

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

French Curriculum



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French: Intent

In the light of our School Mission Statement, 'Following Jesus, The Good Shepherd, in all we say and do', we believe that our faith is the centre around which the planning, teaching and learning is focused. The virtues we live by, provide the foundations to build our curriculum and are underpinned by our aspiration for our children to develop their faith and for our community to be nourished and to flourish. We want our children to have a strong sense of belonging and to value each other and those in the wider community and the world around them. We intend for our children to develop a strong sense of curiosity and to engage enthusiastically with language learning. The CUSP French curriculum provides an initial framework for teaching and learning.

CUSP French has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as linguists. Core areas of study are revisited throughout the curriculum. Each unit of study focuses on phonics, grammatical structures, reading, writing, oracy and vocabulary.

CUSP French has been designed to serve young linguists in the modern world. Key areas of focus have been deliberately selected to ensure that pupils are equipped with knowledge and language that will serve them in engaging with important and useful topics such as the environment, wellbeing and travel. The curriculum focuses not just on vocabulary acquisition but also on the building blocks of learning a new language.

Clear structures and learning routines underpin CUSP French. This allows pupils (and teachers) to direct their cognitive attention to the core content in each block. Knowledge Notes are used to support instruction and the revisiting of new concepts. This strong focus on cognitive science provides the framework for pupils to deepen and broaden their knowledge of the French language and become confident, inspired linguists.

Curriculum Organisation

Key Stage 1 learners begin their language journey through introduction to songs and cultural experiences.

Formal CUSP French is taught from Years 3 – 6. Each year group has 4 hours of teaching over a six-week period to ensure curriculum coverage.



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Structure of each block	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓	✓		
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5	✓	✓	✓	
Week 6	Flexible content for revisiting and enrichment			

CUSP French long-term sequence

There is a significant focus on revisiting throughout the curriculum with the aim of pupils mastering key knowledge that is built on as they move through the programme of study.

Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0 – 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0 – 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

Pedagogy

Children progressively learn key MFL linguistic concepts. They will build on previously learnt language concepts to enable them to progress through known themes and vocabulary. Substantive and disciplinary knowledge and key vocabulary is taught progressively so that pupils will acquire the skills of the language as they progress through the school. They will develop their vocabulary, phonics and grammatical constructs, as well as have opportunities to develop their reading, writing and oracy skills.

Teachers will note that there is limited emphasis on pupils' writing of French and a greater focus on reading, oracy and laying strong linguistic foundations. This is because pupils need to hear, see and say whole, correctly spelt words frequently before they are asked to apply these to written



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tasks. As pupils become more confident with curriculum content, teachers may choose to use the flexible content weeks to further develop pupils' written French.

Key aspects of study that are explicitly referenced in our curriculum for MFL include:

- vocabulary acquisition
- varied oracy opportunities, including engagement in conversation
- phonics and accurate pronunciation
- grammatical knowledge
- reading and listening for meaning
- sentence composition
- simple writing tasks.

Adapting the Curriculum

To accommodate differences in pupils prior learning, we identify an appropriate entry point into the curriculum for each year group. For example, older children may start on a lower year group block of study.

Our curriculum enables the high-level revisiting of both substantive and disciplinary knowledge. This ensures that pupils have multiple opportunities to consolidate learning. Where appropriate, teachers will start earlier in the curriculum than pupils' current chronological starting points, and they can flexibly choose the number of revisiting lessons later on to help pupils catch up over time.

As part of the planning and preparation for the delivery of each block, teachers consider how specific activities or pedagogy need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

We recognise that pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Individual task boards to enable pupils to follow a series of steps where a task has been broken down into smaller, more manageable chunks are provided when needed.

For pupils with a hearing impairment, teachers think carefully about how this impacts their ability to hear and produce each sound in a word and consider how best to adapt the French lessons to ensure these pupils can be successful.

For pupils who have specific challenges around processing, tasks are adapted to ensure that all pupils can participate fully in the lesson. This may mean reducing the number of words / activities in a task, introducing the use of a scribe for lessons with a writing focus, or any other adaptations specific to the pupils in your class.

Knowledge Notes

Knowledge Notes provide a visual and locational cue to help pupils learn and remember new content that is taught in each lesson. These are dual coded and careful consideration has been



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given to their design to avoid cognitive overload. These are printed for each pupil so that pupils can refer to it throughout the lesson. This also allows pupils to revisit previously taught concepts, remembering knowledge and language that can be prompted by the contents of the Knowledge Notes.

Revisiting

Teachers should seek to revisit key language as frequently as possible. This is done through normal classroom interactions, for example greeting pupils, telling the time, discussing classroom equipment, when giving instructions and through Forest School. This will help pupils to remember knowledge that they have learnt during their French lessons.

MFL and our school virtues

Living our virtues, we have a strong focus on supporting pupils to meaningfully develop their understanding of other cultures and issues that impact on the wider global community. Our French curriculum has a specific emphasis on teaching pupils about French customs, traditions and heritage, including those that are both similar or different to pupils' own experiences of life in modern Britain.

Teachers will note that significant French figures are introduced throughout the curriculum, as are notable French landmarks. Pupils will learn about the geography of France and its place within the wider world, including key trade exports and significant achievements of the French civilisation through history. Teachers are strongly encouraged to link this learning to pupils' learning from the wider curriculum, for example, their study of significant artists or musicians.

Assessment

Assessment of MFL is formative and based on the pupil outcomes from each lesson. The following is used to assess pupils' knowledge and understanding of language and pronunciation:

- Meeting expectations for each sequence as outlined on slide 4 on each block.
- **Your turn tasks** offer opportunities for teachers to assess pupils' learning in a lesson.
- **Remember tasks** offer opportunities for teachers to assess pupils' learning from previous lessons.
- Flexible content is used to assess pupils' learning at the end of a block.
- Teachers make a summative judgement on Insight at the end of each term.