



Modern Foreign Languages





"For with God, everything is possible" (Matthew 19:26)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26).

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where we believe that **everything is possible**. In our Languages curriculum, we promote security, happiness and confidence by praising the steps forward made by our pupils in order to develop a positive attitude towards the subject. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make now and in the future. Our MFL curriculum promotes diversity as we encourage our pupils who speak heritage languages to share their knowledge and to make comparisons with the Target Language. We provide opportunities to develop an awareness and appreciation of cultural similarities and differences. With this in mind, and in line with our Christian values, we aim to bring the world into the classroom by carrying out international projects and working with partner schools overseas, hereby widening the linguistic cultural capital of our pupils. We recognise that MFL is a subject which will equip the children for a range of careers in the future, demonstrating that 'everything is possible' or indeed 'Tout est possible' . .

"Les limites de ma langue sont les limites de mon monde."

Ludwig Wittgenstein

The limits of my language are the limits of my world.

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Opportunities Wellbeing Knowledge

Challenge Resilience

Our five Crown Principles drive our MFL curriculum.

Rationale for our MFL Curriculum

For with God, everything is possible

Challenge

Through the 'challenge' curriculum driver we want our children to [relish the challenges that being a linguist can bring](#). We ensure that our children experience [challenges](#) in all [disciplines of languages](#), within the four strands of [MFL: listening, speaking, reading and writing](#) with [grammar, vocabulary](#) and [phonics](#) interwoven throughout. Despite the challenges of barriers or background, we ensure that every child at Queen's Park develops a positive attitude in being a linguist.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination [in our French lessons](#). Through fun, meaningful lessons the children feel confident and safe to explore and take risks with a new language. Children are encouraged to 'make mistakes' in speaking and writing with a 'have a go' approach. We provide the necessary tools of vocabulary, grammar, audience and purpose within a positive environment to ensure that pupils have an excellent attitude to all language learning.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. [We believe in working with partner schools and presently enjoy a connection with Ecole de Velles so that our pupils may see purpose in their French learning as well as enabling them to learn about French culture. We teach our pupils that French is spoken in many countries around the world and carry out projects on 'les pays francophones'. Whenever the opportunity arises, we invite French native speakers and staff from our local secondary school, to not only help with French language work but also for our children to understand the language learning journey of others. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.](#)

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. [Languages are delivered in a positive atmosphere where children are encouraged to 'have a go'. Mindfulness sessions are also delivered through the resources provided by Primary Languages Network. As global citizens our children show tolerance and respect for other cultures and embrace EAL pupils by learning new languages through them.](#) With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kNowledge

Through the 'kNowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. [The knowledge imparted in MFL is crafted by our curriculum leader and MFL subject leader to ensure that all pupils](#)

achieve secure substantive and disciplinary knowledge in French. Our lessons are delivered by a French specialist, but all our teachers teach with the aim to ensure pupils have sufficient knowledge of languages to progress through primary school and beyond.



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 all given the same importance within our curriculum.

Our MFL curriculum very much intertwines with literacy in that we look at the etymology of words as they occur and pick out words of Latin/French origin to work on in guided reading lessons. We tell our children that speaking different languages offers so many opportunities and opens the door to the world.



MFL Long Term Plan

In EYFS and KS1 our pupils are exposed to language learning through songs, games, stories and cultural activities as opportunities arise within the curriculum. The pupils take part in celebration days such as European Day of Languages. Class teachers have access to the appropriate resources on the Primary Languages Network VLE.

