

Juniper Hill School

# Modern Foreign Language (French) Policy



*Kindness    Enjoyment    Achievement*

This policy was updated in March 2026

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Learning a foreign language provides the children with an opportunity to understand about other cultures. It fosters pupils' curiosity and deepens their understanding of the world. It enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides the foundation for learning further languages and equips pupils to study, travel and work in other countries.

Learning a modern foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. Pupils at Juniper Hill are taught French from Years 3-6.

## **INTENT**

At Juniper Hill, our intent is to enable all children in Key Stage Two to enjoy learning French and become confident in speaking, listening, reading and writing French. Our intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages. The intention is that they will be working towards becoming life-long language learners.

### **Introduction**

Our school vision is to empower our community to have the courage to make a difference in the world. Learning a foreign language contributes to this by offering pupils the opportunity to explore relationships between language and identity and to develop a deeper understanding of other cultures and the world around them and a better awareness of self, others and cultural differences.

Our school motto, 'Kindness, enjoyment and achievement', can be demonstrated through our teaching of French in the following ways:

**Kindness** French lessons give children valuable experiences in performing role plays with their peers and giving feedback on other people's spoken work. This fosters an environment where children support each other's efforts and are kind towards each other.

**Enjoyment** Children enjoy learning French as there are multiple aspects to the subject which can interest them in different ways. Whether the children enjoy speaking, listening, reading or writing, there are opportunities for all children to have fun while learning French. The resources used are lively, colourful and fun including songs and games.

**Achievement** Children feel a sense of achievement when they learn something new and receive positive, supportive feedback. Learning activities in French lessons are well-planned and differentiated, allowing all children to achieve success. Children feel a sense of achievement when they are able to communicate with each other in a new language.

### **Aims**

Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious, and confident about foreign language learning when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:





-  Speaking
-  Listening
-  Reading
-  Writing
-  Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between French and English. We will also help strengthen their sense of identity through learning about the culture of other French-speaking countries and comparing it with their own.

## Curriculum

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The 2014 National Curriculum for languages aims to ensure that all pupils:

-  Understand and respond to spoken and written language from a variety of authentic sources
-  Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
-  Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
-  Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.

9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.





## **IMPLEMENTATION**

At Juniper Hill School, French is taught in a whole-class setting by the class teacher.

Teachers plan and deliver their lessons using the Language Angels scheme of work, which supports even non-French-speaking teachers to provide high quality French teaching experiences for their pupils. Teachers can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping, or support from an adult.

French lessons can include:

-  interactive whiteboard materials
-  interactive games
-  songs & raps
-  differentiated desk-based activities

Teachers at Juniper Hill deliver and adapt the Language Angels learning activities and materials using the principles of Kagan Co-operative Learning.

Lessons focus on a combination of the five key language learning skills (speaking, listening, reading, writing, and grammar).

Each Key Stage Two class has a timetabled lesson of at least thirty minutes per week.

Displays of the topics/key vocabulary being taught in French are displayed around individual classrooms.

The messaging in our corridor mural, 'Be like a linguist', will be reinforced in lessons; children will be supported to 'communicate' in another language, to begin to 'understand' French language and culture and to 'translate' from French to English and vice versa.

## **Assessment**

In French lessons, children complete both practical and written tasks (on whiteboards and in French books), covering speaking, listening, reading and writing skills. These are, wherever possible, assessed during the lesson with immediate verbal or written feedback, or, if not, then before the following lesson to inform future planning.

Children's work may be either self-assessed, peer assessed, or teacher assessed depending on which the teacher deems most effective for each task to move the children's learning forward.

Self-assessment 'I can do...' grids are provided by Language Angels and may be used as a quick and easy way for all pupils in the class to record the skills they have covered and the progress they are making.

At the end of each unit, teachers complete a TAF (Teacher Assessment Form) which records each pupil's level of attainment in that unit. The TAF data is then input by the teacher onto the school's online data system 'Insight'.

To reach their end-of-unit teacher judgements, teachers will draw on evidence from children's books and their observations of the children in class. Bespoke skills-based assessment worksheets, provided by Language Angels at the end of every unit, may also be used.

TAF assessment data is used at the end of each academic year to produce an overall level of attainment in French for each pupil's annual report.






## **Resources**

Juniper Hill School subscribes to the online Language Angels package which provides full curriculum guidance, detailed lesson plans and support notes, interactive online lesson materials with native speaker audio files, online songs & games, differentiated desk-based learning activities, CPD and 24/7 professional support.

A class set of French dictionaries is available for classes to borrow to support learning activities as necessary.

## **Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study French and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. In French lessons, we aim to mostly speak in French rather than in English and use a lot of

visual resources to aid understanding of the target language. This helps to support all pupils to take part.

### **Online Safety**

The French curriculum will be delivered in accordance with the school Online Safety policy.


### **Health and Safety**

The French curriculum will be delivered in accordance with the school Health and Safety policy.


### **British Values**

In addition to the ways in which British Values are embedded in all lessons at Juniper Hill School, specific additional opportunities may arise in French such as:


#### Democracy

 Children may consider systems of government in France and other French-speaking countries and compare them with the British system.


#### Rule of Law

 As part of learning about other cultures, the laws of France and other French-speaking countries may be mentioned, comparing them with British laws.

#### Individual Liberty

 In encouraging the children to think of themselves as global citizens, they will consider their own individual liberty by beginning to explore possibilities for travelling to, or even studying or working in, other parts of the world when they are older.

#### Mutual Respect and Tolerance of different faiths and beliefs

 Pupils will be taught about historical, cultural and religious differences between the UK and France and other French-speaking countries. Other cultures are always discussed in a respectful manner, emphasising that, although things may be different, each culture is equally valuable and to be respected.

## **IMPACT**

### **Monitoring Arrangements**

The subject leader will monitor the impact of French teaching throughout Key Stage 2 by various methods including reviewing Language Angels online class records, assessment data, book looks, learning walks, pupil voice, professional discussions with colleagues.

### **Roles and Responsibilities**

## **The Subject Leader**

It is the role of the French subject leader to ensure that there is a continual drive to raise standards in the teaching and learning of French.

This is carried out in a number of ways:

1. Monitoring the teaching and learning of French and to ensure that children are progressing in their understanding of the subject during their journey through the school.
2. Reviewing and adapting the school's French coverage.
3. Maintaining and developing a rich and varied range of resources (update the Budget Bid annually).
4. Identifying and attending CPD courses including regular updating on subject knowledge and providing staff with appropriate feedback.
5. Providing guidance and support to all members of staff, and generally promoting French within the school.
6. Enable staff to provide enriching learning experiences for pupils such as visits and school trips.
7. Writing, implementing, monitoring and evaluation of the annual French subject action plan.

## **The Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **The Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to.

## **The Governors**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.