ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

MODERN FOREIGN LANGUAGES
Curriculum Overview
2026/27
Subject Leader: Mrs Rosinski

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

Intent, Implementation and Impact

Our Vision

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS & ASPIRATIONS



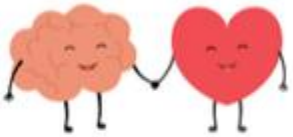
ACTIVE CITIZENS



DIVERSITY



HEALTHY ADVOCATES



RESILIENCE

Intent

At Barrow URC Primary School, we believe that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our aim is for pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing.

Implementation

We will use the following approaches in our teaching of French:

- We teach six units of French per academic year in KS2;
- A minimum of 30 minutes per week to aid recall of key vocabulary and phrases being taught;
- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons are closely linked to the MFL Skills & Knowledge Progression, ensuring progression and depth of knowledge and skills;
- Cross-curricular learning and activities to support subject knowledge e.g. PE when learning vocabulary about French sports and the Olympics;
- Questioning to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Trips and opportunities such as experts who enhance the learning experience for the pupils;
- In ensuring high standards of teaching and learning in French, we implement a bespoke MFL Curriculum which uses Language Kapow as a basis.
- We fulfil the requirements of the National Curriculum for MFL; providing a broad, balanced and differentiated curriculum that includes a wide range of speaking, listening, reading and writing opportunities;

Impact

We will assess the impact of the curriculum by:

- Reflection on standards achieved against the speaking, listening, reading and writing tasks completed;
- Discussions about their learning;
- Marking and feedback to further inform planning;
- Sticky knowledge will be assessed by revisiting topics taught during Pupil Voice sessions;
- Pupil will have an increased subject specific vocabulary;
- Learning will be assessed through the implementation of a subject specific consolidation task,

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Whole School Programme of Study:

MODERN FOREIGN LANGUAGES

MODERN FOREIGN LANGUAGES – Whole School Programme of Study (2026/27)

French – Whole School Programme of Study (2026/27)

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

MODERN FOREIGN LANGUAGES and SEND Provision

The Modern Foreign Languages curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Modern Foreign Languages will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

MODERN FOREIGN LANGUAGES and identifying the more able learner

The more able pupil will pick up on new vocabulary and grammar rules rapidly, express themselves accurately in French, both orally and in writing, and are enthusiastic about learning French; taking the initiative to expand their knowledge.

In French, we use this criteria to identify the characteristic of the More Able Learner;

- Be fascinated by, or passionate about French, enjoys learning new knowledge and wants to be a successful learner,
- Achieves , or shows potential in a wide range of contexts across French,
- Works flexibly, processes unfamiliar information and applies their knowledge of French, experiences and insight to unfamiliar situations,
- Communicates their thoughts and ideas well in French,
- Enjoy learning French and are willing to take risks and see what works,
- Show an ability to work independently and to make effective use of reference material like French dictionaries,
- Swiftly aware of the relationship between sound and spelling.

Classroom Provision;

- Provide pupils with the opportunity to use their knowledge of language supplemented by using dictionaries to create their own sentences,
- Allow children to be 'language detectives'. Encourage pupils to see patterns and how grammar works through discussion and questioning,
- Reward children for their willingness to try.

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Knowledge and Skills Progression

MODERN FOREIGN LANGUAGES

Year 3 and 4

Key Learning in Modern Foreign Languages: Years 3 and 4

Listening	Speaking	Reading	Writing	Grammar
▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time.	▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play.	▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning.	▪ Experiment with the writing of simple words. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory.	▪ Nouns. ▪ Gender. ▪ Singular and plural forms. ▪ Definite and indefinite article. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I, you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of the place of the adjective in the sentence. ▪ Develop an awareness of adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awareness of word order. ▪ Apply knowledge of language rules and conventions when building short sentences.

Year 5 and 6

Key Learning in Modern Foreign Languages: Years 5 and 6

Listening	Speaking	Reading	Writing	Grammar
▪ Follow a short familiar text listening and reading at the same time. ▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Listen for gist. ▪ Understand longer and more complex phrases / sentences. ▪ Pick out main details from a story, poem, song, conversation or passage.	▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Prepare a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity. ▪ Use repair strategies to keep a conversation going.	▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Re-read frequently a variety of short texts. ▪ Read and understand the main points and some detail from a short written passage. ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Match sound to sentences and paragraphs. ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text.	▪ Write phrases from memory and adapt these to make new sentences. ▪ Express ideas clearly. ▪ to write words, short phrases and short sentences, using a reference. ▪ Be able to write at varying length, for different purposes and audiences. ▪ Write sentences on a range of topics using a model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.	All above and: ▪ Personal pronouns. ▪ I , you, he, she, it, we, they. ▪ Develop an awareness of verb patterns. ▪ Conjugate regular high frequency verbs. ▪ Conjugate some basic high frequency irregular verbs. ▪ Begin to use adjectival agreements with accuracy. ▪ Use of prepositions. ▪ À + definite article. ▪ De + definite article. ▪ Prepositions. ▪ Use a range of adverbs to make messages more interesting. ▪ Apply correct verb endings to write accurately. ▪ Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.

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Planning Examples

MODERN FOREIGN LANGUAGES

Y3 – French greeting puppets

Prior learning

- No prior learning as curriculum starts in KS2.

Enrichment/ home learning ideas

- https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/

This a shows a range of cross curricular activities that teachers can use to promote the teaching of this unit.

Consolidation task

Pupil quiz and Knowledge Catcher – Which two people are saying hello to each other?

Job title

We are… puppeteers.

Current learning

1. French greetings: How do you greet someone and introduce yourself in French?
2. French greetings -day and night: Which greeting should you use in the daytime and which in the evening?
3. How are your feeling?
4. French finger rhymes: Can you perform a finger rhyme in French?
5. Pupil quiz and Knowledge Catcher

Key Skills

Language comprehension

- Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form.

Language production

- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Experimenting with simple writing, copying with accuracy.

Unit Outcomes

Pupils who are secure will be able to:

- Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
- Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.
- Link actions or pictures to the new language, both in spoken and written form.
- Imitate the pronunciation of sounds.
- Take turns to speak and use appropriate intonation.

Future learning

- Year 4 – French adjectives of colour size and shape

Key Vocabulary

Bonjour, salut, au revoir, bonsoir, bonne nuit, ça va bien, ça va mal, c'est…, comment tu t'appelles ? je m'appelle… , non, oui

Key Knowledge

Phonics

- To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.
- To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
- To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.
- To know that a ç cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound.
- To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.

Grammar

- To know that the pronoun ça means 'it'.
- To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions.
- To know that je/j', and tu are subject pronouns.

Cultural awareness

- To know that in French there are formal and informal greetings.