



**St Michael's CE Primary School**

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**MFL Curriculum**

**2026-2027**

*Courage to Flourish in the Love of God*

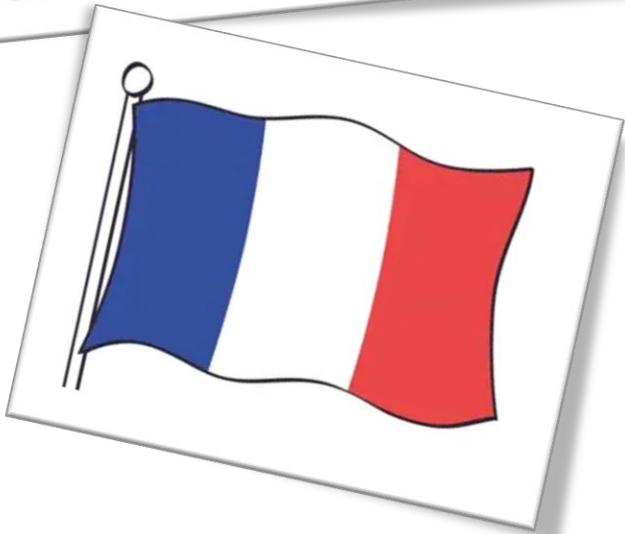
# Curriculum Intent

At St Michael's CE Primary, our Modern Foreign Languages curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'. We believe that learning French enables pupils to communicate with others, broaden their understanding of the world and appreciate the richness of God's diverse creation.

Through our carefully sequenced curriculum, pupils develop confidence in speaking, listening, reading and writing French while building secure knowledge of vocabulary, grammar and pronunciation. Regular retrieval and meaningful practice help pupils to remember more and apply their learning with increasing independence..

Alongside language, pupils explore French culture, traditions and ways of life, fostering respect, empathy and an appreciation of diversity. This reflects our Christian values of love, community and respect, helping pupils recognise their place within a global society.

We are ambitious for every child. Regardless of starting point, all pupils are supported to succeed, developing the confidence, resilience and curiosity to communicate, embrace new opportunities and continue their language learning beyond primary school, flourishing in the love of God



# Curriculum Implementation

## Curriculum and Sequencing

We have chosen French as our Modern Foreign Language as it is one of the most widely spoken languages in the world and a key language within Europe. Learning French provides our pupils with a strong foundation for future language study at secondary school and opens doors to wider cultural understanding and global opportunities. It also enables pupils to engage with a rich and diverse culture, helping them to develop curiosity, respect and appreciation for the world beyond their immediate community.

The French curriculum is delivered using Kapow Primary and is taught weekly in KS2. Kapow Primary's French scheme is informed by Ofsted research, recognising that effective language learning is built on three key pillars: **phonics, vocabulary and grammar**.

The curriculum is designed to develop secure knowledge of these elements while enabling pupils to use language meaningfully through **listening, speaking, reading and writing**. It is also complimented by a further two key strands: **language comprehension (listening and reading) and language production (speaking and writing)**.

Through the comprehension strand, pupils develop their ability to understand spoken and written French by recognising familiar vocabulary, following instructions and using context to interpret meaning.



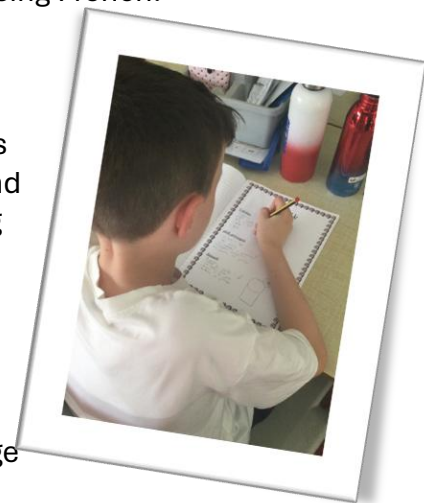
Through the production strand, pupils learn to communicate

confidently, progressing from simple, structured responses to speaking, writing and expressing their own ideas with increasing independence and accuracy.

Alongside these strands, pupils develop cultural awareness and “language detective” skills, enabling them to make connections, recognise patterns and approach unfamiliar language with confidence. Over time, this supports pupils in becoming fluent, resilient and independent language learners.

Through a carefully sequenced, spiral approach, pupils revisit and build on prior learning, progressing towards greater independence and confidence in using French.

- **Cyclical** – pupils revisit key knowledge and skills in different contexts, as well as familiar themes such as ‘All about me’, ‘Daily life’ and ‘France and other French-speaking countries’.
- **Increasing depth** – each time a vocabulary and grammatical structures are revisited, they are covered with greater complexity.
- **Prior knowledge** – prior knowledge is utilised so pupils can build upon previous foundations rather than starting again.



## Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided practice, independent application and reflection, adapted to the **St Michael's lesson structure**.

Teachers model phonics, vocabulary and grammar clearly to secure understanding before independent application. Pupils then practise speaking, reading and writing regularly to develop confidence and embed key skills.

## Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen understanding and use language with increasing confidence.

## Practice, Application & Outcomes

Pupils regularly apply their knowledge and skills through a range of speaking, listening, reading and writing activities, often working towards a clear outcome in the unit. Time is given for rehearsal, practice and refinement, particularly through oral work, to develop fluency and confidence.

"Experience journals" are used to capture key learning, vocabulary and reflections, while independent reading and writing tasks are recorded in MFL books to demonstrate progression over time. These show pupils' growing ability to recall and apply language, use vocabulary accurately and construct sentences with increasing independence.

Progression is evident in pupils' confidence to communicate, their ability to understand and respond to spoken and written language, and their increasing accuracy and fluency in applying phonics, vocabulary and grammar.



## Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. 'Do Now' quizzes check prior learning, while exit quizzes assess understanding from each lesson. Teachers use questioning, observation and pupils' work to inform next steps and support progress.

## Resources

A wide range of resources support the delivery of the French Curriculum. Kapow includes audio models to support accurate pronunciation, alongside visual prompts and a range of engaging activities to help pupils practise and apply their learning.

In addition, pupils have access to authentic French texts, which enrich their understanding of language and culture, and French dictionaries to support independent learning. These resources enable pupils to explore language more deeply and develop confidence in reading, writing and communicating in French.

## European Day of Languages

We celebrate the value of languages by taking part in European Day of Languages and exploring the cultures, traditions and customs of countries around the world. These experiences broaden pupils' understanding of different

communities, promote respect for diversity and inspire curiosity about the wider world.



## Inclusion

Learning is adapted to meet the needs of all pupils through scaffolding, modelling, and flexible support. Tasks are accessible yet appropriately challenging, enabling all pupils to participate, develop skills, and express their ideas with increasing confidence and independence.



## Diversity

Kapow Primary's French scheme has been designed to represent a wide range of cultures, communities and perspectives from across the French-speaking world.

- Where appropriate, the historical and cultural influences on the French language and its global presence are explored.
- The scheme's visual and textual content is inclusive and representative of diverse people and places, challenging stereotypes and outdated views of French-speaking cultures.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

The Kapow Primary French scheme supports children in appreciating the richness of the French language, the diversity of cultures where it is spoken, and the connections between different communities around the world.

## Rights Respecting Schools

Our MFL curriculum supports our commitment to Rights Respecting Schools through a wide range of UNICEF Articles, with a particular emphasis on Article 28 (the right to education), Article 29 (education that develops talents and respect for others) and Article 13 (freedom of expression). Through learning French, pupils develop confidence in communicating, deepen their understanding of different languages and cultures, and gain a greater appreciation of the wider world. This helps them become respectful, globally aware citizens who are equipped to flourish within diverse communities.



## British Values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures

## SMSC

The Kapow Primary French scheme supports SMSC by encouraging children to:

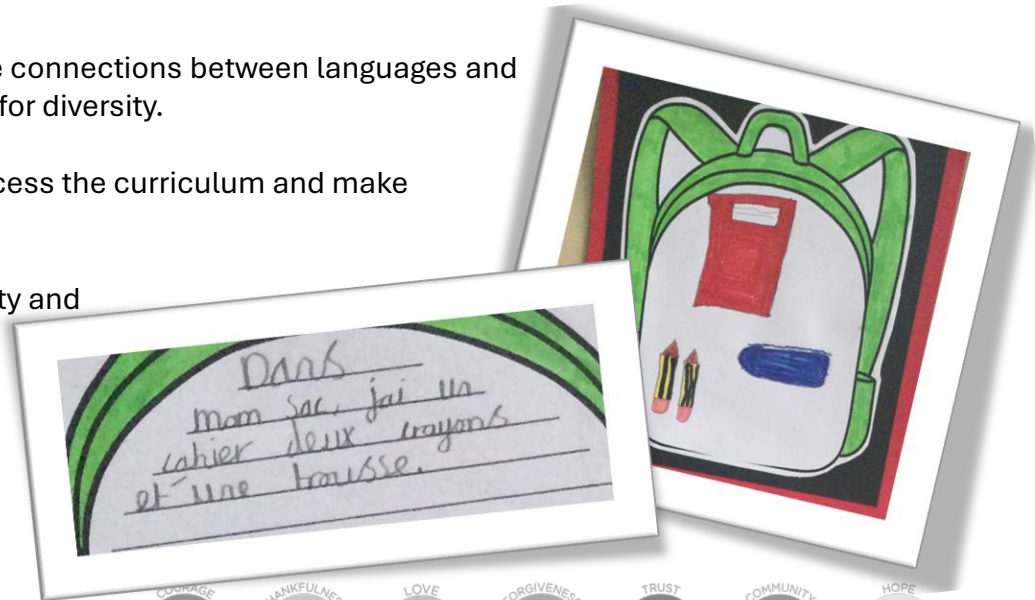
- Explore different perspectives through learning about French culture, traditions and ways of life.
- Reflect on similarities and differences between their own experiences and those of others.
- Collaborate with others through speaking, listening and language-based activities.
- Appreciate cultural diversity through exposure to a range of countries, cultures and communities where French is spoken.



