



French Expectations

Summary of Intent	We strive to foster a curiosity and love for languages, enabling our children to become confident, respectful global citizens, ready to take on MFL at Secondary school. Using French as our vehicle, we aim to build the primary foundations of communication through the three key pillars of language learning: phonics , vocabulary , and grammar , developing skills in listening, speaking, reading, and writing.
Curriculum time	One hour of French every other week. EYFS & KS1: Informal exposure to French (e.g., greetings, register, counting, songs) using Language Angels "Starting Off" & "Moving On" units. Focus on building pupil confidence in Speaking using interactive Language Angels and Twinkl resources that promote peer collaboration and purposeful role-play. Students actively develop Reading and Writing skills in every lesson, with a strong foundation in phonics, spelling patterns, and regular opportunities to produce extended written pieces. In Upper KS2, this is enhanced by systematic grammar instruction to enable independent sentence creation and greater linguistic autonomy.
Organisation of curriculum	In line with the Language Angels progression path. KS2 units are systematically structured across three progressive levels of challenge: Early Language (typically Year 3/LKS2) Intermediate (typically Year 4/5) Progressive (typically Year 6/UKS2)
Key Planning Resources Including any websites/ usernames	Long-term plan: A cohesive, whole-school Language Angels unit allocation map that ensures clear progression across year groups. Medium-term plan: Comprehensive Unit Overviews detailing specific, progressive learning objectives across the key skills: listening, speaking, reading, writing, and grammar. Short-term plan: Weekly lesson presentations paired with structured, desk-based activity plans sourced from Language Angels. Supplementary Resources: High-quality external media, including curated YouTube clips, Twinkl resources, and BBC Bitesize, are integrated to enrich and enhance the learning experience.
Planning Expectation- Long, medium and short-term	Long term plan: Whole-school MFL curriculum overview mapping out units across KS2. Medium term plan: Unit overviews setting out clear vocabulary, grammar, and phonics objectives for the half term. Short term plan: Weekly lesson presentations and resources adapted to meet the needs of the class.
Length or structure of each unit or topic	Typically, six weeks (one half term) per unit.

Quantity of work expected	Emphasis is heavily placed on oracy (listening and speaking), particularly in Lower KS2. At least one written recording or formal evidence piece per half-term unit in Upper KS2. Vocabulary and phonics practice recorded verbally, on whiteboards, or via digital tools.
Learning objectives	Follow the progression of skills in the MFL curriculum plan, ensuring balanced coverage of the four core modalities: Listening, Speaking, Reading, and Writing , alongside intercultural understanding and Catholic teaching.
Recording and expectations of presentation	KS2 – French work to be recorded in a dedicated French exercise book. Evidence can include short written phrases, worksheets, sentence matching, or photographs/QR codes of practical, oral, or role-play activities. Recording work in books to follow the school presentation policy A vocabulary bank or glossary should be accessible at the back of the book or within the unit pages.
Learning Environment (displays, grouping, resources)	Displays: French interactive display or designated area on the classroom wall showing current vocabulary, key questions, and phonics sounds if possible. Resources: Bilingual dictionaries, target language storybooks, phonics/pronunciation guides, and interactive audio resources. Grouping: Mixed attainment grouping is encouraged to support collaborative talk, peer modelling, and interactive role-play.
Lesson Structure	Retrieval: Quick-fire revision of previous vocabulary/sound patterns. Input: Introduction of new vocabulary or grammar concept using native-speaker audio modelling. Practice: Interactive games, songs, or communicative pair-work (speaking and listening). Application: Short reading or writing task to consolidate learning.
Teaching strategies	High emphasis on teacher modelling, physical actions, songs, and rhymes to embed pronunciation. Providing scaffolding such as sentence stems, visual word mats, and phonics cues. Establishing clear success criteria for communicative tasks. Encouraging collaborative pair-work to build confidence in spoken French.
Differentiation and adjustments	Scaffolding using visual aids, dual-language word banks, and sentence builders. Adult support. Acoustic support and clear mouth-modelling for children with SEN or phonological difficulties. Writing extension tasks for more able and native speakers to enable them to work on spelling and writing skills. Pre-teaching core vocabulary for the lower attainers and targeted support during interactive speaking activities.
Assessment	Teacher assessment each lesson.

	End-of-unit skills check (listening/reading or short speaking/writing task) as provided by the MFL Languages Online units.
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