



French at WEPS

Review date: June 2026

Our goal is for our children to develop confidence and competence in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We want this because we want to ensure that pupils of all abilities develop solid foundations in the key language learning skills (speaking, listening, reading, writing, grammar)- properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

In French, our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able 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 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, masculine and neuter 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.



WEPS intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

At WEPS French is taught in a whole-class setting by the class teacher. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Displays

The goal of the display is to make sure that children are always exposed to the core language they need for French.

Class displays should be approximately 4m². They are updated annually. They should consist of the core vocabulary which is supported with images. There should be a mini date board, which is updated each day as part of a morning routine with the children.

Main features of the classroom should be labelled in French, with English translation and pictures (e.g. the window, the book corner, a table, scissors).

Books

- On the inside front cover of every book, there should be a **'French Core Vocabulary Mat'** stuck in.
- At the beginning of each unit children must have the **'Knowledge Organisers'** and **'Pupil Unit Glossary'** in their books so that they can use it as reference throughout the unit.
- In their books, children should be able to write the date in French (making sure that all letters are lowercase).
- The learning objective can be written in English. The date and learning objectives should be underlined, neatly with a ruler.
- Work in books is not required for every lesson. Usually each unit may begin with an oral lesson and gradually children will record their learning throughout the unit. We prioritise children being confident in speaking before writing.
- For lesson 6 of each unit, children must complete an 'End of Unit' check, which must be stuck into their books. This can be peer assessed using a red pen, or by the teacher using a green pen. The 'Speaking' part of the assessment will need to be assessed individually by the teacher. Teachers tick the sentence that children are able to say in French.
- It is expected that in Year 5 and 6 students will write more extensively than in Year 3 and 4.

Assessment

Two forms of assessment are available at the end of every Language Angels unit:

- Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
- More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.



As with all subjects at WEPS, children will receive verbal feedback throughout the lesson.

Lesson Structure

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the “Curriculum Guidance” area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.
- Grammar is integrated and taught discreetly throughout all appropriate units.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels ‘Teaching Type’. It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.

The school has a unit planner in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

Each unit and lesson will have clearly defined objectives and aims.

Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.

Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.

Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.

Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.

Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will



help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Overview

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Links <https://www.languageangels.com/schools/login>



ACADEMIC TEACHING YEAR 2				
Suggested KS2 Unit Planner (SOME previous exposure to foreign language teaching and learning)				
	Year 3	Year 4	Year 5	Year 6
Slot 1	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Phonetics 1-2 (X) & Seasons (E)	Phonetics 2-3 (X) & The Date (I)	Phonetics 3-4 (X) & The Date (I)
Slot 2	Animals (E)	Vegetables (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Do You Have a Pet? (I)
Slot 3	Instruments (E)	Presenting Myself (I)	Do You Have a Pet? (I)	Clothes (I)
Slot 4	I Am Able ... (Fr) I Know How To... (It/Sp) (E)	My Family (I)	What is the Weather? (I)	At School (P)
Slot 5	Fruits (E) or Vegetables (E)	In the Classroom (I)	My Home (I) or In the Classroom (I)	At the Weekend (P)