



French Curriculum Overview

Intent:

At St Francis CE Primary School, our intent for the teaching of French is rooted in our Christian vision that **“Every person matters, every person helps, every person succeeds,”** enabling all children to **live life in all its fullness** (John 10:10).

We aim to provide a high-quality, inclusive language curriculum that inspires curiosity, confidence, and enjoyment in learning a new language. Using the **Primary Language Network** scheme and resources, we ensure a progressive and coherent approach to the teaching of French, developing pupils’ skills in **listening, speaking, reading, and writing** from Key Stage 2 onwards.

Our intent is to equip children with the linguistic foundations needed for future language learning, including accurate pronunciation, basic grammatical understanding, and a growing vocabulary. Lessons are engaging, interactive, and carefully sequenced to build knowledge over time, enabling all pupils to participate, achieve, and experience success.

The teaching of French actively promotes our Christian values:

- **Courage** – encouraging pupils to speak aloud, take risks, and try new sounds and structures
- **Peace** – fostering a calm, respectful learning environment where mistakes are seen as part of learning
- **Thankfulness** – valuing effort, progress, and the contributions of others
- **Trust** – building confidence through repetition, modelling, and supportive collaboration
- **Friendship** – working together through partner and group activities
- **Hope** – inspiring aspiration and resilience as pupils develop new skills

Through learning French, pupils also develop cultural awareness and respect for other cultures and communities, helping them to understand their place in a diverse and interconnected world.

Our intent is that all pupils leave St Francis CE Primary School with a **positive attitude towards language learning**, a secure foundation in French, and the confidence and curiosity to continue learning languages beyond primary school, supporting them to **live life in all its fullness**.

Every person matters, every person helps, every person succeeds.





Implementation:

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A New Start	Calendar and Celebrations	Animals	Carnival and Numbers	The Hungry Giant	Where I live
Year 4	Welcome to School	My Town, Your Town	Alien Faces and Family	Moving our Bodies	At the Doctors Jungle Animals	Summertime
Year 5	Me and My Friends	Time in the City	At the Market	Clothes	Out of this World	Going to the Seaside
Year 6	This is Me	Homes and Houses	Playing Sport	My Best Day Ever	Café Culture	Let's Celebrate

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Progression Map

KS2 Curriculum Overview: Stages 1-4 in Autumn One				
Overview of teaching and learning approach	<p>Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.</p> <p>Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</p>			
Autumn One	Stage One	Stage Two	Stage Three	Stage Four
	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: A new start.	Unit Title: Welcome to school.	Unit Title: Me and my friends at school.	Unit Title: This is me!
	Begin to explore the target language: greetings, asking a name, and numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours.	Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a target language school building and make comparisons with own school. Children revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.	Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3 rd person singular to introduce a friend. Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.	Recall, revisit and use familiar language. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Recall key questions and answers about themselves. Learn adjectives to talk about personality. Recall describing eye and hair colour. Write a poem all about themselves. Learn job nouns.

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KS2 Curriculum Overview: Stages 1-4 in Autumn Two

Overview of teaching and learning approach

Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.

Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.

Language learning skills and links between languages and literacy are explored age and stage appropriately.

Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

Autumn Two	Stage One	Stage Two	Stage Three	Stage Four
	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: Calendar and celebrations Colours, calendar, dates and celebrations.	Unit Title: My town, your town Bonfire Night poem, classroom commands, places in town and Christmas shopping	Unit Title: Time in the city In the city, souvenir shopping and festive jumpers.	Unit Title: Homes and houses. House rooms, descriptions, castles, Elf on the shelf.
	Continue to practise greetings, feelings, and name. Make links with familiar and unfamiliar colour adjectives	Recall familiar language from Stage 1 –colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem.	Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital	Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture.

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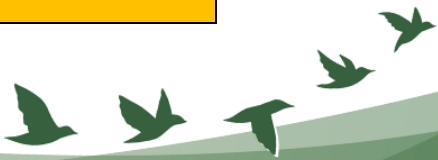




