



MFL

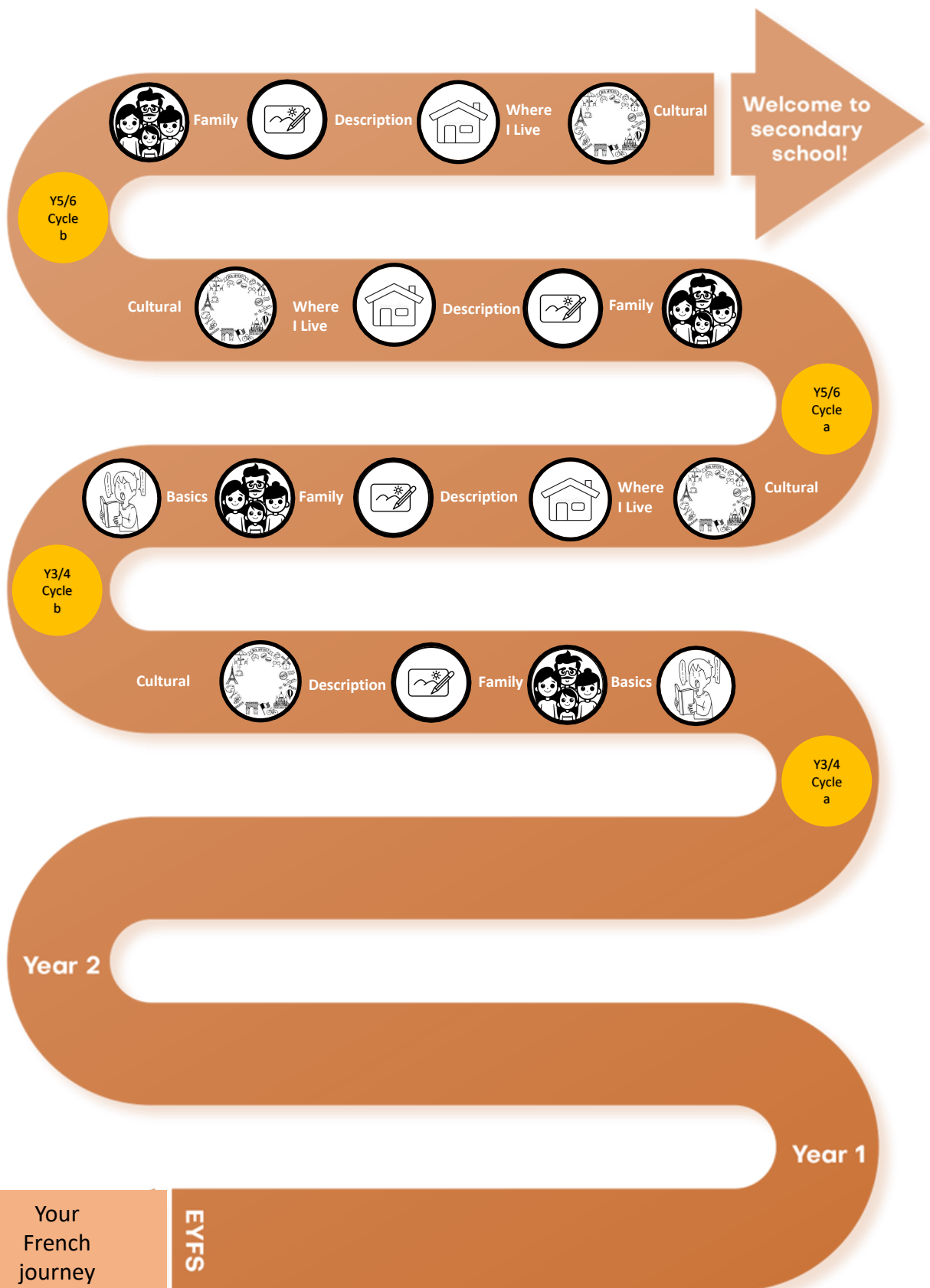
CURRICULUM: FRENCH

**St. Joseph's
Catholic Primary School**

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE



Your French journey starts here!

EYFS



CURRICULUM NARRATIVE

Basics

Welcome to
secondary
school!

Y5/6
Cycle
b

Y5/6
Cycle
a



Basics

3/4
Cycle
b



Basics

3/4
Cycle
a

Year 2

Year 1

Your
French
journey
starts
here!

