

French:

Curriculum Intent:

The chosen language for our M.F.L curriculum is French, delivered by a subject specialist from the Primary Languages Network, Madame Orme. The content of our curriculum is mapped progressively, within the four areas of language, speaking, listening, reading and writing (including strong links to Phonics). Although non-statutory, French is introduced in KS1 through immersive activities such as sing-along, as it provides our children with a strong foundation in acquiring a language. Furthermore, our children begin to develop their knowledge, primarily within the areas of speaking and listening which built upon in EYFS. Building on the knowledge gained within Key Stage 1, reading and writing are progressively taught alongside speaking and listening. The learning of a language also promotes global citizenship, developing cultural understanding and providing our children with a deeper insight into beliefs, customs and cultures within the world around them. This is an integral part of our Parish Rainbow Curriculum and Global Learning programme.

Curriculum Vision:

Within the specific subject of M.F.L, the vision is for our children to be able to acquire and develop language skills, using what they have learned in a range of contexts with increasing competence and confidence.

Learning another language gives children the valuable opportunity to develop positive attitudes to and respect for languages and cultures, other than their own. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language.

We believe that learning a language is vital for children. It impacts hugely on their learning – not only reinforcing their grammatical knowledge of the English language, but developing career aspirations, that are able to span across the world.

Learning a language is such an amazing skill!
French specifically is incredibly useful because it's a global language that opens doors to travel right across the world as the World's fifth most spoken language.

Mrs Flanders



Curriculum Sequencing:

Although there is no statutory guidance or national objective for EYFS and KS1 to achieve, pupils experience a wide range of subjects in preparation for their KS2 learning. From Year 3, each topic then includes a multitude of opportunities to revisit and reinforce learning, build confidence and deepen understanding with clear progression throughout.

	Unit 1 7 weeks	Unit 2 7 weeks	Unit 3 7 weeks	Unit 4 7 weeks	Unit 5 7 weeks
Nursery	A basic introduction into greetings and songs.				
Reception	Basic Greetings Names & Feelings Numbers to 10.	Colours and Teddy Bears	Farm Animals	Plants (Jack and the Beanstalk) Easter	Minibeasts Weather
Year 1	Autumn Leaves	Gingerbread Man	Transport	Little Red Riding Hood	Seaside and Pirates
Year 2	Greetings The Calendar and Celebrations	Animals I like and Don't like Assessment Christmas	Carnival Numbers 1 - 20	Fruits and Vegetables Hungry Giant Assessment Easter	Picnic Where do you live?
Year 3	Welcome to school	Family and Faces Assessment Christmas	Face and Body Parts Feeling Unwell	Jungle Animals Assessment Easter	Weather and Ice cream
Year 4	Extended feelings Extended School subjects and opinions	Time in the City: Towns and Directions Assessment Christmas	Healthy Eating - going to the market	Clothes Assessment Easter	Seaside
Year 5	Houses and Homes	Playing and Enjoying Sport Assessment Christmas	Café Culture	Favourites All About Me Assessment Easter	Transition to Y7 Using language detective skills to learn a new language.

Each cycle will also include any Cultural festivals which fall within it, eg Christmas, Epiphany, Bastille Day and Easter.
Assessment points are: Unit 2 at Christmas and Unit 4 after Easter. A summative spoken assessment to take place at the end of the year after unit 5.



Pedagogical Approach:

Our approach to teaching and learning is supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice). Our art lessons follow a 'QUEST approach' ensuring consistency across school. Beginning with a question to answer, this is even introduced in Reception and ensures consistency in teaching and learning.

Each unit also has a knowledge planner with the specified sequence of learning. With each lesson containing opportunities to build upon knowledge and skills with children given the opportunity to routinely orally retrieve key substantive and disciplinary knowledge. Whole-school links to our curriculum intent are also made ensure our 'Rainbow Promises' permeate throughout our teaching and learning.

In addition to sequencing using knowledge planners (ensuring successful curriculum implementation), bespoke knowledge organisers for pupils also provide metacognitive support.

