



Languages (French) Policy 2026



Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever-changing world'.

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As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the French curriculum at St. Lawrence School:

Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 30

You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.



As Duty Bearers, it is our responsibility to teach children their rights. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

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Intent

Our French curriculum offers a carefully planned and ambitious sequence of lessons, ensuring progressive coverage of the skills required by the Jersey Curriculum, including an introduction to the culture of French-speaking countries and communities.

It aims to foster children's curiosity through a 'high risk, low stakes' approach, deepen their understanding of the world, increase communication skills and make connections with their home language as they explore parts of speech, cognates etc.

Our teaching of French combines the best of both a linear and spiral curriculum. The linear curriculum allows the children to methodically build their skills and express their ideas and thoughts in French and the spiral nature ensures depth, interconnectedness and repeated opportunities to embed and reinforce learning making lessons inclusive. It provides opportunities to interact and communicate with others both in speech and in writing. Our links with French speakers in the island and in France ensure that our children are regularly given opportunities to listen to native speakers.

From the beginning, some of the highly effective strategies used in RWI are applied when teaching phonics, grammar and vocabulary. This provides a seamless transition in language learning in our school.

Through our curriculum, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities to reinforce and embed phonics, grammar and vocabulary are built-in alongside the introduction of new skills.

Our 'high risk, low stakes' approach to teaching weaves through all lessons as children work with mini whiteboards to not only record and reinforce learning but also to experiment and be creative with the language.



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French Phonics in KS2 is regarded as a natural progression from Read Write Inc. in KS1 and the children respond well to this familiar structure e.g. elements from speed sound lessons, hold a sentence, edit a sentence, build a sentence etc. This approach also lends itself to the intentional teaching of grammatical structure.

Opportunities for 'real life' French experiences are integral to our approach to learning e.g. Y3 teach Y2 French in the summer term, Y4 visit the French Market and speak with French stallholders, Y5 video conference, write to and meet their French pen-pals whilst on a daytrip to St Malo and Y6 welcome visitors who rely on their ability to speak another language as part of their job.

Impact

Our focus on integrating the 3 Pillars of Language learning: Phonics, Grammar and Vocabulary within the 4 modes (reading, writing, speaking and listening) ensures our children have a solid foundation on which to build in KS3. When combined with the Oracy work across the school this has led to an exceptional standard in the French section of the Jersey Eisteddfod.

The impact of high-quality French teaching in a 'high risk, low stakes' environment enables children to experiment with language and be creative. Pupil conferencing has highlighted the enjoyment the children find in being 'language detectives', using decoding skills to help comprehension. Questioning and implicit teaching are presented in a way that is inclusive ensuring that children access the curriculum at a level suited to them e.g. asking closed questions to lower ability children and more probing questions to the higher ability children. The added benefits of French teaching across the Key Stage are also noticeable in other subjects e.g. explicit teaching of parts of speech and building high-quality sentences has a positive effect on Literacy standards.

French reading, writing and listening are regularly assessed - ideally half termly - and speaking assessed informally through small group work with a native language speaker.

Having a dedicated space to teach French ensures a rich learning environment. Working walls are relevant and display material suitable for all levels. Subconsciously, the children enter this space and 'feel' French.

Extra-curricular experiences also create moments for greater parental engagement and home learning opportunities. As the love of learning French has increased many children are now continuing their learning at home with Duolingo.

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Purpose of Study

Learning a foreign language is liberation from insularity and provides an 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 quality literature in the original language. Language teaching should provide the foundation for learning further languages in KS3/4, equipping pupils to study and work in other countries.

Aims

The Jersey 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 writing in the language studied
- ♣ appreciate the cultural influence of France on Jersey's heritage
- ♣ experience communication with those of another country especially France.

Attainment targets

By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 2: French

The teaching of French should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It



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should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write simple phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally and in writing
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine 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.

Assessment

Assessment Progression through the programmes of study is based on the ongoing assessment of the teacher with a final island-wide assessment in Year 6. To monitor progress through the Key Stage and provide valuable feedback to teachers, the 2018 Year 6 French Assessment is used in the summer term of Years 4 - 6. The new CYPES Y6 assessments are being phased in as they're released by the Department.