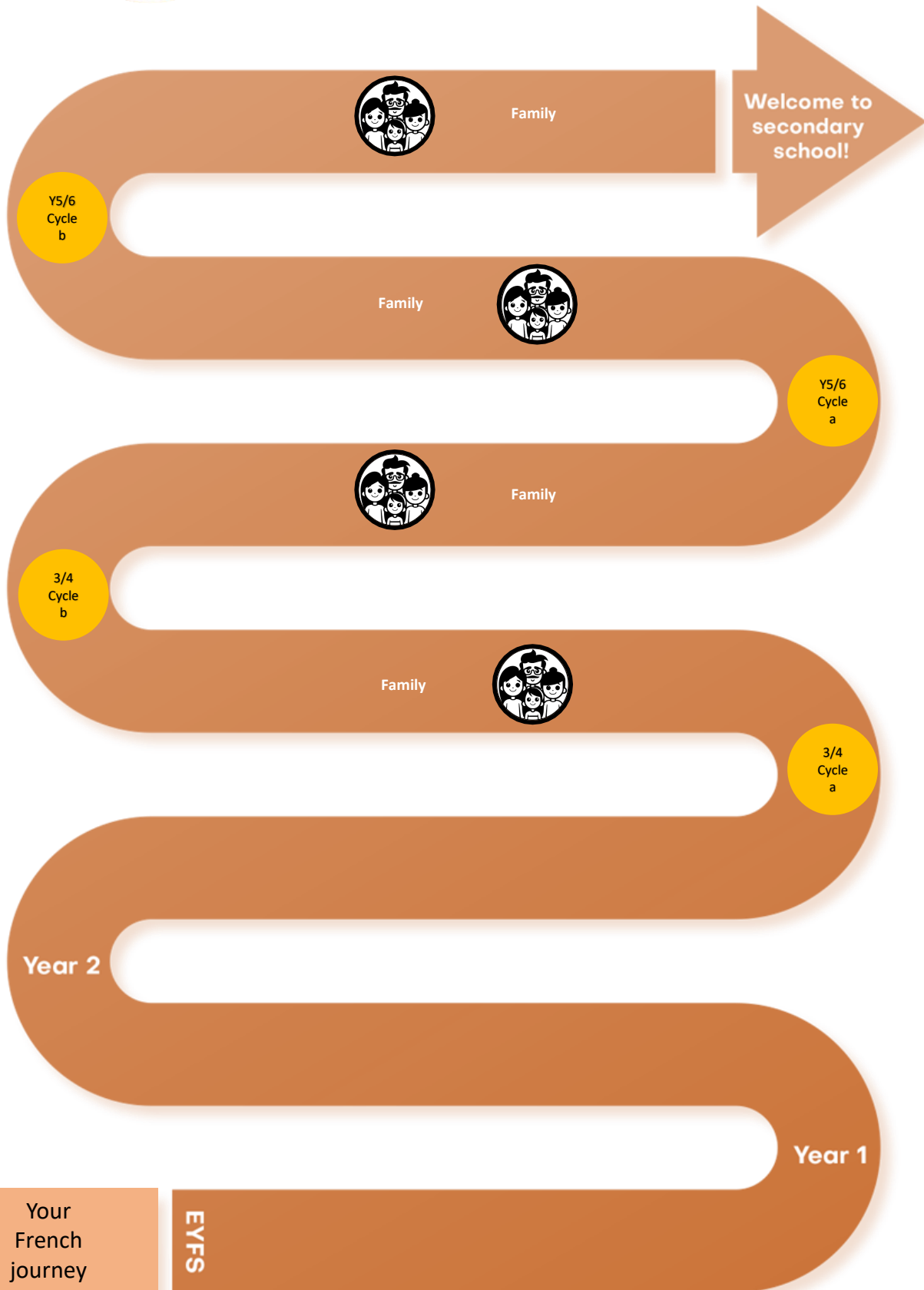
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Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Family



