

Languages (French) Policy 2025



Introduction

At Newchurch St. Nicholas Primary School, we believe that learning a foreign language is an essential part of preparing our pupils to become confident, curious, and respectful global citizens. Our Languages curriculum provides children with the opportunity to develop communication skills, cultural awareness, and a love of language learning from an early age.

We have chosen French as our focus language, taught progressively across the school using the KAPOW Primary Languages scheme. This scheme offers a clear, structured approach that builds pupils' speaking, listening, reading, and writing skills in French, while also fostering enjoyment and creativity. Lessons are designed to be interactive and engaging, encouraging children to practise new vocabulary, explore patterns in language, and gain confidence in expressing themselves.

Our Languages policy sets out how French is taught, assessed, and celebrated across the school, ensuring that every child has the opportunity to succeed and enjoy their language learning journey

Aims

Through our Languages provision, we aim to:

- Develop pupils' curiosity about other cultures and ways of life.
- Provide a strong foundation for future language learning at secondary school and beyond.
- Promote transferable skills such as memory, resilience, and problem-solving.
- Celebrate diversity and encourage respect for different communities around the world.

Curriculum

At Newchurch St. Nicholas, our Languages curriculum is designed to provide all pupils with a rich, engaging, and progressive experience of learning French. We follow the KAPOW Primary Languages scheme, which offers a clear structure for teaching and learning across Key Stage 2, ensuring coverage of the National Curriculum requirements.

The curriculum is built around four key strands:

- **Listening** – developing the ability to understand spoken French through songs, stories, and simple conversations.
- **Speaking** – encouraging pupils to use new vocabulary and phrases with increasing confidence, fluency, and accuracy.
- **Reading** – introducing children to written French, enabling them to recognise familiar words and phrases, and begin to decode simple texts.
- **Writing** – supporting pupils to record words and short sentences, gradually building towards independent writing in French.

Through the KAPOW scheme, pupils are 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, linking the spelling, sound, and meaning of words.
- Engage in conversations, ask and answer questions, express opinions, and respond to those of others.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material.
- Describe people, places, things, and actions orally and in writing.
- Understand basic grammar appropriate to French, including feminine and masculine forms, key verbs, and sentence structure.

Our curriculum is designed to be inclusive and accessible, ensuring that all pupils are able to participate fully and make progress. Lessons are interactive and practical, using games, role play, songs, and authentic resources to bring language learning to life.

By following the KAPOW scheme, we ensure that pupils build secure foundations in French, develop transferable language skills, and foster a lifelong curiosity about other cultures and languages.

Special Educational Needs

We teach Languages to all pupils, with due regard to their ability. Teachers will provide learning opportunities matched to the needs of pupils with learning difficulties and this ensures that a broad and balanced curriculum is available to all. Teachers will adapt units for the needs of children with SEN if needed and take into account targets set in Individual Education Plans (IEPS). The KAPOW scheme includes adaptive teaching suggestions for each lesson which provides practical strategies to support pupils that may be struggling with aspects of language learning.

Assessment and monitoring

The monitoring of progress in Languages is central to ensuring high-quality teaching and learning across the school.

The Languages Subject Leader is responsible for:

- Overseeing the delivery of the curriculum and ensuring consistency across year groups.
- Monitoring planning, teaching, and outcomes through lesson observations, book looks, and pupil voice discussions.
- Supporting staff with training and resources to ensure effective use of the KAPOW scheme.
- Reviewing assessment information to identify strengths and areas for development.
- Reporting regularly to senior leaders and governors on standards and progress in Languages.

Assessment in Languages is primarily formative, enabling teachers to adapt planning and respond to pupils' needs. This includes:

- Ongoing observation of pupils' participation and responses in lessons.
- Evidence gathered through discussions, photographs, written work, and visual/audio recordings.
- Each lesson beginning with recap and recall activities to consolidate prior learning and check understanding.
- Use of assessment quizzes at the end of each unit to measure progress against key objectives.
- Knowledge catchers at the start and end of each unit to identify what pupils already know and what they have learned.

Progress is demonstrated through:

- Pupils' increasing confidence in speaking, listening, reading, and writing in French.
- The ability to recall and apply vocabulary and structures taught in previous lessons.
- Work samples, photographs, and recordings that show progression over time.
- Pupil voice, where children can articulate what they have learned and enjoyed.

Teachers use assessment outcomes to:

- Identify gaps in knowledge and misconceptions.
- Plan targeted support and differentiated activities.
- Ensure that future lessons build on prior learning and provide appropriate challenge.

Policy revised: November 2025

To be updated: November 2027