

## Our Vision:

At St Paul's, we empower our pupils with the essential knowledge required to become informed, compassionate citizens of the global community. Our vision is for every child to be supported in reaching their full potential, blossoming into the individuals God intended them to be and flourishing within His love.

Our curriculum is deeply anchored in a rich understanding of our shared history, heritage, and culture, while remaining responsive to our local community's unique opportunities and challenges. We strive to make a transformative difference in our children's lives—elevating aspirations, securing academic excellence, and nurturing a profound love for themselves and others.

We aim to ignite a sense of awe and wonder, building the self-confidence necessary for our pupils to act as 'agents of change'. By equipping them to navigate their world safely, healthily, and purposefully, we prepare them to take their place in society and, in the words of St. Catherine of Siena: **"BE WHO GOD MEANT YOU TO BE AND YOU WILL SET THE WORLD ON FIRE!"**



## MFL intent:

At St Paul's, our French curriculum is designed to foster a deep love of language learning and a genuine appreciation for Francophone cultures. We aim to ensure that all pupils develop the confidence to communicate effectively in French for practical purposes, using both written and spoken language.

Our intent is to develop "**Language Detectives**," pupils who are curious, investigative, and independent. Through exploring the three knowledge pillars of **Phonics, Vocabulary, and Grammar**, pupils learn to recognise patterns, spot cognates, and use context to decode unfamiliar language. This approach provides a robust foundation for future language learning at Key Stage 3 and beyond, while also strengthening pupils' understanding of English and their own cultural identity.

By delivering a high-quality language education, we aim to liberate pupils from insularity, fostering intercultural respect and equipping them with the attitudes needed to thrive as global citizens in a diverse world.

## Key Pillars:

- **Phonics:** Explicit teaching of sound-spelling links using "Mouth Mechanics" to ensure accurate pronunciation and intonation.
- **Vocabulary:** A focus on high-frequency words, practical phrases, and the recognition of cognates.
- **Grammar:** Building an understanding of how language works, including word classes, gender, and sentence structure.

## MFL implementation:

The French scheme of work at St Paul's is delivered through the **Kapow Primary** curriculum, structured around three cumulative knowledge strands: **Phonics**, **Vocabulary**, and **Grammar**. This knowledge is applied through our skills strands: **Language Comprehension** (Listening and Reading) and **Language Production** (Speaking and Writing).

## Pedagogical Approach

- **Phonics & Pronunciation:** Pronunciation is prioritised from Year 3. We utilise "**Mouth Mechanics**" videos to support pupils with specific French phonemes and sound-spelling links, ensuring accuracy in spoken production.
- **Language Detective Skills:** Our teaching focuses on developing "detective" skills—identifying word classes, spotting cognates/near-cognates, and recognising grammatical patterns—rather than committing vast amounts of vocabulary to rote memory.
- **Spiral Curriculum:** Skills and vocabulary are revisited repeatedly with increasing complexity.
- For the **2025-2027 academic year**, specific "bridging" continues to be in place from last year to ensure a smooth transition towards full curriculum alignment by 2028.
- **Lesson Structure:** Discrete French lessons are delivered weekly (minimum 60 minutes). Lessons incorporate varied strategies, including role-play, interactive games, and authentic French media (songs, stories, and rhymes).

## Daily Integration & Environment

To maximize exposure, French is integrated into daily routines beyond the discrete lesson:

- Taking the morning register in French.
- Conducting calendar, weather, and date routines in the target language.
- Using classroom instructions and praise in French (e.g., *Asseyez-vous, Très bien*).
- Bilingual displays and "Phrase of the Week" signage around the school.

### Support for Staff & Pupils

- **Inclusion:** Differentiated guidance is provided for every lesson to ensure accessibility for SEND and EAL pupils, utilizing multi-sensory approaches and visual scaffolds.
- **Staff CPD:** Each unit includes "Teacher Knowledge - Language Points" and instructional videos to support staff confidence and ensure high-quality delivery, regardless of the teacher's prior linguistic background.

### MFL Impact:

The impact of the scheme is monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

After the implementation of French at St Paul's, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3. The expected impact of following the French scheme of work is that children will:

- **Engage in purposeful dialogue** in practical situations (e.g., ordering in a café, following directions) and express personal opinions.
- **Apply "Language Detective" skills** to make increasingly accurate attempts to read and decode unfamiliar words, phrases, and short texts.
- **Speak and read aloud with confidence**, demonstrating accuracy in pronunciation and intonation through the use of "Mouth Mechanics."
- **Demonstrate understanding of spoken language** by listening and responding appropriately to native and non-native speakers.
- **Use bilingual dictionaries independently** to support and extend their own language learning.
- **Identify word classes** in a sentence and apply grammatical rules (such as gender and adjective agreement) to create their own phrases.
- **Recognize cognates and near-cognates** to tackle unfamiliar vocabulary in French, English, and other languages.
- **Construct short, coherent texts** on familiar topics for different purposes and audiences.
- **Meet the end of Key Stage 2 expectations** as outlined in the National Curriculum for Languages.

Transition to 2028 Alignment:

## 2025-2026 Unit Overview

| Year Group | Autumn Term                                                         | Spring Term                                                           | Summer Term                                         |
|------------|---------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------|
| Year 3/4   | Unit 1: French Greetings<br>Unit 2: French Adjectives               | Unit 3: French Playground Games<br>Unit 4: In a French Classroom<br>— | Unit 5: French Transport<br>Unit 6: A Cycle of Life |
| Year 5/6   | Year 3 Unit 6: A Cycle of Life (Bridge)<br>Year 4 Unit 1: Portraits | Year 4 Unit 2: Clothes<br>Year 4 Unit 3: French Numbers               | Year 4 Unit 4: French Weather                       |

|  |  |  |                                                                    |
|--|--|--|--------------------------------------------------------------------|
|  |  |  | Year 4 Unit 5:<br>French Food<br><br>Year 4 Unit 6*:<br>Eurovision |
|--|--|--|--------------------------------------------------------------------|

## 2026-2027 Unit Overview

| Year Group                                 | Autumn Term                                                                                      | Spring Term                                                                    | Summer Term                                                 |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------|
| Year 3/4<br>(Mixed 3/4 - Cycle A)<br><br>— | Unit 1: French Greetings with puppets<br><br>Unit 2: French adjectives of colour, size and shape | Unit 3: Playground games, numbers and age<br><br>Unit 4: In a french classroom | Unit 5: Bon apretit<br><br>Unit 6: Shopping for French food |

|                                       |                                        |                                             |                                             |
|---------------------------------------|----------------------------------------|---------------------------------------------|---------------------------------------------|
| Year 4/5<br>(Mixed<br>3/4<br>Cycle B) | Unit 1: This is me                     | Unit 3: Birthday celebrations               | Unit 5: Fabulous French food                |
|                                       | Unit 2: School Days                    | Unit 4: Colourful Creatures                 | Unit 6: Gourmet tour of France              |
| —                                     |                                        |                                             |                                             |
| Year 6<br>(Mixed<br>Y5/6<br>cycle A)  | Unit 1: Portraits describing in French | Unit 3: Clothes - Getting dressed in France | Unit 5: Exploring the French-speaking world |
|                                       | Unit 2: Meet my French family          | Unit 4: French Weather                      | Unit 6: Planning a French holiday           |



## Implementation & Progression

The French scheme of work is delivered weekly through discrete 30 minute lessons, supplemented by daily target language integration (registers, dates, and classroom instructions). The curriculum follows a spiral structure, revisiting key skills with increasing complexity

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