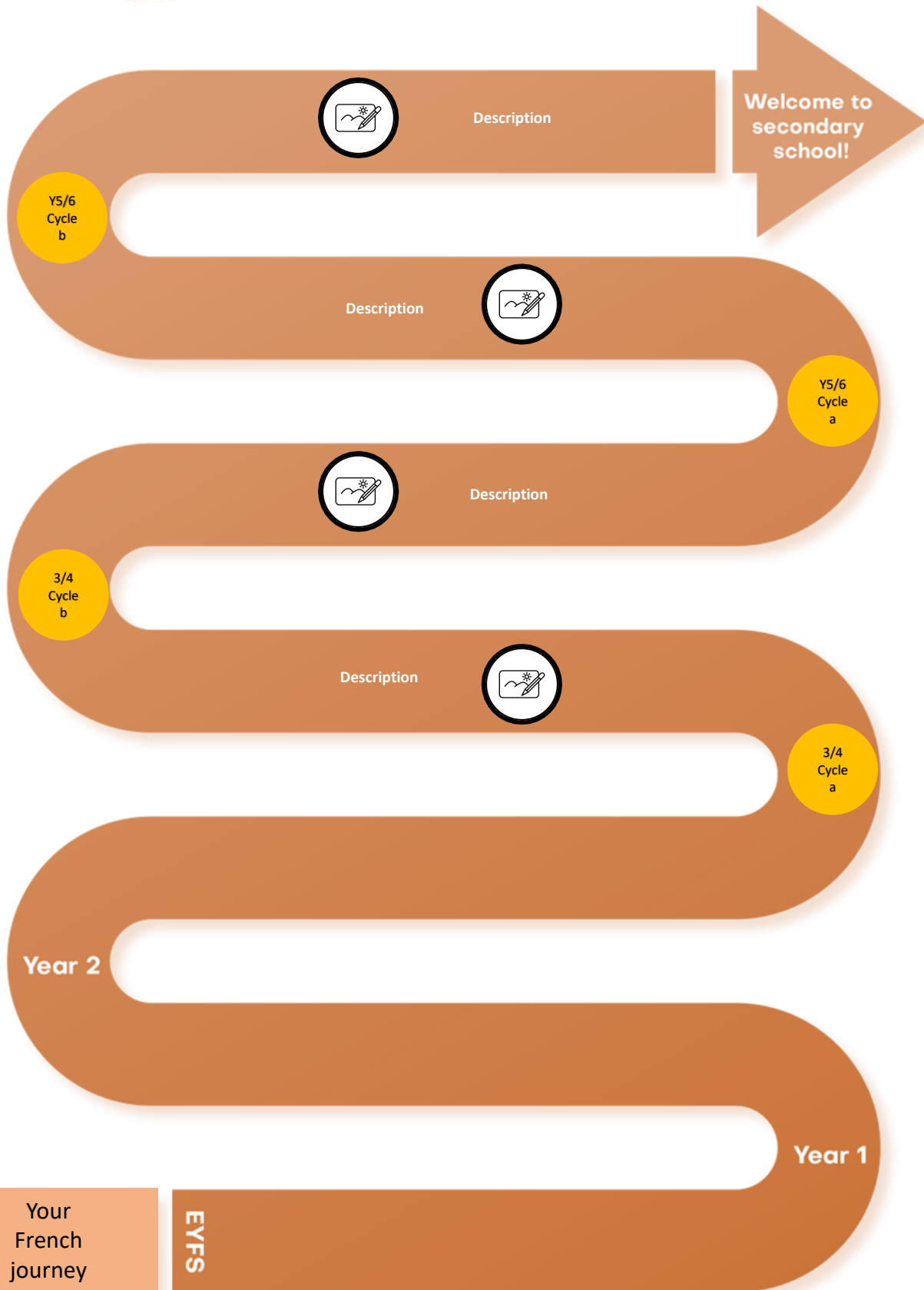
Your French journey starts here!

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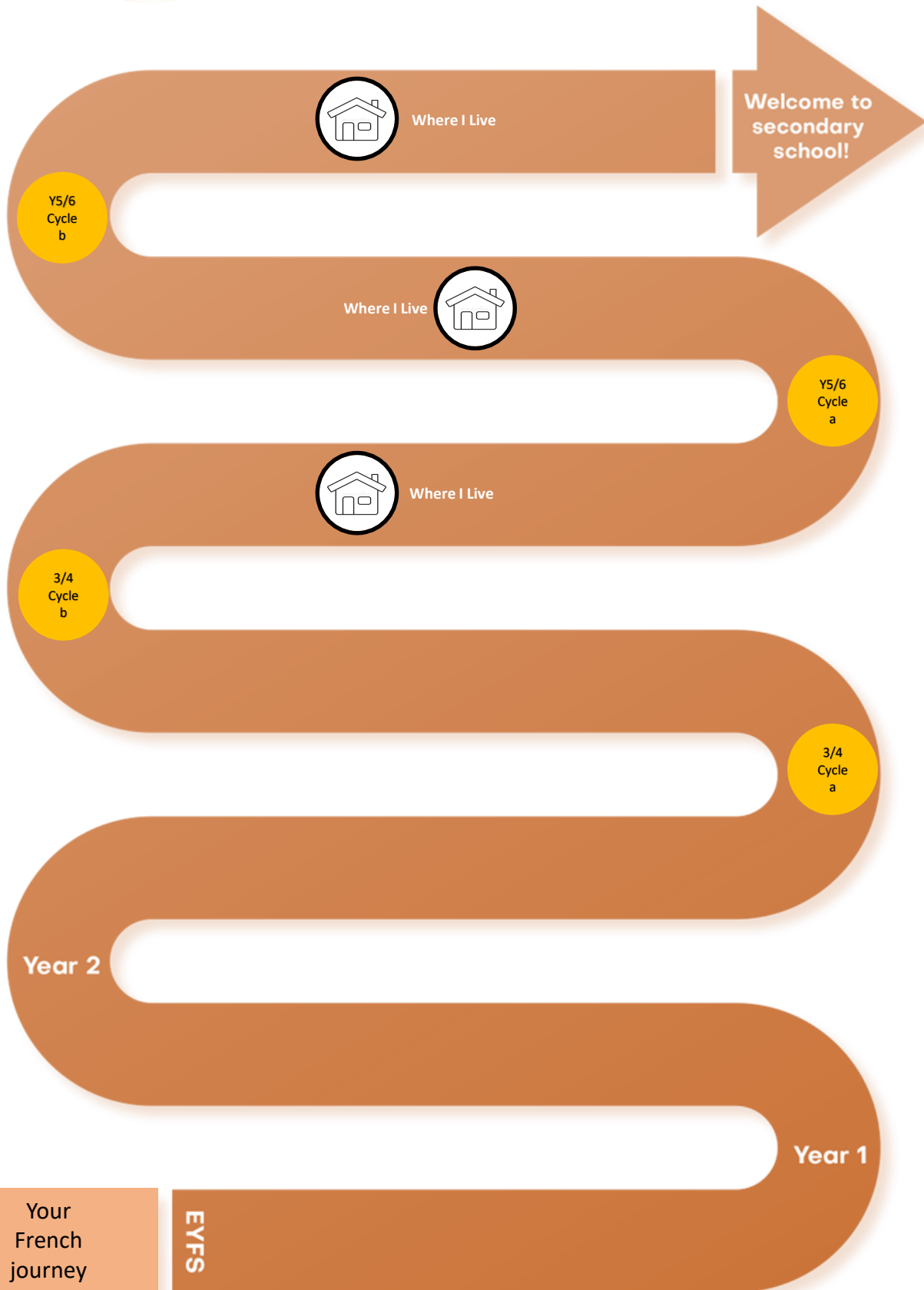
Description





