MFL (French) Curriculum Documents

Intent, Implementation & Impact

Intent

- **Inspire a Love for Language:** Introduce French in a fun, engaging way, building on real evidence of what makes language learning stick, not just what makes it enjoyable.
- **Encourage Communication:** Build genuine confidence to speak, listen, and hold real conversations - the curriculum's audience progression (partner, small group, whole class, parents/assembly, Year 7 pupils, a named new teacher) is built specifically to make this authentic, not simulated.
- **Explore French Culture:** A deliberate cultural strand, several touchpoints a year, tied to specific units and the calendar - not incidental to vocabulary content.
- **Build Confidence and Curiosity:** A 'have-a-go' culture supported by formative assessment in every lesson, so pupils and teacher both know where they stand before any high-stakes moment.

Implementation

- **Bespoke curriculum:** French is compulsory from Year 3, with one lesson a week (45 minutes in most schools, 60 in one), taught by a mix of class teachers and specialists across the Trust. The curriculum is a bespoke, evidence-informed sequence built on the National Curriculum, the Ofsted languages research review (phonics, vocabulary and grammar), ALL primary guidance, EEF guidance and Rosenshine's Principles of Instruction.
- **Lesson structure:** Every lesson opens with phonics (decoding) and transcription (encoding), then retrieval of prior learning, before new content is introduced via focused instruction, guided practice, and independent application - directly mapping onto the Wessex Principles cycle.
- Assessment: Formative assessment happens every lesson (circulation, mini-whiteboards, thumbs up/down). Each of the 12 end-of-year assessment statements (one per National Curriculum objective, written for each year, as on the Trust tracker) is judged once a year at a planned checkpoint (HT2, HT4 or HT6), at Developing, Applying or Mastering, using task-specific descriptors. Three phonics progress checks run across the two years.
- **Inclusion:** Every lesson has Class, Adapted and Inclusion work linked to the same objective, with Challenge built into the class work. Adapted is the same work with scaffolding; Inclusion is built around the individual pupil. Pupil-chosen vocabulary (mes mots) supports engagement for every pupil, including disadvantaged pupils and boys.

Impact

- **Evidenced, not assumed:** Impact is evaluated through each pupil's level (Developing, Applying, Mastering) for every statement across Year 3 and Year 4, the three phonics progress checks, book scrutiny of dated work, pupil voice and transition evidence.
- **Moderation:** Exemplar work and assessment evidence are kept each term, and a sample of judgements is revisited against the task-specific descriptors, so judgements stay consistent and grounded in the evidence.
- **Ready for the next stage:** By the end of Year 4, pupils have a strong, evidenced foundation in French, a genuine introduction to Year 7 pupils and secondary transition, and - via Tout sur moi - a real, purposeful artefact handed directly to their next teacher.

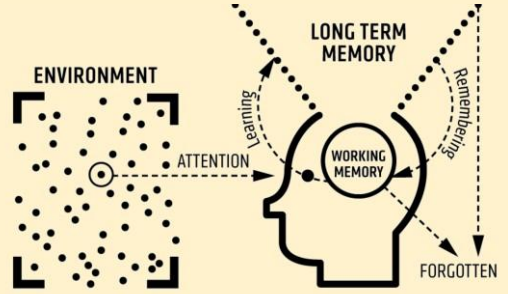
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contributes 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

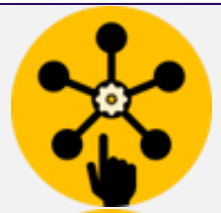


Ready To Learn Routines → **Linking Prior + New Learning** → **Focused Instruction *'I Do'*** → **Practise Learning *'We Do'*** → **Learning Check *'You Do'*** → **Consolidating Learning**

- 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.

We Learn **Together**

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.

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.
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 understandingand 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.*

National Curriculum Programme of Study
[L1] Listen attentively to spoken language and show understanding by joining in and responding. **[L2]** Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. **[S1]** Engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help. **[S2]** Speak in sentences, using familiar vocabulary, phrases and basic language structures. **[S3]** Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. **[S4]** Present ideas and information orally to a range of audiences. **[R1]** Read carefully and show understanding of words, phrases and simple writing. **[R2]** Appreciate stories, songs, poems and rhymes in the language. **[R3]** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. **[W1]** Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. **[W2]** Describe people, places, things and actions orally and in writing. **[G1]** 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.

