applying their knowledge more independently in speech and writing.

Teachers model language clearly, co-construct useful sentence patterns and provide visual prompts, word banks and oral rehearsal. This consistent approach supports memory, reduces cognitive load and helps pupils understand how to transfer known structures to new contexts.

### Inclusion and Adaptive Teaching

At St Joseph's Catholic Primary School, we believe that every pupil should experience success in French. Lessons are carefully adapted so that pupils with SEND, disadvantaged pupils, pupils with English as an Additional Language and higher-attaining pupils can access an ambitious curriculum and make strong progress.

Adaptive teaching strategies may include:

- clear teacher modelling and repeated oral rehearsal;
- visual prompts, gestures, images and concrete resources;
- pre-teaching and revisiting key vocabulary and sounds;
- chunked instructions and reduced language choices where appropriate;
- sentence stems, substitution tables, word banks and writing frames;
- flexible grouping and targeted adult or peer support;
- alternative methods of recording and additional processing time;

- greater challenge through extended conversation, independent writing and unfamiliar language.

Where pupils have an Education Health and Care Plan or SEND Support Plan, learning is adapted in line with individual targets and professional recommendations while maintaining high expectations. Multilingual pupils are encouraged to draw on their existing language knowledge and recognise connections between languages.

### French – Curriculum Impact

The impact of our French curriculum is measured by how successfully pupils develop secure knowledge of phonics, vocabulary and grammar and apply this knowledge through listening, speaking, reading and writing.

By the time pupils leave St Joseph's, they will understand familiar spoken and written French, pronounce words with growing accuracy, ask and answer questions, express preferences and personal information and communicate through increasingly connected speech and writing. They will use helpful strategies when encountering unfamiliar language, including recognising patterns, using context, checking meaning and adapting known structures.

Pupils will approach language learning with confidence, curiosity and resilience. They will demonstrate respect for other languages and cultures, recognise the value of communication and intercultural understanding and be well prepared to continue learning languages at secondary school.

### French – Assessment Recording and Reporting

Assessment in French is ongoing and informs future teaching, identifies misconceptions and celebrates progress. Teachers assess how well pupils can recall and apply phonics, vocabulary and grammar and how confidently they communicate through the four language skills. Assessment draws on pupils' responses during lessons, oral rehearsal, conversations, reading aloud, comprehension, retrieval activities and written outcomes.

Teachers use the progression documents to make judgements about pupils' acquisition of essential knowledge and skills. Assessment is proportionate and does not require excessive written evidence. Spoken outcomes may be captured through teacher observation, notes, photographs or recordings where this is useful and appropriate.

### Assessment for Learning

Assessment is embedded throughout the teaching and learning cycle. Teachers use questioning, observation, verbal feedback and whole-class feedback in line with the school's assessment procedures. Mispronunciations and misconceptions are addressed promptly so that errors do not become embedded.

Teachers assess learning through a range of approaches, including:

- listening and responding to spoken French;
- pronunciation, intonation and reading aloud;

- paired talk, questioning and short conversations;
- retrieval activities and low-stakes quizzes;
- reading comprehension and translation;
- short written outcomes and connected texts;
- self-assessment and peer feedback where appropriate.

### Recording and Monitoring Progress

The Subject Leader uses progression documents and agreed assessment information to monitor pupils' developing knowledge and skills across Key Stage 2. Monitoring may include planning scrutiny, work scrutiny, lesson visits, pupil voice, discussion with teaching staff and review of oral or recorded outcomes. Findings inform curriculum development, resource decisions and professional development so that French remains ambitious, inclusive and progressive.

### Subject Leader Responsibilities

The French Subject Leader is responsible for:

- providing strategic leadership and direction for French across the school;
- ensuring that the curriculum is ambitious, progressive and aligned with the National Curriculum;
- maintaining clear progression in phonics, vocabulary, grammar and communication from Year 3 to Year 6;
- supporting teachers and any specialist provider to deliver high-quality lessons;
- monitoring teaching and learning through lesson visits, work scrutiny, pupil discussion and curriculum review;
- identifying strengths and priorities for further development;
- ensuring assessment accurately reflects pupils' learning in listening, speaking, reading and writing;
- maintaining appropriate resources and supporting staff subject knowledge;
- ensuring equality of opportunity and accessibility for all pupils;
- reporting to senior leaders and governors on curriculum development and impact.

### Headteacher Responsibilities

The Headteacher is responsible for:

- ensuring that French is given appropriate importance within the curriculum;
- ensuring that statutory Key Stage 2 language requirements are met;
- providing appropriate support, time and resources for effective subject leadership;
- ensuring staff have access to relevant professional development;
- supporting the Subject Leader in monitoring and evaluating curriculum quality;
- ensuring pupils' entitlement to a broad, balanced and inclusive curriculum is maintained.

## Governors Responsibilities

The Governing Body is responsible for:

- supporting and challenging leaders to ensure that French contributes effectively to pupils' wider education;
- ensuring that statutory curriculum requirements are met;
- monitoring the impact of French provision through the school's curriculum monitoring processes;
- supporting the school's commitment to an ambitious and inclusive curriculum;
- ensuring that appropriate resources are available for high-quality teaching and learning;
- understanding how French contributes to pupils' cultural awareness and preparation for secondary education.

## Policy Review

This policy will be reviewed every three years or sooner if required because of changes in statutory guidance, updates to the National Curriculum, changes in school priorities or recommendations arising from monitoring. The French Subject Leader will review and update the policy in consultation with senior leaders.