CURRICULUM NARRATIVE

Where I Live



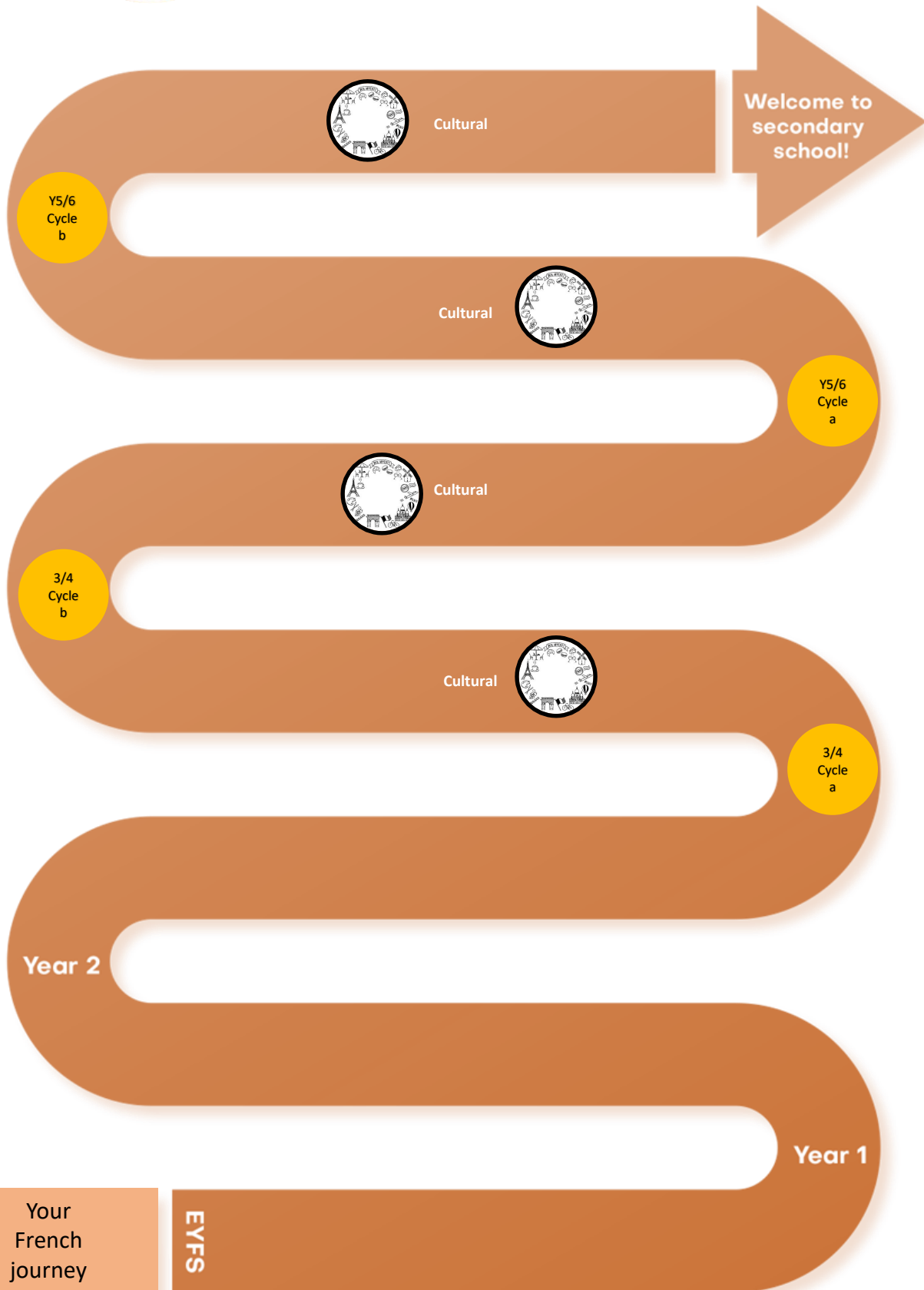
Your French journey starts here!