These are the 12 statutory objectives (codes L1 to G1). Each has an end-of-year assessment statement written for Year 3 and one for Year 4, as on the Trust foundation subjects tracker; they are in the Appendix: Assessment Model, with the checkpoint for each.

Substantive Knowledge		
	Year 3	**Year 4**
Phonics	ou (Y3 HT1) oi (Y3 HT2) ch (Y3 HT3) r (Y3 HT5)	en/an, silent letters (Y4 HT1) eu (Y4 HT2) silent final consonants (Y4 HT3) eau, liaison (Y4 HT5)
Vocabulary	Greetings, feelings, name, numbers 1-10 and age, colours, animals, sports, opinions (j'aime / j'adore / je n'aime pas / je déteste), et / mais	Name, age, nationality, numbers 11-20, abilities (je peux), pets (j'ai), fruit and the days of the week, café food and drink, multiples of ten to 100, birthday months, formal register
Grammar	Chunks; un / une with je suis (HT3); the colour after the noun (HT3-4); je vois / tu vois (HT4); opinions joined with et / mais (HT5). No adjective agreement taught.	Je peux / tu peux + infinitive and ne … pas (HT2, assessed); j'ai + noun with qui s'appelle and je n'ai pas de as chunks (HT3); partitive and past tense heard (HT4); formal vous (HT5); il / elle understood (HT6)

Learning how to…		
	Year 3	**Year 4**
Listening Understanding and responding to spoken language	Understand single words and short phrases (L1). Explore sounds through songs/rhymes (L2). Listen to a description, point to the matching picture. Daily 3-minute phonics + transcription starter (choice of 2).	Understand the main points from spoken phrases. Free transcription of familiar words using developing phonics knowledge (checkpoint 3 uses no scaffold).
Reading Understanding and responding to written language	Read carefully, match words/phrases to pictures (R1). Appreciate an authentic story - Ours brun (R2). Use a bounded word list to help understand sentences.	Understand the main points from familiar sentences. Broaden vocabulary using an extension word bank (R3) - e.g. the 'je peux' verb list.
Speaking Communicating and interacting in speech	Engage in real paired exchanges (S1) - e.g. Guess Who!. Speak in sentences using familiar structures (S2) - e.g. the dice game. Present to a partner (S4) - Qui suis-je ? character cards. Pronounce clearly in performance (S3) - Le Zoo Rigolo !	Take part in a structured conversation (S1) - pets. Speak in linked sentences (S2) - the « Moi ! » presentation. Read aloud accurately (S3) - La Chenille. Present to a real audience (S4) - Tout sur moi and the French Café.
Writing Communicating in writing	Write familiar words and short phrases from memory (W1) - e.g. Mon bilan. Describe animals in writing (W2) - Le Zoo Rigolo !. Use the word mat to help write.	Write phrases from memory and adapt them (W1). Describe people/things in writing (W2) - e.g. Tout sur moi personal profile.

	Year 3	Year 4
Theme 1 ***Ourselves and Humankind***	Greetings, name, age, feelings, numbers 1-10. Bienvenue au Monde Francophone (Day 1): flags & countries where French is spoken.	Je me présente: name, age, nationality, numbers 11-20. Monde francophone revisited (Day 1) with retrieval games (word search, Dobble). La rentrée & French school life.
Theme 2 ***Culture and Diversity***	Les couleurs: 10 colours, C'est …, « Quelle est ta couleur préférée ? ». Christmas culture (réveillon, bûche de Noël, marchés de Noël, calendrier de l'Avent).	Je peux: 10 infinitives, je peux / je ne peux pas, tu peux … ?, et / mais. Negation formally isolated and assessed here. Christmas in Belgium, Québec and Senegal.
Theme 3 ***Community and Citizenship***	Les animaux: je suis + un / une + animal + colour (colour after the noun). What animals say in French, and animals in other French-speaking countries.	As-tu un animal ?: 8 pets, j'ai … et …, qui s'appelle …, je n'ai pas de … Geography & landmarks (Eiffel Tower, French regions and cities) and la cantine.
Theme 4 ***Exploration and Discovery***	Ours brun, ours brun, que vois-tu ? (authentic picture book): je vois / tu vois with the HT3 animals and colours. Phonics progress check 1 of 3. Pupils write their own version of the book. Easter: les cloches, chocolate fish, le poisson d'avril.	La Chenille qui fait des trous (authentic picture book): fruit and the days of the week, receptive past tense and partitive articles. Phonics progress check 3 of 3.
Theme 5 ***Expression and Creativity***	Les sports et les opinions: 12 sports, j'aime / j'adore / je n'aime pas / je déteste, et / mais. French sport, sportspeople from French-speaking countries, and Wednesday afternoons for clubs and sport.	Le Café Français: café food and drink, multiples of ten to 100, je voudrais, s'il vous plaît, formal vous. Year 7 pupils visit to serve and teach a short lesson.
Theme 6 ***Ourselves and Humankind***	Le Zoo Rigolo !: end-of-year performance using all Year 3 language. Phonics progress check 2 of 3. Birthdays: Joyeux anniversaire, the birthday song, French birthday cards and le goûter.	Tout sur moi: personal profile for the next teacher (name, age, nationality, birthday month, pets, can / can't, likes); il / elle understood. La Fête nationale (14 juillet).

