



Wessex Learning Trust



Weare Academy C of E
First School

We Learn Together

MFL (French) Curriculum Documents





Weare Academy
C of E First School
All Can Achieve



Modern Foreign Languages (French)

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our French curriculum inspires pupils to develop a love of languages while fostering curiosity about the wider world and an appreciation of different cultures. We recognise that learning French provides a foundation for understanding the importance of languages, communication and cultural diversity in an increasingly interconnected world. Rooted in our school vision, we aim to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of French, we aim to develop learners who are:

- **Aspirational**, developing confidence to communicate in another language while recognising the opportunities that language learning can provide throughout their education and future lives.
- **Respectful**, appreciating the language, culture and traditions of French-speaking countries while recognising and valuing cultural diversity.
- **Curious**, developing an enthusiasm for learning languages by exploring new vocabulary, sounds, traditions and ways of life, encouraging pupils to ask questions and make meaningful connections.
- **Resilient**, building confidence to speak and write in French by embracing mistakes as an important part of learning and persevering when communicating in a new language.
- **Kind**, working collaboratively with others through speaking, listening and language games, encouraging confidence, encouragement and mutual support.
- **Responsible**, developing independence as language learners by practising new vocabulary, applying previously learned language and recognising the importance of communication in an increasingly global society.

Implementation

To achieve our intent, we implement a carefully sequenced French curriculum that follows the National Curriculum and reflects the values of our school community.

- **Curriculum Design:** Our French curriculum is designed to progressively develop pupils' knowledge, skills and confidence in speaking, listening, reading and writing. Learning follows a carefully sequenced programme that revisits and builds upon previously taught vocabulary, grammar and language structures, enabling pupils to communicate with increasing confidence and accuracy.
- **Integration across the Curriculum:** French is linked with Geography, History, Music and wider cultural learning, enabling pupils to develop an appreciation of French-speaking countries, traditions and celebrations while making meaningful connections across the curriculum.
- **Progressive Skill Development:** Clear progression pathways enable pupils to develop their language skills throughout Key Stage 2. Pupils build secure foundations in pronunciation, vocabulary and sentence structure before applying these skills through conversation, reading and writing. Oracy is

central to French lessons, with pupils regularly practising pronunciation, speaking confidently with partners and performing simple conversations using increasingly accurate vocabulary and grammar.

- **Assessment for Learning:** Assessment is an integral part of our French curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their language learning, develop confidence in communication and build increasingly sophisticated vocabulary, grammar and pronunciation over time.
- **Active Language Learning:** Lessons provide engaging opportunities for pupils to develop their language skills through songs, games, role play, storytelling, partner work and practical speaking activities. Pupils regularly hear and speak authentic French, helping to develop confidence, fluency and enjoyment.
- **Cultural Enrichment:** Pupils develop an appreciation of French-speaking countries alongside a wider understanding of the rich diversity of languages and cultures across the world. Through our annual Around the World Day, pupils explore different countries, traditions, languages, music, food and customs, celebrating the diversity of our global community. These experiences help pupils recognise the value of learning languages, develop respect for different cultures and understand how communication connects people across the world. Enrichment opportunities, themed language activities and cross-curricular links further broaden pupils' cultural awareness and curiosity.
- **CPD for Staff:** We invest in continuous professional development to strengthen teachers' confidence and subject knowledge in Modern Foreign Languages. Collaborative planning, subject monitoring and professional development ensure French is taught consistently and effectively across the school.

Impact

The impact of our French curriculum is evident in the confidence, knowledge and enthusiasm pupils develop throughout their time at Weare Academy.

- **Language Knowledge and Skills:** Pupils develop secure vocabulary, pronunciation and grammatical understanding, enabling them to communicate confidently in familiar contexts through speaking, listening, reading and writing.
- **Communication and Confidence:** Pupils participate enthusiastically in French lessons, demonstrating increasing confidence when speaking aloud, performing conversations and responding to questions in French.
- **Pupil Voice:** Pupils speak positively about learning French and confidently explain vocabulary, phrases and language structures they have learned, using appropriate subject-specific terminology where appropriate.
- **Cultural Understanding:** Pupils develop an appreciation of French-speaking cultures while recognising the importance of languages in an increasingly connected world. Through experiences such as our annual Around the World Day, pupils celebrate cultural diversity, explore a range of countries and languages, and develop respect, curiosity and understanding of the wider global community.
- **Resilience and Independence:** Pupils become increasingly confident language learners who are willing to take risks, practise new language and persevere when communicating in French.
- **Preparation for Future Learning:** Pupils leave Weare Academy with a secure foundation in French and a positive attitude towards language learning, preparing them for continued study at the next stage of their education.

In summary, our French curriculum equips pupils with the confidence, knowledge and communication skills needed to begin their journey as language learners. Through speaking, listening, reading and writing in French, pupils develop curiosity, resilience and respect for other cultures, preparing them for future language learning and life in an increasingly connected world. Our French curriculum showcases a commitment to excellence in language education that supports our vision of lifelong learning and global citizenship rooted in Christian Values.



