

# Dean Field School

## Languages Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
E Clay	September 2025	July 2026

## **Intent**

At Dean Field Primary School, we believe that learning a modern foreign language provides a rich educational, social, and cultural experience for our pupils. French is our core language, and it is taught progressively from Nursery through to Year 6. By introducing language learning early, pupils have more time to develop secure foundations and confidence with the basics before meeting the more challenging content in Key Stage 2.

Our curriculum is carefully structured using the **Language Angels** scheme, which fully supports the National Curriculum Programme of Study. Lessons are taught weekly to promote regular practice, recall, and long-term retention of vocabulary and key skills. This ensures that all pupils benefit from high-quality, sequenced language teaching that prepares them for future learning in Key Stage 3 and beyond.

We aim to foster a genuine enthusiasm and curiosity for language learning. Through engaging and stimulating experiences, pupils develop not only their speaking, listening, reading, and writing skills, but also their confidence, creativity, and resilience as learners.

We strongly believe that learning another language broadens pupils' perspectives and supports their understanding of the wider world. It encourages them to reflect on their own culture and appreciate the similarities and differences within other cultures — an important element of our commitment to developing pupils' cultural capital across the school.

## **Aims for pupils**

### **Through our teaching of French, we aim to:**

- stimulate children's interest, enjoyment, and curiosity in learning another language and developing their awareness of how languages work
- enable children to develop secure knowledge and understanding of French vocabulary, pronunciation, phonics, and grammatical structures, building confidence in speaking, listening, reading and writing
- help pupils gain a broader understanding of life in French-speaking countries, encouraging respect for other cultures and supporting pupils in making connections between their own experiences and those of others around the world
- develop pupils' competence in essential language-learning skills, including recalling and applying vocabulary, engaging in conversation, reading and listening for meaning, and structuring simple written sentences with increasing accuracy and independence
- provide opportunities for pupils to develop the language knowledge and vocabulary needed to ask questions, express opinions, and experiment with language, building resilience, creativity, and confidence as learners

## **Implementation:**

### **How Our French Curriculum Is Structured**

In the Early Years Foundation Stage (EYFS), French is introduced through play-based and interactive experiences that focus on developing children's listening and speaking skills. Learning is delivered through songs, stories, actions, games and short practical activities that encourage children to join in, repeat key words and develop early awareness of sounds in another language. Evidence of learning in EYFS is captured through video, photographs and observations rather than written outcomes, allowing children to fully engage and respond in a meaningful and age-appropriate way. This approach builds early confidence, curiosity and enjoyment, and prepares pupils for a smoother transition into more structured language learning as they move into Key Stage 1.

From Year 1 to Year 6, French is taught weekly using the **Language Angels** scheme of work, which provides a carefully sequenced and progressive curriculum aligned with National Curriculum expectations. The scheme operates as a three-year rolling programme, specifically designed to address gaps in prior learning while ensuring that pupils revisit and build upon key knowledge over time. As pupils move through school, units become increasingly comprehensive and challenging, reflecting the growing level of prior knowledge and confidence pupils have already developed.

Each unit contains a clear body of key vocabulary and core knowledge drawn from the Language Angels programme. These 'Must Know Facts' are explicitly introduced, revisited and built upon across the curriculum to support recall and long-term retention. Learning is planned against a progressive set of language skills and knowledge expectations, ensuring that pupils develop increasing independence, confidence and accuracy as French learners.

Through this structured and carefully planned approach, pupils at Dean Field develop secure foundations in French, benefiting from a curriculum that is engaging, inclusive and continually responsive to their needs.

### **Substantive Knowledge**

The substantive knowledge in French is the understanding of the knowledge of knowing how to speak, listen, read and write in the French language. From Nursery all the way through to year 6, they take part in range of planned activities taken and adapted from the Language Angels scheme to build on the core French vocabulary. The frequent practice and revising these essential skills allow children to build on their confidence in their speaking, listening, reading and writing in French. The Language Angels scheme is very interactive and has many songs and rhymes embedded in all units which are used in the planning of French at Dean Field and allow children to understand the different language features.

