

powerfulMFL



By the time they leave, pupils will:

- Enjoy communicating their ideas and thoughts using the French language
- Appreciate stories, songs, poems and rhymes in the French language
- Be able to engage in French conversation: ask and answer questions; express opinions and respond to the opinions of others
- Speak confidently and fluently using the vocabulary and grammar that has been learned
- Have accurate pronunciation and intonation of the vocabulary that has been learned
- Be able to read and understand written French containing the vocabulary and grammar that has been learned
- Be able to write about people, places, things and actions using the vocabulary and grammar that has been learned

Curriculum Intent – MFL at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Modern Foreign Languages sits at the heart of this vision through its insistence on communication: how do I make myself understood, and how do I understand a world that speaks differently to my own? Our MFL curriculum is designed not merely to inform, but to equip, building in pupils the vocabulary, grammar and confidence to communicate in French and the cultural curiosity to look beyond their own community.

We are guided by the principle of Powerful Linguistic Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it opens up another culture's way of seeing the world, challenges insularity, and is fundamental in developing the confidence to communicate beyond a single language and community. It allows children to make themselves understood somewhere they would otherwise be silent. It progresses communities.

	Disciplinary Skills: the skills of a linguist How we listen, speak, read and write in a new language, and how we apply grammar and pronunciation. At Mill View we use: Listening, Speaking, Reading and Writing skills progression · Key Questions · A phonics-first approach to pronunciation · Knowledge Organisers
	Substantive Knowledge: the knowledge of a linguist The vocabulary, grammar, and cultural knowledge of the French language and Francophone culture. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary and grammar for each unit

Powerful Linguistic Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts.

This knowledge is **emancipatory**. It opens up another culture's way of seeing the world and challenges insularity, and is fundamental in developing the confidence to communicate beyond a single language and community. Pupils begin to understand that meaning can be made in more than one way and are able to make themselves understood somewhere they would otherwise be silent. It is empowering. It progresses communities.

At Mill View we encourage confidence, curiosity and resilience. We do this through careful, progressive planning of units and frequent oral rehearsal, allowing children the chance to practise, then use, new language for themselves.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
MFL is, by definition, an oracy subject. At Mill View, oracy in MFL means: • Pupils speak French aloud in every lesson, rehearsing pronunciation and intonation before they commit it to writing. • Structured conversation and question-and-answer routines are embedded in every unit. • Pupils are taught to ask and answer questions and express opinions, not just repeat vocabulary. • Talk is the primary vehicle for learning a language, not an occasional add-on.	Our MFL curriculum connects the classroom to the wider Francophone world. • Units explore French-speaking culture, food, festivals and daily life beyond the UK. • We ask: what does it feel like to be the person who doesn't speak the language? Whose perspective do we gain by learning theirs? • Pupils consider how language connects or divides communities and nations. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	Languages open doors that would otherwise stay closed. • We develop transferable dispositions: confidence to make mistakes, resilience, careful listening. • Career links are explicit: translators, diplomats, tourism and hospitality, international business, teaching. • Pupils experience the discipline of memorisation, retrieval and application that underpins academic success broadly. • Multilingualism is explicitly linked to opportunity in a globalised economy.	Inclusion at Mill View is a design principle, not a retrofit. • The "I can..." structure gives every pupil a clear entry point with scope for depth. • We value the home languages our pupils already speak as an asset, not a deficit. • Adaptive teaching means new vocabulary is pre-taught and rehearsed before it is needed. • Pupils who find spoken language harder are given the same entitlement to communicate, through structured support.	What makes MFL at Mill View exceptional is the coherence of our vision from Year 3 to Year 6. A clear conceptual spine: Listening, Speaking, Reading and Writing skills build year on year alongside vocabulary and grammar. Oracy by design: Every unit is rehearsed aloud before it is written down. Emancipatory knowledge: We ask children to step into another language and, through it, another way of seeing the world. The disciplinary habit: By Year 6, our pupils think like linguists. This is the entitlement of every child.

"Learning a language is learning at its most powerful: a word tested aloud, an accent practised until it is known, and a new voice children can use to change themselves, their community, and their world."

Alignment with the Ofsted Inspection Framework, Languages Subject Report and 2025 Curriculum Review

Ofsted / Curriculum Review focus	How MFL at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Listening, Speaking, Reading and Writing skills are tracked and sequenced from Year 3 to Year 6, alongside vocabulary and grammar, so language is returned to, deepened, and tested across key stages.
Oracy as a curriculum entitlement	Spoken French is rehearsed in every lesson before it is written. Pupils are taught pronunciation and intonation explicitly, addressing a key finding of the Ofsted Curriculum Research Review: Languages (2021), that oracy must precede literacy in language learning.
Global perspectives and contemporary relevance	Units connect the French language to Francophone culture and global communication, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. New vocabulary is pre-taught and rehearsed before use. Pupils' home languages are valued as an asset. Structured support ensures every pupil can communicate.
Assessment that proves knowledge has stuck	Key Assessment Questions, Knowledge Organisers and retrieval practice test whether vocabulary and grammar are secure and can be used in speech, not just recognised on a page.
Disciplinary knowledge and skills	Listening, Speaking, Reading and Writing skills are tracked separately from vocabulary and grammar knowledge, with explicit progression from Year 3 to Year 6, in line with the National Curriculum requirement for a foreign language at Key Stage 2.
Career and future readiness	Confidence to communicate in another language is explicitly linked to careers in translation, diplomacy, tourism and international business, and to participation in a globalised world.