APPENDIX — KS2 French Curriculum Detail

Full curriculum framework: assessment model, unit-by-unit design, and the thinking behind it

This appendix provides the complete, current detail behind the KS2 French curriculum. It covers the assessment model first (given priority here), followed by the full Year 3 and Year 4 unit breakdown, the frameworks and lesson structure underpinning the design, inclusion, the activity bank, phonics progression, cultural knowledge, and impact and moderation.

Assessment Model

Formative, every lesson — and one formal judgement per statement each year, at three checkpoints

- **Trust levels:** Teachers judge each statement at Developing (SOLO 3, multistructural), Applying (SOLO 4, relational: the expected standard) or Mastering (SOLO 5, extended abstract), the same three levels as every foundation subject. Independence belongs to Mastering. A pupil not yet at Developing is recorded as an exception. Pupils reflect on the What I can do sheet (I've got it · Nearly there · Not yet); this is not the teacher's judgement.
- Twelve statements, three checkpoints: The 12 end-of-year assessment statements (one per National Curriculum objective, written for each year, as on the Trust tracker) are each judged once a year, at the HT2, HT4 or HT6 checkpoint (Year 3 R3 at HT5), in a normal lesson, using a task written for that checkpoint and task-specific descriptors. The same statement asks for harder French in Year 4, and Years 5-6 will follow the same pattern.
- **Evidence:** Speaking and listening are observed during planned activities, half the class in each of the last two lessons of the unit; a partner's success is not the pupil's evidence. Reading, writing and grammar come from the written task, usually Mon bilan, done with nothing on display unless using the word mat is the skill assessed. Help used (help card, word mat, Inclusion version) is noted, not built into the level. W2 is judged in writing; describing orally is assessed through S2 (speaking in sentences) and S4 (presenting).
- **Formative, Every Lesson:** Circulation and observation, mini-whiteboards, pupils showing hands for different options, thumbs up/thumbs down. Not recorded as evidence — used immediately to adapt teaching within the lesson.
- **Three Phonics Progress Checks:** Year 3 HT4 (ou, oi, ch), Year 3 HT6 (all Year 3 sounds) and Year 4 HT4, done by pupils on an iPad: reading aloud and transcription. There is one formal L2 judgement a year: Year 3 at HT6, using the HT6 check, and Year 4 at HT6, through the end-of-year phonics review.
- **Daily Phonics + Transcription:** 3 minutes phonics (decoding) + 3 minutes transcription (encoding) open every lesson. Year 3 starts with a choice of 2, then 3-4; Year 4 starts with a choice of 3, reduces the scaffold and moves to free transcription from HT4.
- **Recording:** At each checkpoint, the class level for each statement and the initials of exceptions go on the Trust foundation subjects tracker. Each pupil's level is kept on the French pupil tracker, which is used for Bromcom at the end of the year.

Year 3 — End-of-year assessment statements

Code	End-of-year statement (as on the Trust tracker)	Judged	Example task
L1	Understand familiar questions and short phrases when spoken, and respond	Term 2	answering questions in Guess Who?
L2	Read and transcribe words with the Year 3 sounds (ou, oi, ch, r) and know what they mean	Term 6	
S1	Ask and answer familiar questions in a short conversation	Term 2	Guess Who?
S2	Speak in sentences using familiar words and structures	Term 4	building animal and colour sentences in the dice game (Je suis un chien rouge)
S3	Pronounce familiar words and phrases clearly	Term 6	performing in Le Zoo Rigolo !
S4	Present information to a partner without a script	Term 4	describing a character card (animal, colour, age, feeling) for a partner to guess in Qui suis-je ?
R1	Read familiar words and short phrases and show understanding	Term 2	reading colour words and short sentences in Mon bilan
R2	Enjoy and join in with a story in French	Term 4	Ours brun, ours brun, que vois-tu ?
R3	Use a word list to understand new words	Term 5	finding and using new sports words
W1	Write familiar words and short phrases from memory	Term 2	colour words and simple replies
W2	Describe animals in writing, with the colour after the animal	Term 6	Je suis un poisson orange, with the colour after the animal

