Grimsargh St Michael's C of E Primary School

Languages Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Purpose of Study

Learning a language is a liberation from insularity and provides an essential opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable 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 should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

The learning of a language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

Key Stage 1

At KS1, when the teaching of languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Key Stage 2

At Grimsargh St Michaels we strive to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study. In brief, these are to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language.
- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

At Grimsargh St Michael's primary school, children in KS2 learn French.

Curriculum intent

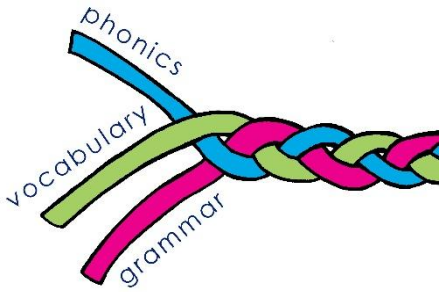
We teach our children French to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French-speaking countries and the foundational knowledge to support confident communication in French.

At Grimsargh St Michael's, we believe that learning a language enables children to value and respect others as individuals created in God's image. Through learning French, children develop an understanding of different cultures, communities and perspectives, helping them to flourish in our diverse world and live well together.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Grimsargh St Michael's three Big Ideas for French are

1. Phonics
2. Grammar
3. Communication

Vocabulary, as an essential thread of French (as shown in the diagram) is part of the whole curriculum as a golden thread.

Our curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between French, any heritage languages our children have, and English

The teaching of a language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Curriculum provision

Our KS2 children have a weekly French lesson of 30-45 minutes. Pupils re-visit and deepen their learning with tasks to practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.
We use a detailed scheme of work with audio-enabled resources for every lesson is provided in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

Assessment
Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. We use period achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught. As a school we then collect data for which children are working at, above or below the expected standard for their year group. Assessment also considers pupils' confidence, participation and willingness to communicate in French.

Equal Opportunities and SEN
All children irrespective of ability or special educational need, should be taught a language. Every child has the statutory right to a broad and balanced curriculum.

Children with SEN are actively encouraged to participate fully in French lessons with the necessary support and appropriate differentiation.

Learning languages helps children recognise and celebrate the diversity of God's world, fostering respect, compassion and understanding for people from different backgrounds and cultures.

Role of the Subject Leader
The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources
- monitor the quality of teaching and learning
- draw upon advice, support and expertise where necessary and in order to improve provision
- liaise to organise training and support to develop teacher subject knowledge and expertise.
- Monitor the extent to which the curriculum enables all pupils to flourish and achieve their potential.

Policy Review
This policy will be reviewed when necessary and in the light of any changes or developments in terms of statutory requirements.

Signed**: Miss Helen Smith**

Date: **September 2026**

Review Date: **September 2027**

Agreed by the Governors: September 2026