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CURRICULUM NARRATIVE

Cultural



Your
French
journey
starts
here!

EYFS



CURRICULUM NARRATIVE

French Yearly Overview

Learning Focus		Y3/4 Cycle a	Y3/4 Cycle b	Y5/6 Cycle a	Y5/6 Cycle b
Basics		✓	✓		
Family		✓	✓	✓	✓
Description		✓	✓	✓	✓
Where I Live			✓	✓	✓
Cultural		✓	✓	✓	✓



CURRICULUM NARRATIVE

Intent

Our intent is to develop pupils who have an enthusiastic, positive attitude towards languages and language learning, alongside the skills needed to communicate effectively in French. We recognise language learning as a lifelong skill which opens avenues for communication, travel, employment and cultural exploration.

Through our French curriculum, pupils will:

- Develop linguistic competence and confidence in French
- Gain insight into French culture and the wider Francophone world
- Build resilience and self belief as language learners
- Understand how language learning links to future education and careers.

We offer a high quality, progressive programme of study that encourages enjoyment and ensures every pupil experiences success, laying strong foundations for learning at Key Stage 3 and beyond.

Implementation

As part of the Bishop Hogarth Catholic Education Trust, our Key Stage 2 French curriculum has been developed by a team of primary teachers and secondary language specialists. The curriculum is carefully designed to ensure learning is systematic, cumulative and progressive.

Knowledge and skills are:

- Carefully sequenced to build on prior learning
- Revisited regularly through review and retrieval
- Supported by mini assessments to help pupils know more and remember more.

Our curriculum fully covers the National Curriculum for Languages and is underpinned by the four key language skills:

- Listening
- Speaking
- Reading
- Writing

Progression across these skills enables pupils to both understand and produce French for effective personal communication. Vocabulary, phonics and grammar are embedded across all four strands.

Units of Work and Progression

Four key units of work are taught and revisited throughout Key Stage 2 French:

- Basics
- Family
- Descriptions
- Where I Live

These units:

- Build progressively year on year
- Are essential for transition into Key Stage 3 French and form a foundation for Key Stage 4
- Have clearly defined minimum knowledge and skill 'end points'

Each unit includes:

- A clear rationale
- Key French vocabulary
- Explicit links to prior learning
- Regular review opportunities
- Short tasks to practise listening, speaking, reading and writing
- Mini assessments are designed to prepare pupils for similar tasks in secondary school and support a smooth transition into KS3.



CURRICULUM NARRATIVE

Teaching Approach

French lessons are designed by language specialists and delivered in a consistent format, typically as a 30 minute weekly lesson, with additional short opportunities during the week to consolidate learning.

Lessons include:

- A strong phonics focus to support accurate French pronunciation
- Use of authentic sound files spoken by French language specialists
- A range of teaching strategies to engage pupils and embed learning

In addition, standalone cultural awareness lessons are taught each term to broaden pupils' understanding of France and French speaking countries.

French and Careers

Explicit teaching of career links is embedded within every French unit.

Pupils explore how French language skills are used in real world contexts and learn about careers such as:

- Translators and interpreters
- Language teachers and educators
- Travel and tourism professionals
- International business and trade roles
- Diplomats and international relations specialists

This helps pupils understand the purpose of learning French, raises aspirations and demonstrates how languages open doors to future opportunities.

Impact

By the end of Key Stage 2, pupils at St. Joseph's will:

- Have developed an enthusiastic and positive attitude towards French
- Be confident with the sounds and written form of the French language
- Use French with increasing confidence and competence
- Be well prepared for further language learning at Key Stage 3

Clearly defined end points, together with a consistent approach to assessment, ensure:

- Secure progression
- Clear evidence of learning in pupils' work
- A smooth and successful transition into secondary education

Pupils leave St. Joseph's with the language skills, confidence and cultural awareness needed to continue their study of French and engage positively with the wider world.



