



Colgrain Primary School

'Inspiring all to Flourish'

Policy and Procedures

Modern Languages

French

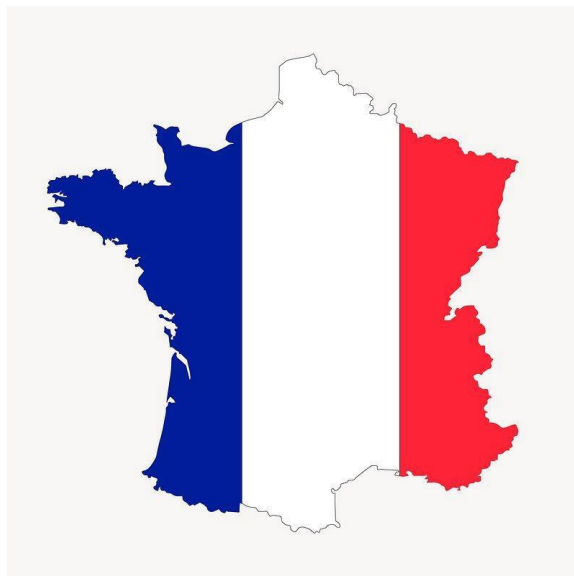
Review: June 2025

School Vision Statement:

Colgrain Primary and Pre-5 Unit encourages all children to engage in deep learning. The school, alongside the wider Colgrain community, will provide every opportunity for children to develop literacy and numeracy skills within dynamic, agile learning environments. Children will engage in relevant subjects, enhanced and accelerated by current technological advances available to them. The community will work in partnership with each other to realise this vision.

Our school vision statement outlines the purpose of our curriculum and the aspirations we have as a learning establishment in preparing our children for the world they live in.

As we progress through this journey in Colgrain, we endeavour to create learning environments that are both *reading centric* and *vocabulary rich*.



Building and developing language skills: Expected outcomes for L2 from an Early Years start

By the end of P1	<ul style="list-style-type: none"> • Take part in simple conversations • Understand classroom instructions • Enjoy listening to stories, songs and poems • Appreciate some cultural differences.
By the end of P2	<ul style="list-style-type: none"> • Take part in simple conversations • Understand and respond to basic greetings • Understand and respond appropriately to classroom instructions – including through gesture and actions • Recognise and read individual words, and respond appropriately • Enjoy listening to stories, songs and poems • Appreciate some cultural differences (between people) • Demonstrate knowledge about a custom and/or festival that is particular to a location where the target language is spoken.
By the end of P3	<ul style="list-style-type: none"> • Take part in simple conversations • Understand and respond to greetings with increasing confidence and accuracy • Understand and respond appropriately to classroom instructions • Recognise and read basic sentences, and respond appropriately • Read/ read aloud with increasing confidence from familiar texts • Write some high frequency words.
By the end of P4	<ul style="list-style-type: none"> • Exchange personal language – orally and written • Understand and respond to questions with increasing confidence and accuracy • Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts • Enjoy listening to stories, songs and poems • Demonstrate knowledge about cultural differences, customs and festivals particular to a location where the target language is spoken • Pronounce letter and blend sounds in the target language • Use the modern language with increasing confidence and accuracy in the four skills of reading, writing, listening and talking
By the end of P5	<ul style="list-style-type: none"> • Take part more independently in simple conversations and transactions • Use language – orally and written, including more spontaneous language • Understand and respond to questions with increasing confidence and accuracy • Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts (With appropriate support/ resources) write with increasing confidence • Make word-sound association in the target language and apply this with increasing confidence when decoding text • Engage with simple texts of different genres in the target

	<p>language</p> <ul style="list-style-type: none"> • Use a bilingual dictionary to support vocabulary development • Build on knowledge of cultural differences to learn about customs, festivals and other aspects of life in regions where the target language is spoken • Use the modern language with increasing confidence and accuracy across the four skills of reading, writing, listening and talking and show increasing ability to understand and use language
By the end of P6	<ul style="list-style-type: none"> • Take part in conversations and transactions with confidence – including asking for information from others • Understand and respond with increasing depth to instructions and personal information • Make word-sound association in the target language and apply this with increasing confidence • Engage with different genres of texts in the target language and extract basic key points with increasing confidence and accuracy - including texts which intended for fluent speakers of the language • Continue to appreciate cultural differences, to learn about customs, festivals and current affairs from regions where the target language is spoken • Use a bilingual dictionary to support vocabulary development • Use support effectively to write some connected sentences with increasing accuracy.
By the end of P7	<ul style="list-style-type: none"> • Give a short presentation about myself • Take part in conversations and transactions • Understand classroom instructions and personal information • Enjoy listening to a story, a song or poem • Read aloud a simple text Read and understand a short text • Write about themselves and others



Early Level:

Nursery/Primary 1 –

Nursery and Primary 1 experiences will focus on talking and listening skills building. This will largely occur through building French vocabulary during interactions between practitioners and children at relevant opportunities.

By the end of P1 French will be more fully integrated through daily routines:

- Taking the register
- Counting and recalling numbers
- Days of the week
- Talking about the day's weather
- Practising the vocabulary for classroom objects
- Talking about playtime snacks and lunchtime options

Parents and carers

At the Early Level stage, practitioners should share vocabulary with home via Seesaw to encourage children and adults at home to take part in talking and listening together.



First and Second Level:

Primary 2-7

French – What and When to teach

Beginning the academic year

French should be integrated into daily routines of the classroom.

- Taking the register
- Counting and recalling numbers
- Date and weather
- Lunch routines
- Greetings
- PE 'warm ups'
- Distributing resources
- Classroom commands
- Praise
- Assemblies

For the first two weeks of the academic year, revision of the previous year's key vocabulary will be the focus of the French lessons being taught.

Lessons should be taught regularly (e.g. weekly/fortnightly), using the key vocabulary grid and referring to the Argyll and Bute 'Language Learning Platform' for resources.

The teaching of modern languages enhances children's literacy development. Opportunities should be taken to make links to other curricular areas like numeracy, expressive arts and IDL.

Listening and Talking

Key vocabulary will be taught from P1 and built upon until P7.

A range of learning opportunities will be planned including:

- Active learning and planned, purposeful play
- The development of problem-solving skills
- The use of appropriate contexts and experiences familiar to the children
- Embedding ICT in all learning and teaching

Reading

P2 - P4 - will build skills in reading single words, phrases, songs, stories, songs and rhymes. Text should begin with single words and looking at texts that are familiar so they can make links to English.

P5 - P7 - will build skills through an introduction to a variety of texts that are familiar and moving on to more challenging texts.

Children will be supported through word banks, wall displays and bilingual dictionaries.

Writing

P2 -P4 - will begin to explore writing in French using single words and short phrases and sentences that are familiar to them.

P5 - P7 - will continue to develop their writing in French by building up to linking sentences.

Children will be supported through word banks, wall displays and bilingual dictionaries.





Class display areas

Each classroom will have a French vocabulary working wall. This should be easily accessible for all children with links to key vocabulary used to encourage and promote their use in writing activities. Children should be able to add to the working wall and should see their own writing celebrated.

Assessment of Modern Languages

Practitioners will carry out classroom assessments throughout the year using Aifl strategies and observations.

In January and May, formal assessments of French that are linked to ALP measures will be carried out to track pupil progress.