G1	Use un / une and put the colour after the noun, and say how this differs from English	Term 4	masculine and feminine (un / une) and the colour after the noun, and say how this is different from English

Year 4 — End-of-year assessment statements

Code	End-of-year statement (as on the Trust tracker)	Judged	Example task
L1	Understand the main points of longer spoken descriptions	Term 4	completing a grid from descriptions of pets
L2	Read and transcribe unseen words using all the sounds learnt	Term 6	
S1	Hold a short linked conversation, asking and answering questions	Term 4	talking about pets
S2	Speak in longer sentences by adapting familiar structures	Term 2	the « Moi ! » presentation (Je peux nager mais je ne peux pas patiner)
S3	Read aloud with accurate pronunciation, including silent letters and liaison	Term 4	a page of La Chenille qui fait des trous
S4	Present information to an audience in developed sentences	Term 6	presenting their Tout sur moi profile
R1	Read a short text and find the main points, using known words and cognates	Term 6	a classmate's profile
R2	Follow and enjoy a story in French, recognising repeated language and key events	Term 4	La Chenille qui fait des trous
R3	Use a word list or word mat to understand and use new words	Term 2	finding and checking new verbs on the word mat (observed across the unit)
W1	Write sentences from memory and adapt them to make new ones	Term 2	Je peux… / Je ne peux pas… sentences about themselves
W2	Describe themselves in writing, using connectives	Term 6	a personal profile (Tout sur moi)
G1	Use je peux + infinitive and ne … pas, and say how French compares with English	Term 2	je peux + infinitive and negation with ne … pas, to build their own sentences, and explain how French compares with English

Every lesson practises L1, L2, S1, S2, S3, S4, R1, R2, R3 and W1 through the routine: phonics and transcription, retrieval, songs and rhymes, games, paired talk and speaking to the class, the word mat and book work. The main focus is what each unit develops most. Each statement is formally judged once a year, at its checkpoint.

Year 3 — Formal judgements, unit by unit

Unit	Theme	Formal judgement (checkpoint)	Task (formal judgement) · main focus of the unit
HT1	Je parle français: greetings, name, age, feelings, numbers 1-10	None	Main focus: L1, S1, W1
HT2	Les couleurs	L1, S1, R1, W1 (HT2)	Guess Who! (L1, S1); Mon bilan, including part 1b (R1, W1)
HT3	Les animaux: je suis + un / une + animal + colour	None	Main focus: S2, R1, G1, W2 (S2 and G1 judged at HT4)
HT4	Ours brun: je vois / tu vois	S2, G1, S4, R2 (HT4)	Dice game (S2); un / une and adjective position (G1); Qui suis-je ? (S4); the book (R2). Phonics progress check 1 (formative)
HT5	Les sports et les opinions: et / mais	R3 (HT5)	Word-list challenge with new sports words. Main focus: L1, S2, G1
HT6	Le Zoo Rigolo !: end-of-year performance	L2, S3, W2 (HT6)	Phonics progress check 2 (L2); pronunciation in Le Zoo Rigolo ! (S3); animal descriptions (W2)

Year 4 — Formal judgements, unit by unit

Unit	Theme	Formal judgement (checkpoint)	Task (formal judgement) · main focus of the unit
HT1	Je me présente	None	Main focus: L1, S1, S3, R1
HT2	Je peux: infinitives; je peux / je ne peux pas	S2, R3, W1, G1 (HT2)	« Moi ! » presentation (S2); word mat use, observed across the unit (R3); Mon bilan (W1, G1 = negation)