	<p>and bonfire night celebrations.</p> <p>Practise target language for days of the week and months of the year.</p> <p>Use numbers with days and months to form the date.</p> <p>Explore Christmastime in target language country.</p>	<p>Opportunity to explore target language shops in town and make comparisons with own town.</p> <p>Asking where a place is.</p> <p>Shopping for souvenirs.</p> <p>Children revisit and extend understanding of nouns and how to use these in simple target language questions and answers.</p>	<p>city and make comparisons</p> <p>Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why.</p> <p>Revisit and extend shopping dialogues with a festive charity stall.</p> <p>Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions.</p>	<p>Practise nouns and adjectives with items of furniture.</p> <p>Find out about castles in the TL country. Listen, understand, and enjoy a castle story</p> <p>Explore famous castles in target language country.</p> <p>Ask and answer the questions "Where is" with prepositions of place.</p> <p>Practise language of the unit with "elf on the shelf".</p>
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KS2 Curriculum Overview: Stages 1-4 in Spring One				
Overview of teaching and learning approach	<p>Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.</p> <p>Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.</p> <p>Language learning skills and links between languages and literacy are explored age and stage appropriately.</p> <p>Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</p>			
	Stage One	Stage Two	Stage Three	Stage Four

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Spring One	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: Animals	Unit Title: Alien family Epiphany, family and faces	Unit Title: At the market Fruit salad recipe	Unit Title: Sports
	<p>Animals we see around us</p> <p>First focus on nouns in the target language.</p> <p>Simple investigations of singular nouns used with indefinite articles.</p> <p>Expressing likes using "My favourite animal is..."</p> <p>Speaking and writing silly sentences about animals and habitats to practise use of nouns.</p> <p>Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.</p>	<p>Cultural focus on target language Epiphany celebrations. Cultural similarities and differences.</p> <p>Members of a family. First proper introduction to the PLN alien family and pets.</p> <p>Practise asking and giving a name.</p> <p>Use of face part nouns to describe a face.</p> <p>Numbers with face part nouns to describe a face.</p>	<p>Revisit fruit and vegetable nouns and extend with unfamiliar language.</p> <p>Revisit and practise shopping dialogue and extend with quantities and plural nouns.</p> <p>Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions.</p> <p>Use of bilingual dictionaries to find new language for individual creative writing.</p>	<p>Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun.</p> <p>Cultural exploration of target language specific sports.</p> <p>Explore and practise use of verb to play in present tense in target language.</p> <p>Bilingual dictionary use.</p>

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KS2 Curriculum Overview: Stages 1-4 in Spring Two

Overview of teaching and learning approach

Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.

Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.

Language learning skills and links between languages and literacy are explored age and stage appropriately.

Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

Spring Two	Stage One	Stage Two	Stage Three	Stage Four
	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: Carnival and numbers	Unit Title: Moving our bodies	Unit Title: Clothes	Unit Title: My best day ever
	Explore carnival traditions. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (1-20) and look for	Revisit and extend spoken and written descriptions of the faces. Apply sound spelling knowledge to new nouns for body parts. Apply rules of position and begin to look at adjective agreement with adjectives of colour.	Explore nouns for clothes and adjectives of colour and size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. Practise the verb "to wear" in the present tense and create spoken and written	Practise expressing likes and dislikes with funfair rides. Use language detective skills to understand funfair nouns and make links across languages and culture. Bilingual dictionary use. Explore time phrases and daily routine phrases to understand and write a

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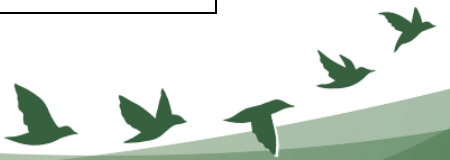




	<p>language links. Ask and answer age.</p> <p>Engage in conversation using familiar questions and answers. Understand and use Easter vocabulary.</p>	<p>Create an alien and its spoken and written description.</p> <p>Explore verbs of movement with body part nouns to follow and create yoga sequences.</p>	<p>descriptions of carnival and school outfits.</p>	<p>description of 'my best day ever at the funfair.'</p>
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KS2 Curriculum Overview: Stages 1-4 in Summer One				
Overview of teaching and learning approach	<p>Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.</p> <p>Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.</p> <p>Language learning skills and links between languages and literacy are explored age and stage appropriately.</p> <p>Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</p>			
	Stage One	Stage Two	Stage Three	Stage Four
	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: The Hungry Giant	Unit Title: At the doctors and jungle animals	Unit Title: Out of this World	Unit Title: Café culture / Tapas culture