PROGRESSION OF SKILLS



BASIC SKILLS			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Greet each other - Say their own names and ask other students theirs. - Explain how they are, and ask each other how they are. - Have a basic conversation: greetings, introductions and say how they are. - Recognise and repeat alphabet sounds - Recognise the days of the week and months of the year. - Recognise colours - Recognise vocabulary for pets in the target language. Extension - use colours to describe the pets they have. - Understand, remember and recognise key phonic sounds.	- Recognise numbers 1-10/1-31 - Recognise numbers 32 100. - Say how old they are. - Say how old other people are. - Recognise the days of the week and months of the year. - Use the months of the year and numbers to explain when other people's birthdays are (his/her). - Understand, remember and recognise key phonic sounds.		



PROGRESSION OF SKILLS



FAMILY			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Recognise and say vocabulary for family members. - Use the verb 'I have' to describe the members of their family. - Use the verb 'I have' with recapped pets vocabulary. - Use 'I have' + recapped numbers to say how many brothers/ sisters etc they have. . - Listen to a piece of text about family members and be able to pick out key words and phrases - Cumulate knowledge learnt to complete and describe a family tree. - Include possessive adjectives in writing. - Understand, remember and recognise new key phonic sounds.	- Recall and say vocabulary for family members - Use the verb 'I have' to describe family members. - Produce a piece of writing which includes 'I have', to describe their family and pets. • Read and understand some familiar sentences about family members - Write some simple sentences about family members. - Use the negative 'I don't have' to describe pets. - Use 'there is / are' with numbers to describe family. - Use 'there is / there are' to describe pets, adults and children. - Understand, remember and recognise new key phonic sounds	- Recall and use verbs 'There is' and 'I have' for family members - Recall and use the negatives 'There is not' and 'I don't have' - Recognise and use conjunctions and, but and also. - Listen to and read a piece of text and identify short sentences about family members. - Write some compound sentences (using conjunctions and negatives) - Understand, remember and recognise new key phonic sounds	- Recognise and recall questions and begin to answer them (name, age, birthday and family) - Understand questions and respond confidently in conversations (speaking task) - Write a short dialogue using familiar language. - Understand, remember and recognise new key phonic sounds



PROGRESSION OF SKILLS



DESCRIPTIONS			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Understand vocabulary to describe their hair and eyes. - Revisit the verb 'I have' to explain what their hair and eyes are like. - Understand vocabulary to describe their height and size. - Use the verb 'I am' to describe their height and size. - Say and understand vocabulary to describe their personalities. - Use the verb 'I am' and 'I am not' to describe their personalities. - Use new verbs and vocabulary to create sentences explaining what they look like and what their personalities are like. - Recognise descriptions in listening and reading activities.	- Recall and say key vocabulary to describe personality. - Use 3rd person present tense 'He is / She is' - Use 3rd person present tense (He is / She is) to describe family members - Recall vocabulary for physical descriptions using 'I have' - Use the 3rd person present tense (He has / she has) for physical descriptions - Use the 3rd person present tense (He has / she has) to describe how family members look - Listen to and read a piece of text and identify key vocabulary and phrases about descriptions. - Write some simple sentences to describe a monster - Understand, remember and recognise new key phonic sounds	- Listen to and read a piece of text and identify short sentences about descriptions. - Understand, remember and recognise new key phonic sounds in the target language. - Use dictionaries to support writing. - Use extended adjectives and begin to understand adjectival agreement. - Recall and say key vocabulary to describe personality – including 1 st and 3rd person present tense of the verb 'To be' and negatives.	- Recall physical descriptions using I have, he has, and she has. - Recall vocabulary and grammatical structures when writing. - Begin to write a short paragraph about descriptions (My Hero). - Apply a range of linguistic knowledge to create written pieces that can be understood. - Present work with pronunciation that is clear and can be understood.



