Holy Family Catholic Primary School

Modern Foreign Languages Policy

Approved by:	Clair McFadden	**Date:**	September 2026
Last reviewed on:	September 2026		
Next review due by:	To be monitored and updated as required		

Intent

Our French curriculum aims to give children an awareness of other cultures and have the confidence and resilience to communicate in French for practical purposes, using both written and oral French. We aim to give pupils a foundation for language learning that encourages and enable them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

Implementation

Our French Curriculum is supported through the Kapow Primary scheme of work which is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. Our Curriculum is supported through curriculum overview documents that show coverage of the national curriculum and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons. Lessons are taught once a week for 30 minutes.

Impact

Pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, in Key Stage 3. The expected impact is that children will:

Be able to engage in purposeful dialogue in practical situations

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

Be able to identify word classes in a sentence and apply grammatical rules they have learnt

Be able to construct short texts on familiar topics

Meet the end of Key stage 2 expectations outlined in the National Curriculum

Expectations

It is expected that most of the following items are evident in every French lesson:

- Listening to a native French speaker
- Discussion

- Good questioning
- Reflecting on previous knowledge
- Engaging/active learners
- Practise of pronunciation
- Evidence of work can be verbal, written or a mixture of both
- Working independently or in groups

Organisation and Planning

At Holy Family, French is taught throughout Key Stage 2 using the Kapow Primary French scheme of work. Lessons are planned to develop pupils' confidence and competence in listening, speaking, reading and writing in French, while building their understanding of French vocabulary, grammar and pronunciation.

Lessons follow the sequence of learning provided by Kapow, with teachers adapting activities and resources where appropriate to meet the needs of their pupils. Learning builds progressively throughout Key Stage 2, allowing children to revisit and consolidate previously taught vocabulary and language structures before applying these in increasingly complex contexts.

Teachers provide opportunities for pupils to practise new vocabulary, develop accurate pronunciation, engage in conversations, read and understand French texts, and write for different purposes. Lessons include a variety of activities to engage pupils and support different learning needs, including games, songs, listening activities, paired conversations, written tasks and interactive resources.

The French Subject Leader monitors planning, teaching and learning, and the impact of the curriculum through work scrutiny, learning walks, pupil voice and assessment information. This helps to ensure that the Kapow scheme is implemented effectively and that pupils make appropriate progress in their language learning.

Key Stage 2

We use the Kapow Primary French scheme of work in Key Stage 2 to support the delivery of the National Curriculum for Languages. The scheme provides a carefully sequenced programme of study that develops pupils' knowledge and skills in listening, speaking, reading and writing in French, alongside their understanding of vocabulary, grammar and pronunciation.

Opportunities for progression are planned to ensure that children build upon prior learning and develop increasing confidence and independence in using French. Pupils are encouraged to apply their language skills in a range of contexts, develop their understanding of French culture and recognise similarities and differences between French and English.

All pupils are provided with opportunities to develop their language skills, with appropriate support and challenge to enable them to achieve their full potential.

Long-term plans

Our long-term plans for French are based on the Kapow Primary French scheme of work and provide an overview of the units and learning objectives to be taught throughout Key Stage 2. The curriculum is carefully sequenced to ensure coverage of the National Curriculum for Languages and to support the progressive development of pupils' linguistic knowledge and skills.

Learning is built upon year by year, allowing children to revisit and consolidate previously taught vocabulary, pronunciation and grammatical structures before applying these to new topics and situations. This approach supports pupils in developing a secure foundation in French and prepares them for further language learning.

Medium-term plans

Our medium-term planning follows the Kapow Primary French scheme and outlines the sequence of learning within each unit. This ensures appropriate coverage and progression of knowledge and skills throughout Key Stage 2.

Learning objectives are carefully sequenced to develop pupils' listening, speaking, reading and writing skills. Teachers use the provided planning and resources to ensure that pupils build upon prior learning, practise new vocabulary and language structures, and develop confidence in communicating in French.

Opportunities are provided for pupils to revisit key vocabulary, practise pronunciation, identify patterns in language and apply their knowledge in different contexts. Assessment opportunities within each unit help teachers identify misconceptions and establish areas requiring further teaching or consolidation.

Short-term plans

Lesson planning follows the structure and guidance provided by the Kapow Primary French scheme. Lessons are designed to develop pupils' knowledge and skills through a range of engaging activities, including listening exercises, speaking practice, reading comprehension, written tasks, games and songs.