Queen's Park Crown Curriculum			
All our planning is based on our key principles and intent for our curriculum			
Challenge Resilience Opportunities Wellbeing kNowledge			
Year Group	Autumn	Spring	Summer
Year Three	Aut 1 Greetings, Names and Numbers Aut 2 Colours, Days, Months and Christmas	Spring 1 La Fête des Rois, Months, Animals Spring 2 Opinions, Numbers to 20, Easter	Sum 1 Food Sum 2 Where do you live?
Year Four	Aut 1 School and Numbers to 31 Aut 2 Local Area – Robot Commands and Directions, Buildings	Spring 1 Epiphany and Family Describing Faces Spring 2 Body Parts, Commands, Easter Traditions	Sum 1 Illnesses, Animals and Habitats Sum 2 Seasons and Weather
Year Five	Aut 1 Feelings, School Subjects Aut 2 My Town, Numbers to 50	Spring 1 New Year and revision of numbers. The Verb 'être'. Healthy Food and Market Conversation. Spring 2 Carnival and Clothes. The verb 'avoir'	Sum 1 Countries, Travel and Sport Sum 2 Holidays and Weather
Year Six	Aut 1 Retrieval of Personal details Aut 2 My House	Spring 1 My House Spring 2 Sports	Sum 1 Sports, Funfair Sum 2 Café conversation, presentation

French is taught weekly in UKS2 and fortnightly in LKS2 by a specialist French teacher. We subscribe to Primary Languages Network so that class teachers in all year groups are able to deliver French. Y6 have fortnightly Mandarin lessons provided by our feeder secondary school, Cowley International College.

Progression in Modern Foreign Languages

Our progression documents have been created by the Curriculum Leader and MFL Subject Leader, based on the scheme of work provided by Primary Languages Network, to ensure clear progress in the **four core skills of Listening, Speaking, Reading and Writing and the three pillars of language learning: vocabulary, grammar and phonics.**

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from Year 3 – Year 6.



Progression of knowledge, vocabulary, skills and suggested assessment outcomes



		Papa Dinosaur		
	KS2 Key- <i>Progression in Phonics</i>	<i>Progression in Grammar</i>	<i>Autumn</i>	<i>Spring</i>
Year 3 – Topics- • A New Start • Calendar and celebrations • Animal Opinions • Carnival Colours • Food and Stories • Going on a Picnic	Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice) <ul style="list-style-type: none"> The Eiffel tower is in the capital city of France, Paris. France is a Republic as they have a President and not a monarchy. On January 8th French families celebrate La Fête des Rois and play a game where they find a 'fève' in a slice of 'la galette'. France has a climate suitable for growing apples, pears, plums, apricots, <i>peaches</i> and cherries. At Mardi Gras there is a carnival in Nice. The French for Happy Easter is Joyeuses Pâques and French children hear how the French bells fly to Rome on Good Friday then return with chocolate on Easter Sunday. 	Vocabulary on Crown Planners (to be explicitly taught) <p><i>Aut-zéro</i>, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>bleu, vert, jaune, rouge, rose, violet, noir, blanc, marron, rose, gris</p> <p>Salut, bonjour, au revoir, à bientôt, comment ça va? Ça va bien, comme ci, comme ça, ça va mal, et toi?</p> <p>Comment t'appelles-tu? Je m'appelles ____</p> <p>Ecoutez! Regardez! Levez-vous! Asseyez-vous!</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Spring: janvier, février, mars, avril, mai, juin, juillet, août, septembre,</p>	I can identify and respond to the name question (<i>exploration of questions</i>).	<i>Autumn-teacher sings 'Tu t'appelles-comment?' to the tune of 'Nice one Cyril' whilst shaking hands with children. When the teacher stops the child who is 'on' replies to the question. Play frequently to assess so that pupils aren't prompted by previous responses.</i>
			I can identify accurately four numbers between 1-10 (<i>Phonics -eu, -ix, oi</i>).	<i>Spring: teacher reads out 5 months of the year in French and children mark them off from a list.</i>
			I can identify four days of the week (<i>Phonics reinforce -eu, learn -oi</i>).	<i>Summer: Game of corners with foods displayed in each. Teacher says 'Je voudrais une, tomate, salade, pain' and children listen</i>
			I can identify five months of the year (<i>Phonics -re</i>) (<i>near cognates</i>).	
			I can identify four familiar animal nouns (<i>Phonics -oi, ch</i>).	
			I can recognise the favourite familiar noun animal of a friend.	
			I can identify and understand three of following items: a greeting, and the questions 'how are you?' 'what are you called?' 'how old are you?' (<i>exploration of questions</i>).	