Transferrable Concepts:

- **Culture and Diversity:** Understanding French customs, festivals, and ways of life can link to geography, history, and citizenship.
- **Language Structure:** Sentence building, grammar patterns, and syntax support literacy skills in English.
- **Phonics and Sounds:** Learning French phonemes sharpens listening and pronunciation skills, which transfers to reading and speaking in English.
- **Storytelling and Songs:** Using French books and rhymes builds memory and imagination—great for drama and music, too.
- **Numbers and Counting:** Counting in French ties in neatly with maths, especially for early learners.

Curriculum Progression:

Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously. Language disciplines and skills such as using a bilingual dictionary, translation strategies, pronunciation, intonation and awareness of gender and adjectival agreement are high profile within our MFL curriculum. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the discipline.

The National Curriculum is used as the basis for our French curriculum offer through the suggested programmes of study. Through the use of Primary Languages Network, the statutory substantive knowledge has been carefully composed onto bespoke knowledge planners, to consider prior knowledge and future learning.

Substantive Knowledge Timeline

KS1 Language Explorers

EYFS Listening skills, joining in with songs and celebrations.	KS1 – Year 1 Talking about me; nouns and phrases.	KS1 – Year 2 Listen and respond, songs, stories and celebrations.
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KS2 Language Detectives

Stage 1 Core language content, retrieval, Nouns, stories.	Stage 2 Core language retrieval, Nouns + adjectives, simple sentences, Commands, opinions.	Stage 3 Core language retrieval, Verbs, Conjunctions to extend sentences, role-play, descriptions.	Stage 4 Core language retrieval, Complex sentences, verbs, Manipulating language structures.
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Transition

KS3 Core language retrieval, Transferable skills to another language.
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Our Rainbow Promises in French:

Resilience and Perseverance:

Resilience is needed in progressing to learn a language over time.
Resilience is needed in finding the 'courage' to speak a language in front of peers and native speakers.

Articulate Learner:

Aspirational and challenging content supported by the Primary Language Networks.
Extensive opportunities for oracy woven throughout the curriculum as a key strand of learning.
LDST Vocabulary Pledge.

Influence Aspirations

Discussion of jobs incorporating the importance of speaking a foreign language.
Partner school links with both international and local schools.
Promote a desire and opportunities for international travel.

Nurture Curiosity

Activities towards International Schools Award and

British and Christian Values

Christian Values
Endurance.
Determination.
British Value:
Tolerance of different cultures and religions.
SMSC woven throughout, including the role of Global Citizenship.

Opportunities to Build on Knowledge and Skills

Subject planning and delivery sequenced and includes:
Creation of progressive knowledge planners.
Schema within and across subjects.
Opportunities for collaboration.
Retrieval opportunities, including knowledge organisers.
Built around Rainbow Promises.

Wellbeing and Health

Curriculum Content:
Learning about the lifestyles of others e.g. French Culture and reflecting on own positive lifestyle choices.
Promote Personal Development and Wellbeing by:
Deep sense of pride and accomplishment with communicating with someone



Inclusive Practice in French:

EYFS as the Bedrock of Learning:

In the Early Years Foundation Stage, children begin their journey as linguists through an 'explosion of experiences' that lay the foundations for future language learning.

Carefully sequenced opportunities develop children's linguistic and cultural understanding through planned vocabulary, stories, rhymes, and high-quality texts. Staff model French vocabulary, embedding early language skills within meaningful context and play. The curriculum is coherently aligned with progression into Key Stage One and beyond, ensuring continuity and depth in pupils' modern foreign language learning.

The discipline of learning another language covers the Early Learning Goal of 'Understanding the World' with a core focus on children's understanding of 'People, Culture and Communities'. Children in EYFS can enjoy hearing different languages, listening to the flow and alternative sounds to those they hear in English, and they can be fascinated by learning vocabulary for everyday items, including types of fruit and toys.

Strong Foundations:

Strong foundations in French are established through a carefully sequenced curriculum that builds knowledge, skills, and confidence progressively from EYFS to Key Stage 2. Learning is structured so that key vocabulary, phonics, grammar, and cultural knowledge are introduced systematically and revisited regularly, allowing pupils to consolidate and deepen understanding over time.

Early exposure to French begins with listening and speaking activities, songs, and stories, enabling pupils to develop accurate pronunciation and aural discrimination. As pupils move through the school, these foundations are strengthened through opportunities to read, write, and communicate in increasingly complex sentences.