HT3	As-tu un animal ?: pets, j'ai, qui s'appelle	None	Main focus: L1, S1, R2, W2 (L1 and S1 judged early in HT4)
HT4	La Chenille: fruit, days, receptive past tense	L1, S1, S3, R2 (HT4)	Pets listening grid (L1) and conversation (S1), early in HT4; reading a page aloud (S3); the book (R2). Phonics progress check 3 (formative)
HT5	Le Café Français: je voudrais, vous	None	Main focus: S2, S4, W1, G1 (formal vous)
HT6	Tout sur moi: profile for the next teacher	L2, S4, W2, R1 (HT6)	End-of-year phonics review (L2); presenting (S4) and writing (W2) the profile; reading a classmate's profile (R1)

Year 3 — Assessment descriptors (Developing · Applying · Mastering)

Statement · when: task	Developing (SOLO 3)	Applying (SOLO 4, expected)	Mastering (SOLO 5)
L1 · HT2: Guess Who!: listen and respond to familiar questions	Understands some of the familiar questions (colour, age, ça va) and answers each with a single word or gesture.	Understands all three familiar questions and answers each with a short phrase, keeping the exchange going.	Independently answers in a new way: adds a detail, changes the answer for a different character, or responds to an unexpected question.
S1 · HT2: Guess Who!: ask and answer familiar questions	Asks or answers some of the familiar questions as separate exchanges, using learnt phrases.	Asks and answers the familiar questions in a short linked conversation, using Et toi ? to pass the question back.	Independently extends the conversation: varies the questions, adds information or asks something new.
R1 · HT2: Mon bilan part 1: read colour words; part	Reads and matches several separate colour words to the right colour.	Reads all the colour words and a short sentence built from taught language (C'est	Independently works out a new combination of taught words (J'ai neuf ans et ma couleur préférée, c'est le vert.) and shows its full meaning.

1b: two short sentences		rouge et noir.), and shows the meaning.	
W1 · HT2: Mon bilan parts 2–3: write from memory	Writes several familiar words or chunks from memory as separate items (colours, numbers).	Writes Camille's three answers and three about themselves as complete phrases, changing the personal details.	Independently writes a new combination, for example one longer sentence joining the answers, or a sentence for a different character.
S2 · HT4: Animal and colour dice game	Names several animals and colours separately.	Combines animal and colour into a sentence with the colour after the noun (un chat noir).	Independently describes new combinations the dice did not give, or adds a second detail.
G1 · HT4: Apply un/une and adjective position	Uses un/une or the colour position correctly in some examples.	Chooses un/une and places the colour after the noun correctly across the task.	Independently applies both patterns to new animals or words, and can say why the colour goes after the noun.
S4 · HT4: Qui suis-je ?: describe a character card to a partner	Gives several details from the card as a list of words or short phrases.	Combines the card's details into connected sentences that let the partner identify the character.	Independently describes a different card with fuller, varied sentences, without a memorised script.
R2 · HT4: Engage with Ours brun, ours brun, que vois-tu ?	Recognises some animals, colours or repeated words and joins in with parts of the pattern.	Follows the story by linking the repeated question, the language and the pictures; joins in and responds to a character or event.	Independently uses the pattern or a detail to make a new connection, for example a new animal and colour, or a reasoned preference.

R3 · HT5: Word-list challenge with new sports words	Finds some separate unfamiliar sports words in the word list.	Finds unfamiliar sports words, understands them and uses them correctly in the task.	Independently uses the word list to work out new words and uses them in a new sentence.
L2 · HT6: Phonics: link spelling, sound and meaning (progress check 2)	Recognises some taught sound patterns (ou, oi, ch) in familiar words and links some of those words to their meaning.	Identifies the taught spelling patterns, says the sound each makes and links the words to their meaning.	Independently applies the patterns to unfamiliar words, reading or spelling them correctly.
S3 · HT6: Pronunciation during Le Zoo Rigolo !	Pronounces some familiar words clearly; taught sounds and silent letters are inconsistent.	Pronounces the familiar lines clearly, using the taught sounds and silent letters correctly.	Independently keeps accurate pronunciation in less familiar lines or new combinations, with natural intonation.
W2 · HT6: Write animal descriptions	Writes several descriptive words or short phrases as separate items.	Writes complete descriptive sentences that combine the animal, colour and other taught details in the right order.	Independently writes a fuller description of a new animal or for a new purpose, choosing vocabulary and structures.