PROGRESSION OF SKILLS



WHERE I LIVE			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	- Say 'I live in' + name of town - Say and understand vocabulary for places in a town. - Use the verb 'There is / There are' for places in a town. - Use the negative (There isn't / There aren't) for places in a town. - Understand, remember and recognise new key phonic sounds in the target language. - Recall and use vocabulary to design a town.	- Recall short phrases 'I live in', places in town and 'there is/ there are'. - Recognise and use extended vocabulary. - Recall 'there is/ there isn't' with extended vocabulary. - Use adjectives to describe a town – 'it is'. - Recognise and begin to use quantifiers / intensifiers. - Say and understand vocabulary for town descriptions using 'it is not'. - Recall and use conjunctions for compound sentences. - Listen to and read a piece of text and identify short sentences. - Prepare a short speaking task – using photo as a stimulus. - Present a speaking task with reasonable pronunciation – based on photo. - Begin to write a short paragraph (based on photo presentation task). - Understand, remember and recognise new key phonic sounds	- Recall and use vocabulary 'I live in', places in a town and adjectives. - Recognise and use positive and negative opinions. - Recognise and use conjunction 'because it is' - Recognise and use extended positive and negative adjectives. - Read and understand the main points in a short text (positive and negative opinions). - Recognise and use the conditional tense 'I would like' and 'It would be'. - Begin to write a short text from memory – 'Do you like your town?' - Understand, remember and recognise new key phonic sounds



CULTURAL

Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
Have a knowledge and understanding of how Easter is celebrated in a country where French is spoken.	- Have a knowledge and understanding of how Christmas is celebrated in a country where French is spoken. - Have a knowledge of other countries which speak French	- Have a knowledge and understanding of how Easter is celebrated in a country where French is spoken. - Have a knowledge of places of interest within France.	- Have a knowledge and understanding of how Christmas is celebrated in a country where French is spoken. - Have a knowledge and understanding of famous people / events from France.



CURRICULUM END POINTS

LISTENING

Y3	Y4	Y5	Y6
- Listen attentively and understand key words and short phrases. - Recognise numbers to 31 when spoken.	- Understand key words and phrases in short, spoken texts. - Follow instructions, questions and statements linked to the topic. - Recognise numbers to 100 when spoken.	- Understand short sentences and short dialogues at near-normal speed. - Identify main points and some detail in spoken texts.	- Understand more complex phrases and sentences in spoken French. - Understand the gist and key details of spoken texts.

SPEAKING

Y3	Y4	Y5	Y6
- Ask and answer simple questions with correct intonation. - Speak in short phrases related to familiar topics (e.g. greetings, colours, pets). - Pronounce key phonic sounds with growing accuracy.	- Ask and answer questions with increasing independence. - Speak in short sentences using familiar vocabulary. - Sing a song from memory with accurate pronunciation.	- Prepare and present a short, spoken task with clear pronunciation. - Use spoken language confidently in conversations. - Express simple opinions and give reasons.	- Initiate and sustain conversations with increasing fluency. - Present confidently on a familiar topic with accurate pronunciation. - Ask for clarification and respond appropriately.



CURRICULUM END POINTS

READING

Y3	Y4	Y5	Y6
- Recognise familiar words and short phrases in written form. - Read aloud some key words using phonics knowledge.	- Read and understand familiar phrases and short sentences. - Use context and pictures to work out new vocabulary.	- Read and understand the main points in a short text containing familiar and unfamiliar vocabulary. - Use a dictionary to find meanings of new words.	- Read and understand the main points and details in short texts. - Use context, phonics and dictionaries to decode unfamiliar vocabulary. - Read aloud with confidence and accurate pronunciation.

WRITING

Y3	Y4	Y5	Y6
- Copy simple sentences correctly. - Write key vocabulary from memory.	- Write simple sentences from memory. - Fill gaps in sentences using familiar vocabulary.	- Write longer sentences using conjunctions and intensifiers. - Begin to write short paragraphs using familiar language.	- Write longer sentences and short paragraphs from memory. - Adapt known structures to create new sentences. - Use dictionaries to support independent writing.



CURRICULUM END POINTS

GRAMMAR, VOCABULARY AND PHONICS

Y3	Y4	Y5	Y6
- Identify some phonemes that differ from English. - Begin to use first-person verbs - Understand basic adjective agreement in familiar contexts.	- Use first-person and third-person present tense of familiar verbs. - Use simple conjunctions - Apply adjective agreement with increasing accuracy.	- Use negative forms - Use a wider range of conjunctions - Begin to use conditional phrases to express opinions.	- Confidently identify and use key phonemes. - Apply accurate adjective agreement (masculine/feminine). - Use a range of sentence structures, including negatives and justified opinions. - Recognise and use conditional tense forms in familiar contexts.

CULTURAL UNDERSTANDING

Y3	Y4	Y5	Y6
- Describe how a French season is celebrated. - Identify key features of French daily life.	- Identify several French-speaking countries and their flags. - Describe simple cultural traditions.	- Identify places of interest in French-speaking countries. - Describe aspects of French culture with increasing detail.	- Demonstrate secure knowledge of French-speaking countries, traditions and famous people. - Compare cultural similarities and differences with their own experiences. - Show curiosity and respect for global diversity.



