



# St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'  
'We love, we learn and we live'



<b>Name of Policy</b>	Modern Foreign Languages (French) Policy
<b>Reference Number</b>	
<b>Date of e-signoff</b>	November 2025
<b>Headteacher</b>	Katrina Straker
<b>French Lead Governor</b>	Michael McPhillips
<b>Date for review</b>	November 2027

# Modern Foreign Languages (French) Policy

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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

### **Introduction:**

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures' – National Curriculum document 2013

At St Anthony's Primary School, we chose French as our modern foreign language. This was after much consultation with our feeder secondary schools and audit of staff skills and knowledge and this is revised biennially.

### **1. Curriculum Intent**

The intent of our foreign language curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in this subject. The subject leader has identified key intentions for our foreign modern language curriculum. These are:

**Intention 1:** To implement a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children express their thoughts and ideas in another language and to understand and respond to its speakers, both in speech and in writing.

**Intention 2:** To provide the foundation for the learning further languages at secondary school which could ultimately equip learners to study and work in other countries.

## 2. Curriculum Implementation and Impact

The 2 subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the foreign modern languages intentions in the following way:

Intent	Research link	Implementation	Impact
<p>To implement a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children express their thoughts and ideas in another language and to understand and respond to its speakers, both in speech and in writing.</p>	<p>The Rigolo scheme of work chosen by the school for French is well researched. It uses a blended learning approach of traditional and new media and has a 'virtual teacher' to help staff and learners with the correct pronunciation. The 'Primary Letter Box' research is a basis for this scheme (link between sound and spelling when learning a new language). Recent research also shows how important the virtual teacher is in developing correct pronunciation for children and helping them to feel confident when learning a new language.</p>	<p><b>A clear and effective scheme of work that provides coverage in line with the National Curriculum.</b> Teaching and learning should facilitate progression across Key Stage 2.</p> <p><b>Access to resources which aid in the acquisition of skills and knowledge.</b> Children will have access to the whiteboard resources and flash cards etc.</p>	<p>Children will leave St Anthony's with a good pronunciation and writing skills in the French language. They will have developed a good vocabulary for everyday items.</p>
<p>To provide the foundation for the learning further languages at secondary school which could ultimately equip learners to study and work in other countries.</p>	<p>Research by RIPL (Research in Primary Languages) shows that children are more likely to continue to engage in learning a foreign language if they have started in primary school before the embarrassment of saying words in a new language develops (typically secondary school) and if they get the pronunciation correct. Children also enjoyed learning a foreign language more at secondary school as they had to write in it which</p>	<p><b>A clear and effective scheme of work that provides coverage in line with the National Curriculum.</b> We are slowing down the use of the scheme and covering Rigolo 1 and part of 2 rather than completing 2 by the end of year 6. Children still cover every aspect of the National Curriculum but by slowing down the scheme, it gives us more time to work on pronunciation and allowing time for writing as research suggests that these two things help children to love learning languages which will give them a good base for possibility in</p>	<p>Children will leave St Anthony's with a love for languages, looking forward to continuing their learning at secondary school level and beyond.</p>

	they found more challenging. However, too much writing or copying writing were less favourable to the children in the study.	<p>taking these on in their futures.</p> <p><b>Wider Curriculum</b> Children learn about the country France in Year 4 and you can use their knowledge here.</p> <p><b>Displays</b> Vocabulary is displayed around classrooms.</p> <p><b>Books:</b> French books are available for children to borrow from the school library to broaden their learning and French reading skills.</p>	
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In the teaching of foreign languages, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

In French, the following approaches will be used and be evident in pupil discussion, observations and work in books, in order to ensure that the French learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their French experiences in school:

<b>Behaviourism</b>	Direct teacher instruction; modelling of skills and techniques; demonstration
<b>Constructivism</b>	Inquiry-based learning
<b>Social Constructivism</b>	Teacher modelling; questioning; mix of individual, paired and group interaction
<b>Liberationism</b>	Teacher modelling; questioning; mix of individual, paired and group instruction
<b>Learning, working and talking about French</b>	Being introduced to key vocabulary so that all children can confidently articulate their ideas using a growing French vocabulary.

<b>Teaching Sequence in French:</b>	Step 1: Starter – reminding children what they learned in the last lesson, grammar activity and a video aid to stimulate step 2.
	Step 2: Oracy activity – children learn and rehearse speaking in French.
	Step 3: Literacy activity – children transfer skills into writing.

### **3. Roles and Responsibilities**

The role and responsibilities of the Foreign Languages leader is to:

- allocate and monitor the effective use of resources within a delegated budget;
- monitor standards to ensure high quality teaching and learning. This may include pupil discussion, work scrutiny, lesson observation and moderation of work;
- involve staff in the development of the subject within school;
- keep staff informed of developments within the teaching of languages;
- ensure the school follows National Curriculum guidelines;
- evaluate the needs of the school and develop plans to meet those needs;
- support the needs of staff in regards to French;
- promote a positive attitude to languages across school;
- integrate new resources into the curriculum and train staff to ensure confidence in their use;
- liaise with external groups and individuals in relation to standards in the subject;
- be accountable for the standards within the subject.

The role and responsibilities of class teachers is to:

- identify opportunities to embed French across the curriculum as appropriate;
- ensure reasonable adjustments are taken to ensure all pupils can access the Foreign Languages curriculum;
- Make informed judgements of pupil attainment in French.

### **4. Special Educational Needs and Able Children**

Please see our SEND and High Attainers Policies – children with special educational needs will have the curriculum adapted to suit their needs, allowing them full access to this curriculum. Able children will be stretched through a whole host of techniques as laid out in our policy.