Year 4 — Assessment descriptors (Developing · Applying · Mastering)

Statement · when: task	Developing (SOLO 3)	Applying (SOLO 4, expected)	Mastering (SOLO 5)

S2 · HT2: « Moi ! »: short presentation to a partner (Lessons 5–6)	Says several separate Je peux + verb sentences.	Presents linked sentences about what they can and cannot do, joining them with et and mais.	Independently adapts the language, for example adds more verbs, a reason or a question to the partner, choosing what to say.
R3 · HT2: Observed across the unit: using the word mat to find and check verbs	Finds some verbs on the word mat when the task needs them.	Finds and checks the verbs needed and uses them correctly in sentences.	Independently uses the word mat, including the extension verbs, to build new sentences.
W1 · HT2: Mon bilan: write Je peux / Je ne peux pas sentences from memory	Writes several familiar verbs or short Je peux sentences from memory as separate items.	Writes positive and negative sentences from memory, choosing verbs that are true for them.	Independently writes a linked set of sentences with et and mais, or adapts them for someone else.
G1 · HT2: Write Je ne peux pas… sentences (Lesson 4	Uses ne … pas correctly in some sentences.	Places ne … pas around peux and keeps the next verb in the infinitive across the task.	Independently applies the pattern to new sentences and explains how it works, comparing it with English.

and Mon bilan)			
L1 · HT4: Listen to pet descriptions and complete a grid (pets language from HT3)	Understands several separate pet words and simple J'ai sentences.	Understands longer descriptions with names, numbers or connectives and records the right information.	Independently works out new combinations of familiar pet language to complete the grid.
S1 · HT4: Paired conversation about pets (pets language from HT3)	Asks or answers As-tu un animal ? with a single sentence.	Asks and answers in a linked exchange, adding details about the pet.	Independently extends the exchange with new questions or further information.
S3 · HT4: Read a page of La Chenille qui fait des trous aloud	Reads parts of the page clearly; some taught sounds or silent letters are not secure.	Reads the page clearly, using the taught sounds, silent letters and liaison.	Independently applies the pronunciation rules to less familiar words, with clear intonation throughout.
R2 · HT4: Engage with La Chenille qui fait des trous	Recognises some words, repeated language or key events.	Follows the sequence of the story, linking the recurring language and pictures to events, and responds to them.	Independently makes an interpretation or connection, for example links a pattern across the story or gives a reasoned response.

L2 · HT6: End-of-year phonics review	Recognises some of the Year 3 and Year 4 sound patterns and links some words to their meaning.	Recognises and distinguishes the taught patterns across both years and links the words to their meaning.	Independently applies the patterns to unfamiliar words, reading or spelling them correctly.
S4 · HT6: Present the Tout sur moi profile	Presents a few separate personal facts.	Presents a connected profile clearly to the class or a visitor, without reading every word.	Independently adapts the profile for the audience, adding detail and varying the structures.
W2 · HT6: Write the Tout sur moi profile	Writes a few separate sentences about themselves.	Writes a connected profile using familiar vocabulary, structures and connectives.	Independently extends the profile with new information, choosing and combining structures.
R1 · HT6: Read a classmate's profile and identify information	Identifies some familiar facts in a profile.	Reads a profile, including il / elle forms, and answers questions correctly.	Independently reads a new profile and uses grammar clues to work out information that is not stated directly.

Frameworks Underpinning the Design

- **National Curriculum:** The statutory floor - 12 broad objectives (L1-2, S1-4, R1-3, W1-2, G1) every unit's assessment ties back to.
- **Three Pillars (Ofsted-endorsed):** Phonics, vocabulary and grammar as explicit, interwoven strands, with vocabulary chosen for transferability including GCSE utility.
- **ALL / Catherine Cantin progression:** Primary-specific progression statements and the Sue Cave phonics activity bank.
- **EEF:** Underpins the retrieval-based, low-cognitive-load design - spaced practice, retrieval quizzes, interleaving.
- **Oak Academy:** Used as a resource bank only - not a source of sequencing or content decisions.
- **Rosenshine's Principles of Instruction:** Underpins the lesson shape itself - retrieval of prior learning at the start, new material in small steps, guided-to-independent practice, and regular review.