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Resources and ICT

A variety of resources are available in school. These include children's reference books, books, French/English dictionaries and the use of resources online is encouraged eg Linguascope, French Games and Alain le Lait.

Reporting

At the end of the Summer term, the attainment of Year 6 children in French is measured against the expectations of the programmes of study. This is reported to CYPES.

Cross Curricular

Where possible the teaching of Languages is linked to other areas of the curriculum e.g. MLL, etymology of technical subject specific words, geography.

CPD

Part of the role of the Languages coordinator is to maintain his or her own CPD through courses, training, curriculum meetings and e-learning and to share relevant information with other Language teachers in the school.

Monitoring and Review

Monitoring is carried out by the Languages coordinator through the collection of pupil books, informal conversations with members of staff and pupils, the observation of Languages displays and discussion with Jersey's Primary Lead for French.



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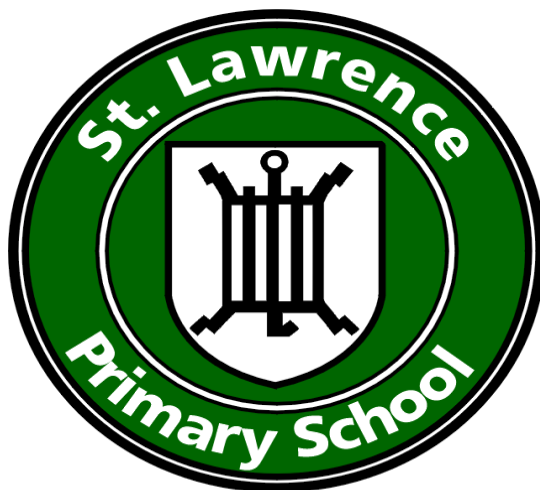
SMSC in Languages

Spiritual

Pupils at St Lawrence School get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in Language learning.

Moral

Pupils at St Lawrence School recognise the importance of learning another language to enable them to respect how difficult it is when people visit/come to live in Jersey and try to speak a new language. Pupils learn that it is important to take risks and make mistakes when trying new words in different languages, and to be understanding of other children who are trying out new words and phrases for the first time.



Social

At St Lawrence School we teach children how Language learning concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.

Cultural

In learning a Language from another culture, pupils at St Lawrence School begin to appreciate the similarities and differences between other countries and Britain. Pupils explore famous landmarks and the history and heritage linked to these landmarks. Pupils can compare the Arts (famous artists, composers, singers) and sports of different countries.