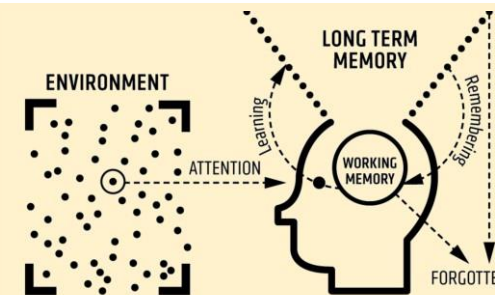
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'



Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn Routines		Ref SLC - Emotional learning environment - physical learning environment	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		Ref SLC - Pace of talk, clarity of instruction	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction 'I Do'		Ref SLC - Explicit teaching of vocabulary - Explicit teaching of listening	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning 'We Do'		Ref SLC - Explicit teaching paired, small group talk	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check 'You Do'			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. Next lessons, rest of day, community, wider world.



Knowledge in MFL

National Curriculum

Substantive Knowledge

Learning about...

Phonics- how sounds are made and represented.
Vocabulary- words and phrases, practised across different contexts and in different modalities.
Grammar- how words can be combined to produce meaningful utterances and sentences.

Disciplinary Knowledge

Learning how to...

Memorise vocabulary
Read for detail and gist
Listen selectively
Write for a range of audiences and purposes.

Procedural Knowledge

Learning through...

Listening- understanding and responding to spoken language.

Speaking- communicating and interacting in speech.

Reading- understanding and responding to written language.

Writing- communicating in writing.

**Key Stage 2 National Curriculum Programme of Study**

Listen attentively to spoken language and show understanding by joining in and responding;
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help;
speak in sentences, using familiar vocabulary, phrases and basic language structures;
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
present ideas and information orally to a range of audiences
read carefully and show understanding of words, phrases and simple writing;
appreciate stories, songs, poems and rhymes in the language;
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
describe people, places, things and actions orally and in writing;
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Substantive Knowledge		
	Year 3	Year 4
Phonics	oi / ou / an, en	au, eau / eu, e / in
Vocabulary	Greetings and how you're feeling, days, numbers to 20, name/ age, animals, colours, likes and dislikes, shopping.	Greetings (wider range), numbers to 31, months, birthdays, sports and free time activities, likes, dislikes and preferences, opinion adjectives.
Grammar	Indefinite article, gender, adjective positioning and endings, 1 st person of 'être' and 'avoir'.	Definite article, if/ ive adjective endings, 1 st 2 persons of 'être' and 'avoir'.



Learning how to... (skills)		
	Year 3	Year 4
Listening Understanding and responding to spoken language	understand single words and short, common phrases when I hear them. pick out words which have letters pronounced differently from English (like 'oi') when I hear them.	understand the main points from spoken phrases. transcribe (write what I hear in French) familiar words (picking words from a choice of 2) using my developing knowledge of French phonics .
Reading Understanding and responding to written language	understand single words and short common phrases when I read them. use a word list to help me to understand sentences.	understand the main points from familiar sentences. translate words into English. recognise known words and cognates in short sentences on familiar topics.
Speaking Communicating and interacting in speech	pronounce some common words I know; I am starting to learn the most common phonic patterns like 'oi'. repeat and say individual words.	pronounce simple words I know using my beginning knowledge of phonics . retrieve some common core phrases with help. take part in a short conversation made up of words I know with prompts and support.
Writing Communicating in writing	copy and write single words and short phrases. use a vocabulary list to write words.	recall short phrases from memory. adapt sentences by swapping individual words with the help of a word bank.

**Disciplinary Knowledge**

	Year 3	Year 4
Memorise vocabulary	Repetition games. Retrieval practice quizzes. Spaced/ interleaved learning.	Visualisation exercises. Memory hooks- e.g. does it sound like an English word?
Read for gist and detail	Reading strategies- looking for cognates	Reading strategies- using words you know to guess the meaning of words you don't.
Listen selectively	Understanding the key message of a spoken story.	Picking out specific details from utterances, e.g. the date of someone's birthday.
Write for a range of audiences/ purposes	Writing a page for a class animal book. Dictionary skills.	Writing a poem with days and colours for display/ performance. Writing to introduce yourself to your new French teacher- personal details, likes and dislikes.



Long Term Plan		
	Year 3	Year 4
Theme 1 <i>Ourselfs and <u>Humankind</u></i>	Greetings/ how you're feeling Days of the week Alphabet Name- <i>Je m'appelle... / Comment tu t'appelles ?</i>	Greetings- more complex Name/ how you're feeling dialogue Days and colours- poem
Theme 2 <i>Culture and Diversity</i>	Numbers 1-10 Age- <i>J'ai ... ans</i> Festivals Christmas	Numbers 1-31 Months and birthday Festivals Christmas
Theme 3 <i>Community and Citizenship</i>	Animals <i>J'ai.../ As-tu... ?</i> <i>Je suis...</i> Colours	Sports and free time activities Likes, dislikes and preferences in relation to the activities learnt- <i>Je n'aime pas.../ Je préfère...</i>
Theme 4 <i>Exploration and Discovery</i>	Colours and adjective positioning Animal book- <i>Lundi je suis un cochon rose.</i>	Conversation to buy sports equipment. <i>Je voudrais...</i>
Theme 5 <i>Expression and Creativity</i>	Likes and dislikes of animals/ colours- <i>J'adore.../ J'aime.../ Je déteste...</i>	Café food and drink Numbers to 100 in 10s and prices in Euros Le Café
Theme 6 <i><u>Ourselfs</u> and humankind</i>	Numbers 1-20 Shopping- <i>je voudrais....</i>	Tout sur moi- transition project introducing yourself to your new French teacher.