Lesson Structure

Every lesson follows the same shape - mapping directly onto the Wessex Principles cycle

Step	Focus	Detail
1. Phonics (decoding)	3 minutes	Reading known/unseen sounds aloud
2. Transcription (encoding)	3 minutes	Hear it, write it - the reverse direction of the same skill
3. Retrieval	Vocabulary & prior learning	Spaced/interleaved - 'know more, remember more'
4. I Do	Focused instruction	Teacher models - new content broken into small steps
5. We Do	Practise learning	Guided practice - games, paired talk, worked examples
6. You Do	Learning check	Independent application - assessment evidence gathered here
7. Consolidate	Review & reflect	Next steps identified; feeds forward into next lesson

Phonics and retrieval always come first, before any new content is introduced. Phonics now covers both directions of the sound-spelling link - decoding and encoding - rather than reading alone.

Vocabulary Approach

Vocabulary is not taught as isolated topic lists. It is deliberately revisited, connected and applied across units to support long-term retention and authentic communication, providing a strong foundation for progression into Key Stage 3.

- **Fixed Core:** GCSE-list utility as an anchor - pupils bank transferable words early. This is what every pupil is taught and assessed on.
- **Pupil-Chosen Extension:** A small, self-selected extension on top of the core, recorded in a 'mes mots' section of the word mat. This is also a deliberate engagement lever for disadvantaged pupils and boys, both of whom nationally show a pattern of disengaging from languages earlier than their peers.

Inclusion

- **Adapted:** The same work and objective with more scaffolding: picture prompts, sentence frames, word boxes and fewer choices, held for longer and reduced as independence grows. Fixed core vocabulary first, with more repetition and spaced retrieval.
- **Inclusion:** For pupils who cannot yet access the class work. Provision is built around the individual pupil and still links to the day's objective: cut and stick, joining, picture word mats, manipulatives, the Inclusion Mon bilan and the Inclusion pupil games. The focus may shift for social or communication needs (for example stepping back from spontaneous exchanges such as Guess Who!).
- **Challenge:** Built into the class work, with a ★ Challenge in every lesson and extension vocabulary on the word mat. Pupils already fluent in French move onto learning a different language (currently Spanish), rather than repeating known content.

Disadvantaged pupils and boys *— who nationally show a pattern of disengaging from language learning earlier than their peers — are supported through a specific engagement lever: pupil-chosen extension vocabulary (see Vocabulary Approach).*

Activity Bank

The recurring toolkit behind every unit - phonics games, lesson activities, and assessment mechanisms

Phonics Activities (Sue Cave / ALL bank)

Pause and Say, Fire and Hire, Trapdoor, Phonic Bingo, Phonic Happy Families, Find Your Group, plus the reading-aloud and transcription checkpoints.

Lesson Activities

Dice game, Guess Who, fly swatters, song + gap-fill lyrics, Simon dit, Kim's game, Pelmanism/pairs, category sort, treasure hunt, tennis-ball question chain, hot seat, class survey, battleships, puppet dialogues/role-play, word search, Dobble.

Assessment Tools

Mon bilan strips and help cards, circulate-and-observe, the What I can do sheet (pupil reflection and teacher area), task-specific descriptors at Developing / Applying / Mastering, the French pupil tracker, the Trust foundation subjects tracker, and the iPad phonics progress checks.

Phonics Progression

Every core sound introduced and revisited at least twice - decoding AND encoding (transcription)

Year 3

Unit	Sounds	Status	Transcription Level
HT1	ou (bonjour / greetings)	New	Choice of 2
HT2	oi (trois, moi, noir)	New	Choice of 2
HT3	ch (animaux)	New	Choice of 2
HT4	Progress check 1: ou, oi, ch	Revisited	Choice of 2 (progress check)
HT5	r	New	Choice of 3-4
HT6	Progress check 2: all Year 3 sounds	Revisited	Choice of 3-4 (progress check)

Year 4

Unit	Sounds	Status	Transcription Level
HT1	en/an, silent letters (je me présente – j'ai...ans)	New	Choice of 3
HT2	eu (peux, deux, bleu)	New	Reduced scaffold
HT3	Silent final consonants; the CaReFuL exceptions (chat, souris)	New	Reduced scaffold
HT4	Progress check 3	Revisited	Free transcription (progress check)
HT5	eau, liaison (le café – l'eau)	New	Free transcription
HT6	Pure consolidation - no new sounds	Revisited	Free transcription

The Thinking Behind It: Audience, Books & Grammar

Audience

The scale of audience grows deliberately: a partner, then a small group, then the whole class - before stepping outside the classroom entirely to parents or a whole-school assembly (Le Zoo Rigolo!), an older peer group (Year 7 pupils at Le Cafe Francais), and finally a named, real adult reader (the new class teacher, for Tout sur moi).