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<p>Summer One</p>	<p>Revisit and extend understanding of how to identify a noun in the target language.</p> <p>Explore fruits and vegetables.</p> <p>Look for cognates and semi cognates.</p> <p>Apply likes and dislikes and preferences from animals' unit to new nouns of fruits and vegetables.</p> <p>Recognise and use numbers and colours in new descriptive contexts.</p> <p>Listen, read and join in with the Hungry Giant story.</p> <p>Practise polite requests saying and writing polite requests. Create own version of the Hungry Giant story.</p>	<p>Revisit and extend body parts in an unfamiliar context: the doctors surgery. Generate spoken performances at the doctors.</p> <p>Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates.</p> <p>Listen to, read and join in with jungle animal story.</p> <p>Practise use of adjectives, position, and agreement in simple spoken and written sentences.</p> <p>Create descriptive jungle animal shape sentences.</p> <p>Create own version of the jungle story.</p>	<p>Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and space travellers.</p> <p>Practise and revisit descriptive sentences to describe planets using nouns, adjectives and the verb "to be".</p> <p>Listen to, read and follow a story about planets.</p> <p>Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning in a new context.</p> <p>Use of bilingual dictionary.</p>	<p>Revisit dialogues to buy items and apply to dialogues in a café or restaurant.</p> <p>Extend to unfamiliar and useful language when in a café / restaurant / tapas bar in the target language country.</p> <p>Explore the café / tapas culture of the target language country.</p> <p>Find out more about authentic dishes and foods.</p> <p>Make comparisons with own country or prior experience.</p> <p>Revisit polite request and apply to the café / tapas bar context. Understand and create conversations at the café / tapas bar.</p>
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KS2 Curriculum Overview: Stages 1-4 in Summer Two

Overview of teaching and learning approach	<p>Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.</p> <p>Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</p>			
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	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
	Unit Title: Going on a picnic Revisit and practise polite requests for items. Revisit numbers, fruits/vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore target language food and drink picnic items. Listen and join in with story about going on a picnic, create own story. Explore target language country with the aliens. Practise the personal information question and answer "where do you live?" Revisit personal information questions and answers to create a simple conversation.	Unit Title: Summertime Explore the question and simple sentences to describe the weather. Look for language links. Listen to and understand a simple weather forecast. Create a spoken weather forecast and perform. Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Take part in a survey about favourite ice creams, and a role play 'at the ice cream van'.	Unit Title: Going to the seaside Practise beach bag nouns. Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. Explore extended sentences to describe time at the beach. Listen to, read and join in with "Let's go to the beach" story. Use the language practised to build extended persuasive sentences to advertise in a spoken and written persuasive advert about a trip to the beach.	Unit Title: Let's Celebrate A celebration and reflection series of lessons. Lessons 1-3 Read all about it Over 3 lessons, children explore a text 'All about me' covering a variety of topics, and create a presentation of several sentences about themselves. Lesson 4 Create a mocktail – explore reading comprehension, memory, and word reference tool skills. Produce a written recipe for a cocktail. Lesson 5 A scavenger hunt outside with some unfamiliar nouns. Lesson 6 Language Puzzle Stage 4 learners can apply their language detective skills to learn another language.

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Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and <u>read out a few familiar words</u> and phrases.	<u>Can write or copy a few simple words</u> or symbols as an emergent writer of the target language.
Stage 2	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	<u>Can ask and answer simple questions and give basic information.</u> Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can <u>understand simple written phrases.</u> Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions.</u> Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can <u>understand the main point(s) from a short, written passage in clear printed script.</u> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response,</u> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions.</u> Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</u> Can use a bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.



Primary Languages Network

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Impact:

At **St Francis CE Primary School**, the impact of our French curriculum is seen in confident, enthusiastic learners who are curious about language and the wider world. Through the **Primary Language Network** scheme and resources, pupils develop a secure foundation in **listening, speaking, reading, and writing** in French, making clear and sustained progress as they move through the school.

Pupils grow in confidence to communicate in French, using accurate pronunciation and intonation, and applying vocabulary and structures with increasing independence. They develop strong listening skills and an understanding of basic grammar patterns, enabling them to construct simple phrases and sentences and to recognise the links between French and English.

Our Christian vision that **“Every person matters, every person helps, every person succeeds”** is evident in pupils’ attitudes to language learning. Children demonstrate **courage** when speaking aloud in a new language, **trust** and **friendship** when practising together, and **hope** as they persevere and take pride in their progress. Through collaborative activities, pupils learn to respect and support one another, creating a calm and positive learning environment rooted in **peace** and **thankfulness**.

Learning French supports pupils’ **spiritual, moral, social, and cultural development**, helping them to appreciate different cultures and ways of life, and to develop respect, curiosity, and openness towards others. Children gain an understanding of France and French-speaking communities, fostering global awareness and a sense of connection beyond their immediate context.

By the time pupils leave St Francis CE Primary School, they have developed a **positive attitude towards language learning**, the confidence to communicate at a basic level in French, and the skills needed to continue learning languages at secondary school and beyond, enabling them to **live life in all its fullness**.

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