As our French sessions are led with Madame Orme, this enables our teaching at Parish have a significant focus on the pronunciation of clear and pure sounds, building upon the requirement and focus of our daily phonic sessions. Moreover, this also encourages our learners to develop their oracy skills with conversational style activities, partnered or group work and whole class recitals.

Meeting the needs of all learners:

Alongside our French subject specialist, Madame Ormes, our teaching staff develop and apply well-judged adaptations to the lessons without lowering the expectations or limiting the access to our M.F.L curriculum. These adaptations enabled our M.F.L curriculum to be fully accessible to all learners including those with SEND.

Teaching staff are able include numerous high-quality teaching strategies with the support our special educational needs coordinator, many which are included in other subjects. This enables our teaching staff to promptly identify a misconception and use a rightly chosen activity or salient resource to ensure all our pupils experience and develop their knowledge throughout the M.F.L curriculum.

For children with a SEND, they are supported within French by the following recommendations from the LDST 'Quality First Teacher Toolkit'. This supports our work on the EEF's recommendations around 'Adaptive Teaching' and meeting the needs of all learners through appropriate explicit instruction, cognitive strategies, scaffolding, flexible grouping and technology. The class teacher and teaching assistant are also present to support the children whilst the French specialist teaches the lesson.



Wider Curriculum Considerations in French:

Teaching Pedagogy:

	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information . Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can understand simple written phrases . Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately , and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions . Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can understand the main point(s) from a short, written passage in clear printed script . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions . Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) . Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

Each unit also has a knowledge planner with a specified sequence of learning, parallel with the Primary Languages Network scheme of work. Whole school links to our curriculum intent are also made to ensure that our 'Rainbow Promises' permeate throughout our teaching and learning. In addition, the planners also indicate procedural and declarative knowledge which are gained throughout each topic of study.

Developing Cultural Capital:

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.

Examples of immerse opportunities to develop cultural capital include discovering and analysing French artist in Art, European Day of Languages and learning more about French festivities.

Personal Development:

- **Improved Memory & Concentration:** Learning vocabulary and grammar boosts working memory and focus.
- **Flexible Thinking: Switching between languages** strengthens mental agility and problem-solving skills.
- **Creativity & Imagination:** Expressing thoughts in a new language encourages creative risk-taking and original ideas.

Staff CPD:

Through our M.F.L Curriculum being delivered by the Primary Languages Network, our teaching staff are able to develop and reflect on their teaching through observing our French subject specialist, Madame Ormes.

Each term our French subject specialist Madame Ormes and our M.F.L Subject Champing Subject champion meet to discuss curriculum updates and relevant subject research.

Delivered staff training to all teaching staff to provide curriculum updates.

Assessment:

LISTEN
Puzzle It Out
1. Listen to the audio and write down the names of the fruits and vegetables.
2. Listen to the audio and write down the names of the fruits and vegetables.
3. Listen to the audio and write down the names of the fruits and vegetables.
4. Listen to the audio and write down the names of the fruits and vegetables.
5. Listen to the audio and write down the names of the fruits and vegetables.

READ
Puzzle It Out
Read the text and write down the names of the ingredients.
1. Read the text and write down the names of the ingredients.
2. Read the text and write down the names of the ingredients.
3. Read the text and write down the names of the ingredients.
4. Read the text and write down the names of the ingredients.
5. Read the text and write down the names of the ingredients.

SPEAK
Puzzle It Out
With your partner take it in turns to say which fruits and vegetables you like.
1. With your partner take it in turns to say which fruits and vegetables you like.
2. With your partner take it in turns to say which fruits and vegetables you like.
3. With your partner take it in turns to say which fruits and vegetables you like.
4. With your partner take it in turns to say which fruits and vegetables you like.
5. With your partner take it in turns to say which fruits and vegetables you like.

WRITE
Puzzle It Out
Market dialogue questions and answers.
1. Market dialogue questions and answers.
2. Market dialogue questions and answers.
3. Market dialogue questions and answers.
4. Market dialogue questions and answers.
5. Market dialogue questions and answers.

Formative assessment is ongoing throughout the year. Children are then summatively assessed on their listening skills, writing, speaking and reading/vocabulary at three points throughout the year.