Together, we believe, achieve and enjoy

Above is a snapshot of the Listening progression document. See progression documents on website for full details.



Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum. As a result, pupils become

For with God, everything is possible

confident communicators who can explain their thinking, collaborate effectively with others, and engage thoughtfully with the world around them.



Vocabulary is V.I.T.A.L in MFL

Valued

We value vocabulary in [MFL](#) and in everything we do.

Identified

[French vocabulary](#) is identified by the [MFL subject leader](#) and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for [key French vocabulary](#) and the [French Primary Languages Network medium term plans](#) include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment [outcomes in MFL](#).

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, [children revisit and relearn key French vocabulary](#).



Where and when possible, [our youngest linguists](#) are exposed to the foundations of their [language learning](#). Carefully planned [language and cultural knowledge, skills and experiences](#) are provided for our children. High quality books, stories and rhymes are the [beating heart of our MFL curriculum](#) in EYFS. Staff are [role models in demonstrating French vocabulary \(basic words and phrases such as 'bonjour' and counting\)](#) and this is further enhanced in our excellent provision. The [foundations of French learning](#) in EYFS set our pupils on course for future learning throughout Queen's Park.

Year 1 to Year 6

In KS1, pupils are exposed to languages lessons when possible, in order to develop positive foundations ready for the compulsory lessons in KS2.

Year on year, children will build upon their [French knowledge, skills and vocabulary](#). The curriculum leader and MFL subject leader have created a meaningful, sequential learning journey through [French language and culture](#). Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation



Inclusion through adaptive teaching

Both our staff and children are enthusiastic about [languages](#). Through ongoing CPD, we strive to ensure our teachers have [strong knowledge of the French they teach](#). Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

Our Approach: 80% Proactive, 20% Reactive

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

80% Proactive Adaptive Teaching: Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- Scaffolded instruction, including modelling, worked examples, and guided practice.
- Strategic use of questioning to check understanding and deepen learning.
- Use of visuals and concrete resources to support learning.
- Scaffolded tasks that enable all children to access the curriculum without lowering expectations.
- Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.
- Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

20% Reactive Adaptive Teaching: Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- Using formative assessment strategies to identify and address misconceptions as they arise.
- Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

Our pedagogy around adaptive teaching is based on our Crown Curriculum principles:

Challenge

We ensure that all learners engage in thinking hard about their learning while accessing tasks that are **achievable with time, effort, and support**. We do not lower expectations or simplify content unnecessarily; instead, we provide the right scaffolds and strategies to enable all pupils to **meet ambitious learning goals**.

Resilience

We ensure that all learners develop the ability to embrace mistakes as part of learning and take ownership of their progress. We recognize that resilience is not just a personal trait but a skill that can be developed through carefully structured learning experiences.

Opportunities

Our adaptive teaching strategy is designed to **provide every learner with opportunities to succeed and raise their aspirations**. We believe that every child, regardless of their starting point, should have

access to a **rich, challenging, and supportive curriculum** that enables them to achieve success now and in their futures.

Wellbeing

Our adaptive teaching strategy is designed not only to support academic success but also to **prioritize pupil wellbeing**. We recognize that effective learning happens when children feel **safe, valued, and supported** and our approach ensures that every pupil can engage with challenge and make progress without feeling overwhelmed. By embedding wellbeing into our teaching practices, we create a learning environment where all children thrive and feel personal success.

kNowledge

Our adaptive teaching strategy prioritises learning through knowledge acquisition. By tailoring instruction to meet diverse learners' needs, we facilitate deeper engagement with the curriculum.