Curriculum End Points

Year 3	Year 4	Year 5	Year 6
Children can... speak with confidence the vocabulary taught to me including introductions, colours, numbers and days; write short phrases in French answer questions in French read simple French words and phrases	Children can... speak with confidence the vocabulary taught to me including birthdays; write a range of phrases in French look up translations in a French dictionary; ask and answer questions in French read simple French words and phrases	Children can... speak with confidence the vocabulary taught to me including 'I have', pets, food and hobbies; write simple sentences in French ask and answer questions in French, building to a short conversation read simple French words and phrases	Children can... write some extended sentences in French recall vocabulary relating to sport, directions, family and clothing. construct sentences beginning 'I come from...' read and understand comprehension questions ask and answer questions with confidence read with good pronunciation understand some variety in tenses

Progression of Knowledge and Skills

Read fluently – Write imaginatively – Speak confidently – Understand the culture of the countries in which the language is spoken

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1: French greetings with puppets	Unit 2: French adjectives of colour, size and shape	Unit 3: French playground games – numbers and age	Unit 4: In a French classroom	Unit 5: French transport	Unit 6: A circle of life in French
Year 4	Unit 1: Portraits – describing in French	Unit 2: Clothes – getting dressed in France	Unit 3: French numbers, calendars and birthdays	Unit 4: French weather and the water cycle	Unit 5: French food – Miam, miam !	Unit 6: French and the Eurovision Song Contest
Year 5	Unit 1: French monster pets	Unit 2: Space exploration – in French	Unit 3: Shopping in France	Unit 4: French-speaking world	Unit 5: Verbs in a French week	Unit 6: Meet my French family
Year 6	Unit 1: French sport and the Olympics	Unit 2: French football champions	Unit 3: In my French house	Unit 4: Planning a French holiday	Unit 5: Visiting a town in France	

	Year 3	Year 4	Year 5	Year 6
	Speaking and Pronunciation - Skills			
	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner Using short phrases to give information Beginning to adapt phrases from a rhyme/song Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care Introducing self to a partner with simple phrases Recognising and using adjectives	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue Using a model to form a spoken sentence Speaking in full sentences using known vocabulary Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care Rehearsing and performing a short presentation Choosing appropriate adjectives from a wider range of adjectives	Forming a question in order to ask for information Presenting factual information in extended sentences including justification Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules. Adapting a story and retelling to the class Using adjectives with correct placement and agreement.	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language Planning and presenting a short text Modifying, expressing and comparing opinions Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary Giving a presentation drawing upon learning from a number of previous topics Recognising and using a wide range of descriptive phrases
	Listening - Skills			
	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or	Identifying items by colour and other adjectives Listening and selecting information Using language detective skills to decode vocabulary. Listening to	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or	Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the

	images with a phrase or other verbal response Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Listening and noticing rhyming words	songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	text including some unfamiliar language Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns.	route to school Recognising present and near future tense sentences (using aller + infinitive) Recalling and performing an extended song or rhyme Listening to stories, songs or texts in French
	Reading and Writing - Skills			
	Recognising some familiar words in written form Reading aloud some words from simple songs, stories and rhymes Beginning to develop dictionary skills Identifying cognates and near cognates Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy Recognising and using adjectives of colour and size	Noticing and discussing cognates and beginning to identify language detective strategies Following a short text or rhyme, listening and reading at the same time Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information Selecting and writing short words and phrases Making short phrases or sentences using word cards Using adapted phrases to describe an object or person	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type Reading and adapting a range of different format short texts Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases Writing a short text using word and phrase cards to model or scaffold Using different	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure Reading and responding to. an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information Using a bilingual dictionary to select alternative vocabulary for sentence building Choosing words, phrases and sentences and writing as a text or captions Constructing a short text on a familiar topic Using a wide range of descriptive phrases Recognising and using verbs in different tenses

			adjectives, with correct positioning and agreement Using language of metaphor and comparison	
	Grammar - Knowledge			
	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns Noticing the negative form.	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form Using prepositions Making comparisons of word order in French and English.	Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language	Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using aller Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. faire 'to make/do' Understanding how word order differs between French and English Identifying word classes within a sentence
	Intellectual Understanding - Knowledge			
	Showing awareness of the capital and identifying some key cultural landmarks Recognising cultural similarities and differences between customs and traditions in France and England	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK Recognising and using the Euro currency Identifying some French-speaking countries	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype.	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype.

Key Assessment Questions	Can I speak with confidence the vocabulary taught to me including introductions, colours, numbers and days? Can I write phrases in French? Can I answer questions in French? Can I read simple French words and phrases?	Can I speak with confidence the vocabulary taught to me including birthdays? Can I write a range of phrases in French? Can I ask and answer questions in French? Can I read simple French words and phrases?	Can I speak with confidence the vocabulary taught to me including 'I have', pets, food and hobbies? Can I write simple sentences in French? Can I ask and answer questions in French, building to a short conversation? Can I read simple French words and phrases?	Can I write some extended sentences in French? Can I recall vocabulary relating to sport, directions, family and clothing. Can I construct sentences beginning 'I come from...'? Can I read and understand comprehension questions? Can I ask and answer questions with confidence? Can I read with good pronunciation? Can I understand some variety in tenses?
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