### **Disciplinary knowledge**

The disciplinary knowledge in French is being able to apply the established facts into the disciplinary knowledge through different methods of working. Through the teaching of French at Dean Field, children build on their disciplinary knowledge of the French language and use different methods taught to understand how French is structured which enables the children at Dean Field to apply this knowledge later in life in other languages. One way in which this is taught at Dean Field from years 1 to

6 is through speaking and listening where children ask questions and respond and communicate their ideas. As well as this, children will learn about similarities and differences between England and France which allows them to expand their knowledge ever further where they will develop their knowledge about the location of France and other nations where French is spoken.

### **French books**

Children from year 1 - 6 each have their own French book which they have to take with them as they move further up through the school. This is their own French learning journey and shows progression from each year group. Children are able to showcase their work that they have produced during their French lessons, this is presented in a variety of ways. Year group French Must Knows are visible in each child's book to show where their learning journey started. New year group Must Knows are then put into French books to show the new stage of learning for the specific year group. Children will use their Must Knows during lessons and highlight what they have learnt to support their French learning. We have also created 'Let's Talk About France' year group Must Knows, which give context to what they are learning, it teaches them about France and other French speaking nations to build their cultural capital and allows the concept of learning another language to become less abstract.

### **Inclusion and SEND**

Inclusion is at the heart of all lessons at Dean Field. When planning, teachers must consider how to make the goals in French accessible and inclusive for individual learners. Potential barriers should be anticipated and ways to overcome these should be identified.

The Language Angels scheme of work is designed to cater for pupils working at different levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities, which forms part of our rationale to expose children to languages in Nursery, instead of waiting until it is introduced in the National Curriculum in KS2.

### **Impact**

#### **Monitoring**

The subject leader is responsible for monitoring the standard of pupils' work and the quality of teaching in French, ensuring progression, consistency and continuity across the school. Monitoring takes place through a combination of Deep Dives with the SLT, book looks, learning walks, lesson visits and discussions with pupils and staff.

Information gathered through monitoring is used to identify strengths and areas for development within the subject. The French action plan is a working document and is updated regularly in response to monitoring outcomes to ensure continual improvement of language provision.

The subject leader supports colleagues in delivering high-quality French teaching, shares current developments in language education and provides guidance on curriculum expectations, pedagogy and assessment.

## **Assessment and Feedback**

### **Formative Assessment**

Teachers continually assess pupils' understanding during French lessons through observation, questioning and dialogue. Misconceptions are addressed promptly through additional modelling, repetition or scaffolded support. Pupils demonstrating strong understanding are provided with opportunities to extend and deepen their skills, for example through more independent speaking, writing or translation tasks.

Teachers regularly revisit key vocabulary and structures and use retrieval activities to support long-term retention of core knowledge.

### **Summative Assessment**

#### **EYFS**

Learning in French is evidenced through videos, photographs and teacher observations rather than written work. Assessment is used to identify strengths and gaps in early listening, participation and pronunciation, allowing staff to provide appropriate support and ensure pupils are well prepared for Key Stage 1.

#### **Years 1–6**

Summative assessment is carried out through ongoing teacher assessment against the National Curriculum expectations and the progression of skills within the Language Angels scheme.

At the end of each term — and again at the end of the academic year — teachers make a judgement on pupil progress and record this on Sonar.

#### **Feedback**

Verbal feedback is central to effective language learning. Teachers provide immediate spoken feedback to support accurate pronunciation, sentence construction and use of vocabulary. Pupils are encouraged to rehearse, repeat and refine their responses.

Peer discussion and paired speaking activities enable pupils to evaluate and improve each other's language use in a supportive environment.

French books (Years 1–6) are used to record written work and demonstrate progression. Feedback focuses on improving accuracy and encouraging pupils to apply prior learning rather than extensive written marking. Where appropriate, targeted tasks or corrections are provided to develop pupils' skills and consolidate key knowledge.