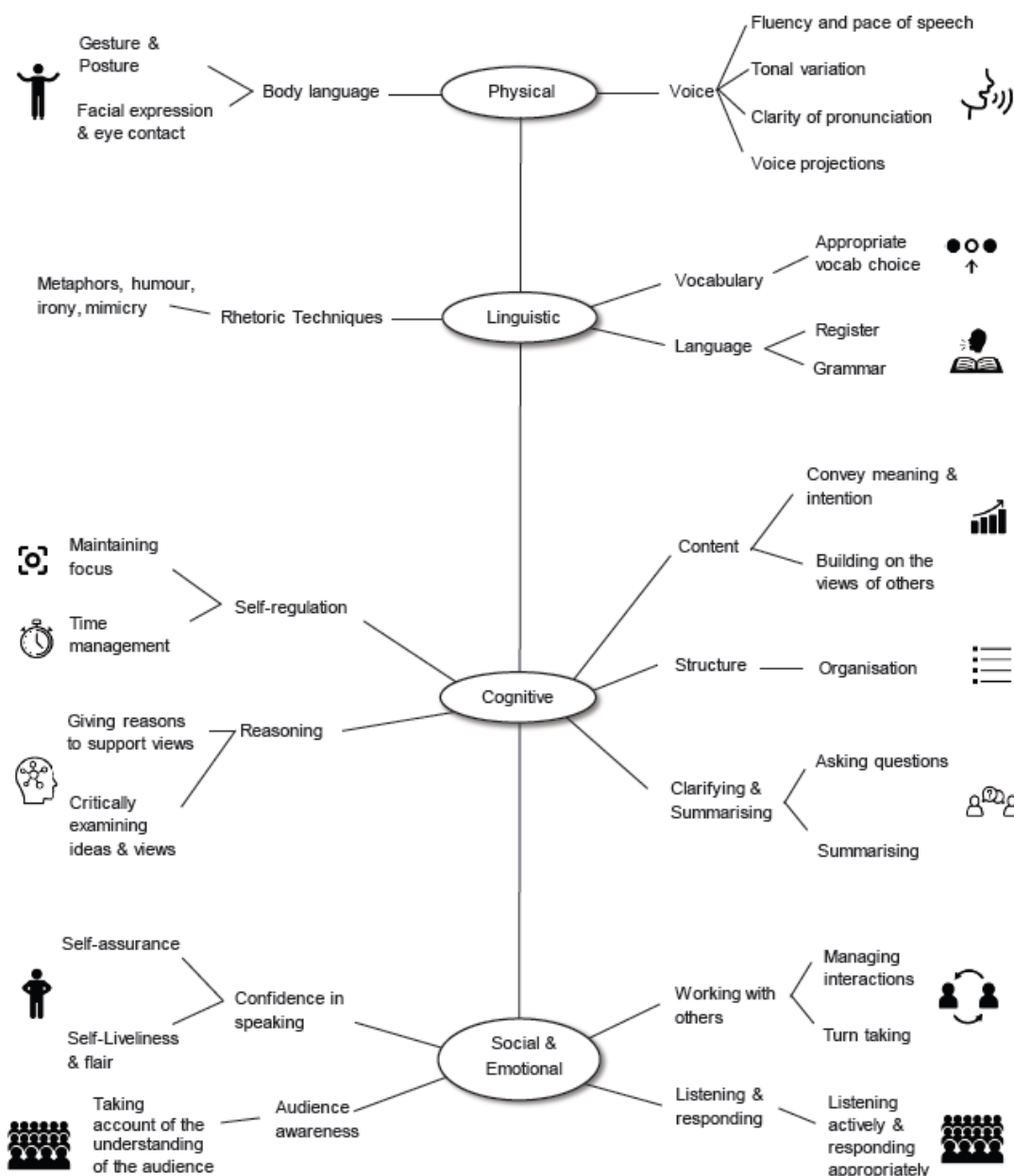
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Oracy in Languages

Oracy Graphic Organiser



"Get talking in class!"



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Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|--|
| <ul style="list-style-type: none">• Because you have...• Your work has had the effect of...• You have improved how...• I notice that you...• This means that... | <ul style="list-style-type: none">• When you... it made me...• Your use of... in order to...• I enjoyed the part where...• The part where you... has had the effect of... |
|---|--|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none">• Why did you choose to...?• Can you explain how...?• Prove to me how you came to this conclusion by using...• What effect did ... have on ...	<ul style="list-style-type: none">• I've noticed that you haven't...• Can you prove...?• Could you have included...?• Where else could you use... in your learning?• In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|--|---|
| <ul style="list-style-type: none">• Thank you, I agree that...because...• I can see why you've said that...• I actually disagree with you because...• I have now... the effect this has had is... | <ul style="list-style-type: none">• Now that I've had time to reflect...• I agree with your comment that... because...• Now that you've pointed it out...• You've helped me to understand... |
|--|---|



Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 3	<u>Subject specific words:</u> These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as: <i>estuary, alliteration, igneous...</i>
Tier 2	<u>Focus words:</u> These will be common words that are found across subjects. These will need direct teaching, such as: <i>contradict, circumstance, precede, retrospect...</i>
Tier 1	<u>Everyday words:</u> These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as: <i>warm, dog, tired, run, table, flower....</i>

For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	Sept 2022	Victoria Wilderspin	Draft	Whole staff	Whole staff	June 2023
0.2	May 24	Amory Charlesworth	Oracy (and SMSC)			
0.3	Jan 2026	Victoria Wilderspin	Update Intent, Implement, Impact			

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