

Intent – we aim to...

Subject on a Page- French



Implementation – How do we achieve our aims?

Planning

All teachers use the Lightbulb Languages™ scheme of work for KS2. This progressively develops pupil skills in French through regularly taught weekly lessons from Year 3 to Year 6. Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex and fluent language structures. The planning provides varying levels of challenge.

The Lightbulb language scheme is also supported by a clear four-year progression document that details the progression steps within the three areas of language proficiency and development: **Oracy, Literacy and Cultural Understanding.**

We teach French within our mixed year groups. The Lightbulb scheme has been adapted to a rolling programme in which key language structures (e.g., vocabulary phrases) and skills can be revisited in different contexts, particularly earlier on in Y3/4 – this provides opportunities for pupils 'returning' to prior learning to demonstrate higher level / progressive language skills as they build upon the earlier, core skills. Essentially, core skills are revisited in the scheme. In longer-length Terms – and primarily within Y5/6 – we have planned opportunities to support our topic lessons. This is often in the form of intercultural understanding (countries, scientists, artists, even astronauts!)

M.Pyburn 6th February 2026

Assessment

French is assessed with a focus on tracker children in Y4/5/6 to ensure they are making progress. Each lesson plan references the **Lightbulb Language Scheme's progression document** providing teachers the opportunity to understand where the child's learning fits within the progression document; this shows the building of the basics of oracy, literacy and intercultural understanding.

In Y5/6, children sit a bi-annual assessment assignment hosted on Microsoft Teams. This summative assessment is used to inform of pupil progress along with any planning/differentiation adjustments that are necessary moving forwards.

SEND

Our language lessons are consistently planned to cater for all ability levels, so that every child may make progress in the subject. In particular, there is a focus on enabling access for all children and teachers to use multimedia (especially French songs) and a range of resources to achieve this whilst also ensuring that all children are included within the input phase of language lessons. The aim of this differentiation is to encourage independence for these children by increasing resilience whilst reducing adult reliance. We also use peer-support and targeted questioning. In Years 5/6, children can scaffold their work by choosing from the 'Spice-ometer' for independent work tasks with differentiated work tasks to choose from. In discussions with the SENDco (and parents where appropriate) the very occasional decision may be taken for the child not to participate in the French lesson and to use the time developing their English skills.

Lesson Structure

Each unit and lesson has clearly defined aims and objectives; each lesson incorporates many speaking and listening tasks within it. Lessons incorporate oracy sections and desk-based activities that will often be offered with at least two levels of stretch and scaffolding. Reading and writing activities are offered in all units and some extended reading and writing activities are provided within Year 5 and 6, moving from simple phrases and sentences and into exploring full sentences; even passages of text. We understand that that we may have native speakers who will possibly be more secure than the teacher and so will provide opportunities to cater for this/these students through extension, modelling and an opportunity to model and support peers.

Vocabulary

Specific vocabulary is made explicit in planning, and within individual lesson slides. For each unit, vocabulary is displayed in class on the board and is directly referred to in lesson.

Teachers promote the use of effective vocabulary during verbal responses in lessons.

Language vocab maps, word lists and dictionaries can also be used to support children in some lessons.

Values

Respect: the learning of a new language brings about the opportunity to promote respect of different cultures and religions (c/f British Values); of individuals, of a collective people; of traditions and practices.

Resilience: the rigour inherent in learning a new language, its vocabulary, pronunciation and grammar will provide children with ample opportunities to demonstrate their resilience.

Reflection: learning skills like empathy leads to stronger mental health by enabling children to connect and feel connected with the wider world.

Relationships: through an enjoyment of language learning, our children can aspire to visit a French speaking country and use what they have been taught.

Responsibility: through developing the building blocks of language learning, children can take forward the responsibility of language learning into KS3 and beyond.

Impact – How do we know if we've achieved our aims?

