



## French Curriculum

'Together we unlock potential and learn for life.'

### Intent

At Moor First School, our intention is to provide a high-quality, ambitious and inclusive modern foreign languages curriculum that develops pupils' curiosity, confidence and appreciation of the wider world. In line with our whole-school curriculum, French is carefully sequenced to ensure progressive development of knowledge, key skills and vocabulary, enabling pupils to know more, remember more and do more over time.

Our French curriculum via Kapow is designed to:

- Develop communication skills in speaking, listening, reading and writing
- Build strong foundations in phonics, pronunciation and grammar
- Foster language-learning strategies ('language detective skills') so pupils can independently decode unfamiliar language
- Promote intercultural understanding and broaden pupils' cultural capital beyond their local community
- Encourage resilience, curiosity and independence, supporting pupils to become confident learners for life

French contributes to our whole-school vision of "Together we unlock potential and learn for life" by enabling pupils to:

- Work collaboratively and communicate effectively
- Appreciate diversity and develop respect for other cultures
- Transfer skills across subjects through connections with geography, English and wider curriculum learning

Our curriculum is structured to ensure pupils are well-prepared for the next stage of their education and are on track to meet the end of Key Stage 2 expectations.

## **Implementation**

### Curriculum Structure and Progression

French is taught in Years 3 and 4 through the Kapow Primary French scheme, delivered in weekly 30-minute lessons. The scheme is built around six key strands:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

These strands are carefully sequenced and revisited across units, ensuring clear progression.

### Spiral Curriculum Approach (Kapow)

The Kapow French scheme follows a spiral curriculum model, where:

- Key vocabulary, phonics and grammatical concepts are revisited regularly
- Learning is built upon incrementally, with increasing complexity and independence

- Pupils move from oral rehearsal (Year 3) to more structured reading and writing (Year 4)
- Previously taught language is consistently retrieved and applied in new contexts

This approach aligns directly with Moor First's curriculum principles by:

- Strengthening long-term memory through retrieval practice
- Supporting secure knowledge building over time
- Allowing pupils to make meaningful connections between units and concepts
- Ensuring all learners, including those in mixed-age classes, can access and deepen learning progressively

Dedicated time in Summer Term 2 is used to revisit and consolidate prior learning, ensuring retention and fluency.

#### Teaching and Learning Approach

French teaching reflects the school's commitment to high-quality, research-informed pedagogy, including:

The 'I do, We do, You do' model, supporting pupils through modelling, guided practice and independent application  
Rosenshine's Principles, including:

- Regular review and retrieval of prior learning
- Small-step instruction and clear sequencing
- Carefully planned questioning
- Frequent checking for understanding
- A focus on explicit vocabulary teaching and pronunciation

Lessons incorporate a range of engaging strategies, including:

- Role-play, songs and games

- Paired and group work
- Speaking and listening activities
- Language detective tasks

This ensures pupils are actively engaged and able to practise, apply and embed their learning in meaningful contexts.

### Inclusion, Adaptation and Independence

Our French curriculum is designed to be accessible to all learners:

- Kapow provides differentiated guidance and scaffolds
- Staff make use of Seesaw for recording of oral rehearsal.
- Teachers adapt teaching to ensure high success rates for all pupils
- Additional resources (e.g. Rachel Hawkes materials) are used to support intervention and consolidation

Pupils are encouraged to develop independence through:

- Applying language-learning strategies
- Using bilingual dictionaries
- Making links between French, English and other known languages

### Assessment and Retention

Assessment is integral and aligned with whole-school practice:

- Ongoing assessment for learning within lessons
- Regular review and retrieval activities/Quizzes
- Opportunities to revisit prior learning to support long-term retention
- Termly recording of French attainment on DCPro assessment tracker

### Wider Experiences and Cultural Capital

To complement discrete lessons, all pupils (including EYFS and KS1) participate in an annual Languages Day, where they:

- Explore a European language and country
- Use maps and atlases to develop geographical awareness
- Learn songs, numbers and key phrases
- Engage with cultural elements such as food and traditions

Additionally:

- French is embedded in daily routines (e.g., register, dates)
- Outdoor and cross-curricular opportunities are used where possible – OAA course

These experiences enhance pupils' cultural awareness, helping them understand their place in a wider global context.

### **Impact**

Through this carefully structured and progressive approach, pupils leave Moor First:

- Confident in communicating in French for practical purposes
- Equipped with transferable language-learning skills
- Able to decode and understand unfamiliar language
- With a strong foundation in phonics, grammar and vocabulary
- Demonstrating cultural awareness and curiosity about the wider world

They are fully prepared to continue their language learning journey with confidence and enthusiasm in middle school and beyond.