For with God, everything is possible: Empowering Learners for a Global Future

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

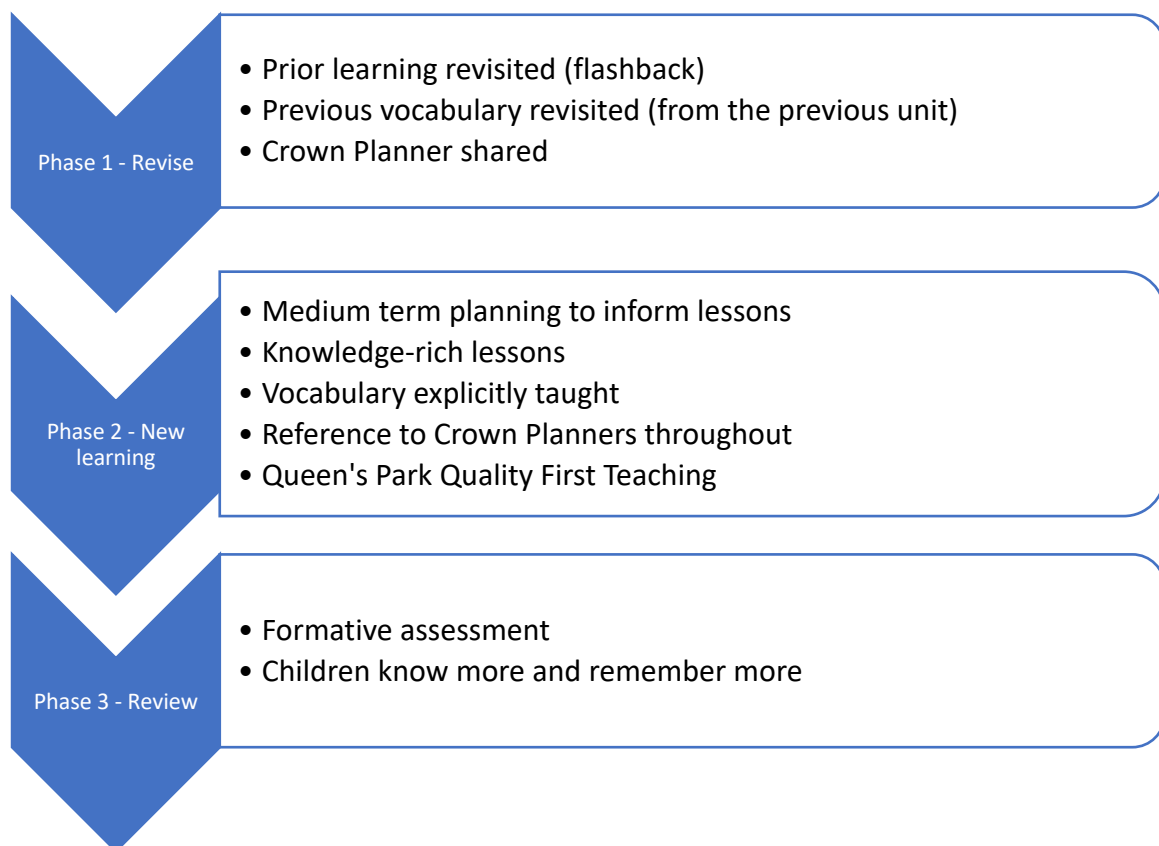
We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

Lesson Structure

The sequence of lessons across MFL follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Phase 1 - Revise

- Spaced Retrieval Lesson Starter
- Vocabulary (some will be tier3 - subject specific words)
- Crown Planner shared

Phase 2 - New learning

- Queen's Park Quality First Teaching
- New knowledge and skills taught
- Crown Planners to be used as a point of reference throughout

Phase 3 - Review

- Revise and review - knowledge and vocabulary
- Formative assessment / low-stakes quiz

Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge (phonics, culture, geography). In French, the children are given them on a format of the French flag at the start of the year. They are told that the blue section, on both the vocabulary and knowledge crown planners, represents autumn term, the white represents spring term and the red is for summer term. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

L'automne

Key Phonics

eu bleu **deux** 2 **neuf** 9

ix six 6 **dix** 10

oi trois 3 **noir**  au revoir

i lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Key Knowledge

 The Eiffel Tower (la Tour Eiffel) is in Paris which is the capital city of France.