Teachers adapt their delivery to respond to pupils' needs, ensuring that appropriate support and challenge are provided for all learners. Lessons provide opportunities for pupils to practise and recall previously taught vocabulary, learn new language structures and apply their understanding independently and collaboratively.

The French Subject Leader monitors planning, teaching and learning, and the impact of the curriculum through work scrutiny, learning walks, pupil voice and assessment information.

This monitoring helps to identify strengths and areas for development, ensuring that the quality of French teaching continues to improve across the school.

French lessons are underpinned by the development of secure foundational knowledge and the progressive acquisition of language skills. Children are encouraged to develop confidence in communicating in French and to recognise that language learning involves regular practice, perseverance and the application of prior knowledge.

Throughout each unit of French, the following key areas are developed:

1. Listening and understanding

Children develop their ability to listen to and understand spoken French, including individual words, phrases, instructions and conversations. They learn to recognise familiar vocabulary, identify key information and develop their understanding of spoken language at an appropriate level.

Regular opportunities to listen to French spoken at different speeds and in different contexts help pupils develop their confidence, improve their comprehension and become more familiar with French pronunciation.

2. Speaking and pronunciation

Children develop their ability to speak French with increasing confidence, accuracy and clarity. They practise pronunciation, learn new vocabulary and use familiar phrases to communicate information, express opinions and participate in conversations.

Pupils are encouraged to ask and answer questions, take part in role play and use their knowledge of French to communicate with others. As they progress through Key Stage 2, they develop greater independence in constructing sentences and applying familiar language structures.

3. Reading and comprehension

Children develop their ability to read and understand French words, phrases and texts. They learn to recognise familiar vocabulary, use context to establish meaning and identify patterns in written language.

Pupils are encouraged to develop strategies for understanding unfamiliar words and to make connections between spoken and written French. Reading activities support the development of vocabulary, comprehension and an understanding of how French differs from English.

4. Writing and grammar

Children develop their ability to write words, phrases and sentences in French, progressing towards more independent written communication. They learn to apply familiar vocabulary, spelling patterns and grammatical structures to communicate information accurately.

Pupils develop their understanding of how French sentences are constructed and explore grammatical features appropriate to their stage of learning. As they progress through the school, they are encouraged to apply their knowledge to create their own sentences and short pieces of writing.

5. Vocabulary and language knowledge

Children develop a growing bank of French vocabulary and learn to recall and apply it in different contexts. They revisit previously taught language regularly to strengthen their long-term retention and develop confidence in using familiar words and phrases.

Pupils also develop their understanding of grammatical patterns, word order and the relationship between spoken and written language. This helps them make connections, recognise similarities and differences between languages, and develop strategies that support future language learning.

Through these key areas, our French curriculum aims to develop confident and enthusiastic language learners who can communicate in French, appreciate other cultures and develop the knowledge and skills needed for further language study.

Cross-curricular links

French is promoted across the wider curriculum, providing pupils with opportunities to make connections between language learning and other subjects. Teachers identify opportunities to reinforce learning through meaningful links with areas such as English, Oracy, Geography, Music, Art and Mathematics.

For example, pupils may compare French and English vocabulary and grammar, explore the geographical location and cultural characteristics of French-speaking countries, learn French songs and rhymes, or use numbers and dates in French. These opportunities help children recognise the relevance of language learning beyond the classroom and understand how languages can support communication and learning in different contexts.

Spiritual, Moral, Social and Cultural Development

When teaching French, we contribute to pupils' spiritual, moral, social and cultural development by encouraging curiosity about other languages, people and cultures. Through the Kapow Primary French scheme, children explore aspects of life in France and other French-speaking countries, developing an appreciation of cultural similarities and differences.

Pupils develop social skills through paired conversations, collaborative activities and opportunities to communicate with others. They learn to listen respectfully, take turns and

value different contributions. Moral development is supported through promoting respect, tolerance and understanding of people from different backgrounds.

Cultural development is an important aspect of French teaching. Children explore French traditions, celebrations, food, music and everyday life, helping them to develop an understanding of the diversity of the French-speaking world. This supports pupils in becoming respectful, open-minded learners who appreciate the value of learning another language.

Inclusion

Teachers set high expectations for all pupils and use appropriate assessment to plan learning that is accessible, engaging and challenging. This includes:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with SEND.
- Pupils with English as an additional language (EAL).

Teachers plan lessons so that all pupils can access the French curriculum and develop their language skills. Appropriate adaptations may include visual prompts, vocabulary mats, repetition, sentence starters, word banks, paired practice and additional opportunities to rehearse spoken language.

Pupils who require additional support are helped to develop secure knowledge of essential vocabulary and language structures. Pupils who demonstrate confidence and proficiency are provided with opportunities to extend their learning through more complex vocabulary, independent sentence construction and more challenging speaking, reading and writing activities.

Teachers also recognise that pupils who speak languages other than English may bring valuable linguistic knowledge and experience to French lessons. Opportunities are provided for pupils to make connections between languages and develop their understanding of how languages work.

Further information can be found in our statement of equality information and objectives, SEND Policy and SEND toolkit.

Recording of Children's Work

Children are encouraged to record their learning in French using a variety of methods to demonstrate and communicate their understanding. These may include written vocabulary, sentences, short paragraphs, translations, reading comprehension activities, labelled diagrams, posters and other creative tasks.

Pupils are also provided with opportunities to demonstrate their learning through spoken responses, conversations, role play, listening activities and practical tasks. This ensures that children's progress in French is not assessed solely through written work, but also through their ability to understand and communicate in the language.

Examples of children's work are retained in French books and other appropriate formats to provide evidence of progression, attainment and the development of listening, speaking, reading and writing skills over time.

Assessment

There are many reasons why it is important that learning in French is assessed, including:

- Pupils need opportunities to reflect on their learning, recognise their progress and develop confidence in their language skills.
- Teachers need to know that learning has taken place, identify gaps in knowledge and establish future learning needs.
- Assessment helps teachers adapt their teaching to meet pupils' needs, ensuring appropriate support and challenge for all learners.
- Regular assessment supports pupils' motivation by helping them recognise their achievements and understand their next steps.
- Assessment enables the French Subject Leader and senior leadership team to monitor the impact of the Kapow Primary French scheme, identify strengths and areas for development, and evaluate progress towards whole-school priorities.
- Assessment provides evidence of pupils' developing vocabulary, grammatical knowledge and skills in listening, speaking, reading and writing.

We assess children's learning in French through ongoing formative assessment during lessons and knowledge quizzes at the end of each unit. Teachers use assessment information alongside their knowledge of pupils' learning to make informed judgements about progress and attainment.

Formative assessment

Formative assessment takes place throughout French lessons and is linked to the learning objectives. Teachers use assessment to identify pupils' understanding, address misconceptions and plan appropriate next steps.

Formative assessment opportunities are provided through:

Questioning to check pupils' understanding of vocabulary and language structures.

Listening to pupils' pronunciation and spoken responses.

Observing paired conversations, role play and collaborative activities.

Reviewing written work, translations and sentence construction.

Checking pupils' understanding of spoken and written French.

Providing verbal feedback to develop accuracy and confidence.

Reviewing pupils' progress against lesson learning objectives.

Formative assessment is recorded on Sonar against the relevant learning objectives. This enables teachers to monitor pupils' understanding, identify areas requiring further support and inform future planning.

Feedback and marking are in line with the school's Marking and Feedback Policy. Teachers use assessment information to ensure that pupils revisit and consolidate learning where necessary.

Summative assessment

At the end of each unit, pupils complete a knowledge quiz to assess their understanding of the key vocabulary, language structures and knowledge covered. These quizzes provide an additional source of evidence to support teachers' judgements about pupils' learning and retention of knowledge.

Teachers consider the outcomes of these quizzes alongside formative assessment recorded on Sonar, pupils' classwork and their performance in listening, speaking, reading and writing activities. This provides a broader picture of pupils' progress and helps teachers identify strengths, gaps in knowledge and areas requiring further teaching.

The French Subject Leader and senior leadership team use assessment information, where appropriate, to evaluate the effectiveness of the curriculum, monitor progression across Key Stage 2 and identify priorities for improvement.

Assessment information is also used to support transition between year groups, ensuring that teachers understand pupils' strengths and areas for development. Progress and attainment are reported to parents through the school's established reporting procedures, including the annual report.

Through a combination of formative assessment and end-of-unit knowledge quizzes, we aim to ensure that pupils develop secure language knowledge and make appropriate progress throughout Key Stage 2.

Monitoring and Reviewing

Monitoring the standards of children's work and the quality of teaching and learning in French is the responsibility of the French Subject Leader. The role includes supporting colleagues in the delivery of the Kapow Primary French scheme, keeping up to date with developments in language education, and providing strategic leadership and direction for the subject across the school.

The French Subject Leader works alongside the Senior Leadership Team (SLT) to evaluate strengths and areas for development and identify priorities for improvement. Monitoring focuses on curriculum coverage, progression in language knowledge and skills, pupils' confidence in communicating in French, and the impact of teaching on pupils' learning.

The French Subject Leader undertakes regular monitoring activities to evaluate the implementation and impact of the curriculum. Evidence is gathered through:

Work scrutiny: Reviewing pupils' books to evaluate curriculum coverage, progression in vocabulary and grammar, and the development of written language skills.

Assessment analysis: Reviewing formative assessment recorded on Sonar and end-of-unit knowledge quiz outcomes to identify trends, gaps in learning and areas requiring further support.

Review of planning: Checking curriculum coverage, the sequencing of learning and progression in line with the Kapow Primary French scheme.

Learning walks and lesson visits: Monitoring teaching, pupil engagement, the development of language skills and the provision of appropriate support and challenge.

Pupil voice: Speaking with pupils to establish their attitudes towards French, their understanding of current learning and their confidence in using the language.

Staff discussions: Working with teachers to identify strengths, share effective practice and establish areas where further support or professional development may be beneficial.

The outcomes of monitoring are used to inform the French Subject Leader's action plan, support continuous improvement and ensure that all pupils have access to a high-quality language education.

Greater Depth

Pupils working at greater depth in French should demonstrate a secure understanding of the vocabulary and language structures taught within their year group. They should be able to apply their knowledge in a range of contexts, communicate ideas with increasing independence and demonstrate confidence across listening, speaking, reading and writing.

Developing greater depth may be demonstrated through pupils' ability to:

Recall and apply previously taught vocabulary accurately.

Use a wider range of familiar vocabulary and grammatical structures.

Construct their own sentences rather than relying solely on modelled examples.

Participate in conversations with increasing independence.

Demonstrate accurate pronunciation and an understanding of spoken French.

Read and interpret familiar texts with confidence.

Write increasingly independent sentences and short texts.

Recognise patterns and make connections between French and English.

Apply their knowledge to unfamiliar examples and new contexts.

Explain their understanding and use language creatively for different purposes.

Greater depth is developed through opportunities to extend learning, apply language independently and demonstrate a deeper understanding of how French works. This enables pupils to develop confidence and prepare for further language learning.

Oracy in French

Oracy plays an important role in developing pupils' confidence and competence in French. Through the Kapow Primary scheme, children are provided with regular opportunities to listen to spoken French, practise pronunciation, learn and rehearse vocabulary, ask and answer questions, and participate in conversations.

Teachers model accurate pronunciation and provide opportunities for pupils to rehearse language before using it independently. Activities such as paired conversations, role play, games, songs and question-and-answer sessions help pupils develop their listening skills and communicate with increasing confidence.

Pupils are encouraged to listen carefully to others, take turns and respond appropriately in French. Spoken language also supports the development of reading and writing by helping children recognise the relationship between sounds, words and written language.

Through regular opportunities to speak and listen, pupils develop their confidence, vocabulary and ability to communicate in French.

Artificial Intelligence (AI)

At Holy Family, we are committed to delivering a high-quality primary French education that develops pupils' confidence, communication skills and understanding of other languages and cultures. To enhance our established Kapow Primary French scheme, we may use Artificial Intelligence (AI) thoughtfully and purposefully to support teaching and learning.

AI tools may be used by teachers to create and adapt vocabulary activities, develop differentiated resources, generate practice sentences and prepare opportunities for listening, speaking, reading and writing. This can help teachers provide appropriate support

for pupils who need to consolidate essential vocabulary while offering additional challenge to pupils who are ready to apply more complex language structures.

AI may also support teachers in developing cultural learning activities and creating additional opportunities for pupils to practise and apply their French. All AI-generated content is reviewed by teachers to ensure that vocabulary, grammar, pronunciation guidance and cultural information are accurate, age-appropriate and aligned with the Kapow Primary French scheme.

The use of AI is guided by the school's policies on online safety, data protection and the responsible use of technology. AI complements, rather than replaces, high-quality teaching, teacher expertise and the structured progression provided by the Kapow scheme. Our aim is to ensure that pupils develop secure language knowledge, communicate with confidence and appreciate the value of learning another language.

Arrangements for Review

This policy is regularly reviewed by staff and governors to ensure that its aims are being met and that the quality of French education continues to improve. The policy will be reviewed annually, or sooner if required, to reflect changes to the curriculum, the Kapow Primary French scheme or school priorities.