CAREER LINKS AND INFLUENTIAL PEOPLE

French							
Y3/4 (Cycle a)		Autumn 1 <i>Basic</i>	Autumn 2 <i>Family</i>	Spring 1	Spring 2 <i>Culture: Easter</i>	Summer 1 <i>Description</i>	Summer 2
	Career	Airport Assistant 	Linguist 		BSL Interpreter 	Travel Journalist 	
	Influential Person	Newcastle Airport 	Noam Chomsky 		BSL 	Simon Calder 	

French							
Y5/6 (Cycle a)		Autumn 1 <i>Family</i>	Autumn 2	Spring 1	Spring 2 <i>Culture: Easter</i>	Summer 1 <i>Description</i>	Summer 2 <i>Where I live</i>
	Career	Trade Developer 			Speech Technologist 	Cabin Crew 	Tour Guide 
	Influential Person	Government 			Lionel Logue 	Airline 	Ken Bradshaw 



CAREER LINKS AND INFLUENTIAL PEOPLE

French							
Y3/4 (Cycle b)		Autumn 1 <i>Basics</i>	Autumn 2	Spring 1 <i>Family</i>	Spring 2 <i>Cultural: French Speaking Countries</i>	Summer 1 <i>Descriptions</i>	Summer 2 <i>Where I live</i>
	Career	Travel Agent 		Bilingual Assistant 	Translator 	Hospitality 	Languages Teacher 
	Influential Person	Hays Travel, NA 		Durham EAL Team 	Antoine Galland 	Cesar Ritz 	St John's MFL 

French							
Y5/6 (Cycle b)		Autumn 1 <i>Where I Live</i>	Autumn 2 <i>Cultural: Christmas</i>	Spring 1 <i>Description</i>	Spring 2 <i>Family</i>	Summer 1	Summer 2
	Career	Ambassador 	Aid Worker 	Interpreter 	Pilot 		
	Influential Person	Sir Thomas Drew KCMG 	Sally Becker 	Anne Dacier 	Charles Lindbergh 		



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS.

French							
Y3/4 (Cycle a)		Autumn 1 <i>Basic</i>	Autumn 2 <i>Family</i>	Spring 1	Spring 2 <i>Culture: Easter</i>	Summer 1 <i>Description</i>	Summer 2
	British Values	Individual Liberty 	Mutual Respect & Tolerance 		Mutual Respect & Tolerance 	Individual Liberty 	
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Solidarity 		Confidence 	Resilience 	

French							
Y5/6 (Cycle a)		Autumn 1 <i>Family</i>	Autumn 2	Spring 1	Spring 2 <i>Culture: Easter</i>	Summer 1 <i>Description</i>	Summer 2 <i>Where I live</i>
	British Values	Rule of Law 			Individual Liberty 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Responsibility 			Confidence 	Self- Belief 	Confidence 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS.

French							
Y3/4 (Cycle b)		Autumn 1 <i>Basics</i>	Autumn 2	Spring 1 <i>Family</i>	Spring 2 <i>Cultural: French Speaking Countries</i>	Summer 1 <i>Descriptions</i>	Summer 2 <i>Where I live</i>
	British Values	Individual Liberty 		Mutual Respect & Tolerance 	Mutual Respect & Tolerance 	Individual Liberty 	Mutual Respect & Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 		Common Good 	Solidarity 	Resilience 	Self- Belief 

French							
Y5/6 (Cycle b)		Autumn 1 <i>Where I Live</i>	Autumn 2 <i>Cultural: Christmas</i>	Spring 1 <i>Description</i>	Spring 2 <i>Family</i>	Summer 1	Summer 2
	British Values	Rule of Law 	Mutual Respect & Tolerance 	Mutual Respect & Tolerance 	Individual Liberty 		
	Trust Virtues and Catholic Social Teachings	Responsibility 	Option for the Poor 	Self- Belief 	Confidence 		



SEND

The French curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

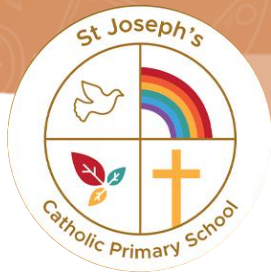
Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

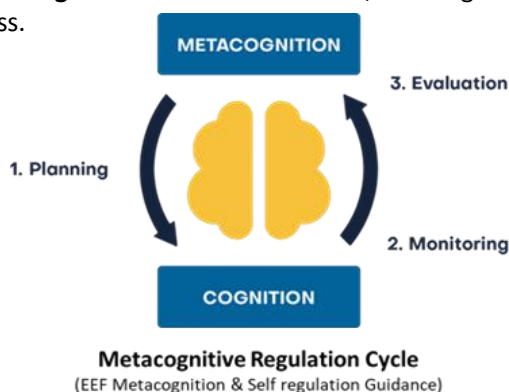
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Allows leaders and staff to make timely adaptations to the curriculum.