 France is a Republic. That means they have a president. His name is Emmanuel Macron.

 The UK is a monarchy. That means we have a king. His name is King Charles III.

Crown Planner - Year Three
Subject: French



Cross-curricular links: Geography, PSHE, Global Learning, RE.

le printemps

Key Phonics

se septembre, octobre, novembre, décembre

ch le chien  le chat 

Key Knowledge



On the 6th January French families play a game to see who can find 'la fève' in 'la galette'.



'Mardi Gras' (which means fat Tuesday) is celebrated with a Carnival in Nice on Shrove Tuesday.



At Easter, French children hear how the church bells fly to Rome on Good Friday. They return with chocolates on Easter Sunday.

L'été

Key Phonics

an une orange 

un croissant  je mange 

Key Knowledge

les raisins verts 



les pommes jaunes  **les pêches** 

L'automne

zéro	0	bleu	
un	1	vert	
deux	2	jaune	
trois	3	noir	
quatre	4	rouge	
cinq	5	gris	
six	6	rose	
sept	7	marron	
huit	8	violet	
neuf	9		
dix	10	lundi	Monday
		mardi	Tuesday
Salut	Hi	mercredi	Wednesday
Bonjour	Hello	jeudi	Thursday
Au revoir	Goodbye	vendredi	Friday
À bientôt	See you soon	samedi	Saturday
		dimanche	Sunday
Comment ça va ?	How are you?		
Ça va bien			
Comme ci comme ça			
Ça va mal			
Et toi ?	And you?/How about you?		
Comment s'appelle-tu ?	What is your name?		
Je m'appelle	My name is		
Écoutez !	Listen!		
Regardez !	Look!		
Levrez-vous !	Get up/Stand up!		
Assommez-vous !	Sit down!		

Y3 Vocabulary List

le printemps

janvier	January	le chat	
février	February	le chien	
mars	March	le poisson	
avril	April	l'oiseau (m)	
mai	May	le cheval	
juin	June	le lapin	
juillet	July	la saurie	
août	August	le mouton	
septembre	September	le serpent	
octobre	October	la vache	
novembre	November	la tortue	
décembre	December	Tatoué	I like
carotte	11	Je n'aime pas	I don't like
douze	12	dix-sept	17
treize	13	dix-huit	18
quatorze	14	dix-neuf	19
quinze	15	vingt	20
seize	16		

L'été

Où habites-tu ?	Where do you live?
J'habite à...	I live in... (town/city)
Au bord de la mer	By the sea
À la montagne	In the mountains
Dans les collines	In the hills
En ville	In town
À la campagne	In the countryside
Allons faire un pique-nique	Let's go on a picnic
la plage	the beach
le sable	the sand
une pomme	
une poire	
une banane	
une orange	
un citron	
une fraise	
une tomate	
un oignon	
une carotte	
un concombre	
une pêche	
un raisin	
	le sable

Impact

We understand that we may not see the true impact of our MFL curriculum on our children as our languages curriculum is just the beginning of a lifetime of learning.

For with God, everything is possible

Our well-constructed and well-taught [MFL curriculum](#) leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts and vocabulary from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure that any reading done in French is planned to a stage appropriate level and fluency. Reading is the beating heart of all that we do at Queen's Park and we feel that the gift of learning a foreign language impacts the understanding of all areas of English language positively.

The impact of Queen's Park primary [languages](#) curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate