# **Curriculum Intent: Languages - French**

### Broad and Ambitious Curriculum

At Earley St Peter’s the French curriculum is broad, ambitious and designed to develop pupils’ language skills progressively over four years. Lessons build on prior learning, moving from word-level understanding to sentence construction and creative language use. Pupils acquire essential language learning strategies, including memorisation, retrieval and dictionary skills, enabling them to decode unfamiliar language confidently. The curriculum ensures pupils have a strong grasp of key French language patterns and grammar, enabling them to read, write, speak and listen with increasing fluency. In addition, cultural awareness is fostered through stories, songs and rhymes, providing pupils with a deeper understanding of French-speaking countries and communities.

### Planning and Implementation

Lessons are carefully planned to ensure progression, offering support for less able pupils and extension activities for more able learners. Each lesson focuses on listening, reading, speaking and writing skills through interactive and varied activities. Resources, including interactive whiteboard materials, storybooks, phonic system materials and bilingual dictionaries, support learning effectively. The vocabulary selection ensures exposure to all key phonemes and grammar points, with Year 6 content revisiting and consolidating prior knowledge to strengthen pupils’ mastery of the language. Formative assessment is integrated into each lesson, with self-assessment opportunities using a traffic light system and teacher assessments in listening, reading and writing. Support from the Thames Valley Primary Hub for modern languages provides ongoing professional development for staff.

### Impact on Pupils

The French curriculum ensures all pupils, including disadvantaged pupils and those with SEND, make substantial progress towards meeting the targets of the KS2 Programme of Study for Languages. Lessons are designed to build confidence and resilience in language learning, encouraging pupils to apply their knowledge creatively in speaking and writing tasks. Self-assessment, revisiting prior learning and maintaining MFL folders throughout KS2 support long-term retention and independent learning. Transition documents ensure that secondary schools are informed about pupils’ prior achievements, helping to maintain continuity in language learning. Regular reporting to parents provides clear information about pupils’ progress. This comprehensive approach ensures that all pupils leave KS2 with a strong foundation in French and a love of language learning.