Books

Two picture books illustrated by Eric Carle anchor the two years, both in the Spring 2 (HT4) slot, so the same calendar position always means 'authentic text and phonics progress check'. Ours brun (Y3) is short and repetitive; La Chenille (Y4) steps up in complexity with receptive past tense and partitive articles.

Grammar Escalation

Year 3 moves from chunks to un / une with je suis and the colour after the noun (HT3), je vois / tu vois (HT4, via Guess Who!) and opinions joined with et / mais (HT5). Year 4 opens with je peux / tu peux + infinitive and isolates negation (ne … pas) for formal assessment (HT2), then j'ai + noun (HT3), partitive and past tense heard (HT4), the formal vous register (HT5) and il / elle understood (HT6).

Cultural Knowledge Strand

Culture is taught in the order below, and every school teaches it. Where it fits, it is built into a unit lesson: for example, Year 3 HT1 Lesson 1 is the culture lesson (Bienvenue au monde francophone). Otherwise each culture topic comes in two versions: a full lesson, or a 10-minute version when time is short. If the culture built into the unit lessons covers it, nothing extra is needed. Even the 10-minute version uses a little French and leaves at least one line in pupils' books. Culture is not formally assessed; pupils reflect on it on the What I can do sheet, under My culture.

Year 3

- **Bienvenue au Monde Francophone (HT1, Day 1):** Flags and countries where French is spoken - a welcome/hook, not assessed. Built into Lesson 1.
- **Christmas (HT2):** Reveillon, buche de Noel, marches de Noel, calendrier de l'Avent. Separate: Lesson 7, a full lesson or a 10-minute version.
- **Animals (HT3):** What animals say in French (ouaf ouaf, miaou, coin-coin) and animals you might see in other French-speaking countries (a moose in Québec, a lion in Senegal). Built into the unit.
- **Ours brun and Easter (HT4):** An authentic picture book; Easter: les cloches and chocolate fish (not a rabbit), and le poisson d'avril (1 April). The book is built into the unit; Easter is separate: a full lesson or a 10-minute version.
- **French Sport (HT5):** French sport, sportspeople from different French-speaking countries, and Wednesday afternoons: many French primary pupils have no school, so it is time for clubs and sport. Built into the unit.
- **Birthdays (HT6):** « Joyeux anniversaire », the birthday song, French birthday cards, and le goûter, the after-school snack in France and Belgium. Separate: a full lesson or a 10-minute version.

Year 4

- **Monde Francophone Revisited (HT1, Day 1):** Same content, deliberately repeated, now paired with genuine retrieval games (word search, Dobble). Built into Lesson 1.
- **La Rentree & School Life (HT1):** Real start-of-year timing - no uniform, longer lunch, a different school day shape than the UK. Built into Lesson 1.

- **Christmas in French-speaking countries (HT2):** Saint-Nicolas in Belgium, le réveillon and la tourtière in Québec, and the fanal lanterns in Senegal. Separate: Lesson 7, a full lesson or a 10-minute version.
- **Geography & Landmarks (HT3):** The Eiffel Tower, a few French regions and cities, and la cantine: lunch at a French school. Separate: a full lesson or a 10-minute version.
- **Café Culture (HT5):** Ordering politely in a French café, with Year 7 pupils as visitors. Built into the unit (the café).
- **La Fete Nationale (HT6):** 14 juillet - parade, fireworks, neighbourhood fire-station dances. Closes out KS2 French. Separate: a full lesson or a 10-minute version.

Impact

Evidence Sources

- **Trend Data:** Each pupil's level (Developing, Applying, Mastering) for the same statement in Year 3 and Year 4, kept on the French pupil tracker. Compare the task demands, not just the level name.
- **Phonics Progress Check Trend:** The three iPad progress checks (Y3 HT4, Y3 HT6, Y4 HT4) use the same reading-aloud and transcription tasks. Record the scaffold used: raw scores are not a fair comparison when the scaffold changes.
- **Book Scrutiny:** Mon bilan, the own-version Ours brun book, the birthday card and the Tout sur moi profile: dated work over time, showing retrieval, accuracy and independent application.
- **Pupil Voice:** What I can do reflections (I've got it · Nearly there · Not yet), and what pupils choose in mes mots.
- **Transition Evidence:** Tout sur moi, handed to the new teacher, is literal proof of what a pupil can do at the end of KS2.