# Curriculum Impact

The impact of the French curriculum is seen in pupils' developing confidence, fluency and ability to understand and communicate in another language. Over time, pupils build secure knowledge of phonics, vocabulary and grammar, enabling them to use French with increasing accuracy and independence.

- Pupils demonstrate progression in speaking, listening, reading and writing, with growing confidence and fluency.
- Pupils use subject-specific vocabulary accurately to communicate and to discuss their learning.
- MFL books and recorded work show clear development in language acquisition, including vocabulary recall, sentence construction and application of grammar over time.
- Pupils can understand and respond to spoken and written language, using strategies such as context, prior knowledge and pattern recognition.
- Pupils show curiosity about other cultures and make connections between languages and the wider world, developing respect and appreciation for diversity.
- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.
- Pupils leave primary school with confidence, curiosity and the skills to continue their language learning journey.



# Curriculum Map 2026-2027

|                  |                                                                                                                                                      |                                             |                               |                                          |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------|------------------------------------------|
| <b>EYFS/ KS1</b> | French words and phrases are repeated and interwoven in the curriculum to include:<br>Greetings (hello, goodbye, good morning) and numbers to 10/20. |                                             |                               |                                          |
| <b>Year 3</b>    | French Greetings with Puppets                                                                                                                        | French Adjectives of Colour, Size and Shape |                               | French Playground Games: Numbers and Age |
| <b>Year 4</b>    | In a French Classroom/<br>A Circle of Life in French                                                                                                 | Portraits - Describing in French            | Getting Dressed in French     | French Numbers: Calendars and Birthdays  |
| <b>Year 5</b>    | French Food – Miam Miam!                                                                                                                             |                                             | French Monster Pets           | Shopping in France                       |
| <b>Year 6</b>    | Verbs in a Week                                                                                                                                      | Meet my French family                       | French Sport and the Olympics | In my French House                       |



# Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



# Spirituality Opportunities:

## Self

### Opportunities

- Children have the opportunity to label their feelings in French.
- Children explore family member vocabulary in French.
- Children can keep a daily journal where they write about their thoughts, feelings, and experiences in French.
- Encourage students to write lists of things they are grateful for in the French. This can promote a positive mindset and self-awareness.
- Introduce simple guided meditation sessions in the target language. Teach vocabulary related to mindfulness, such as "respirer profondément" (breathe deeply) and "se détendre" (relax). Children can then engage in activities like mindful coloring or deep breathing exercises, using instructions in the target language.
- Children can create art projects that express their understanding of spiritual concepts. For example, students can draw their "happy place" and describe it in the target language.

### Potential Question Prompts

- How does it feel to be proud of your whole self?
- How are you feeling today?
- How did that make you feel?
- What is your happy place? Can you describe it? How does it make you feel?
- Write about a time when you felt very happy. What made that moment special?
- Close your eyes. Take a deep breath in... and exhale slowly. Imagine you are in a peaceful place, maybe a beach or a forest. How do you feel?

## Others

### Opportunities

- Children can learn about and celebrate cultural and religious festivals from the countries where the language is spoken. For example, discussing and celebrating Noël in French classes.
- Exhibiting behaviours such as kindness, empathy, and cooperation in classroom activities and respecting peers.
- Children to create a safe and respectful environment so everyone can flourish in French.
- Using role play to understand feelings and thoughts

### Potential Question Prompts

- How is Christmas celebrated in France?
- Are there any French traditions that are similar/different?
- How can we be respectful when we are practising French language in pairs?
- How can we encourage others to have a go and be brave?

## Transcendence

### Opportunities

- Exploring the culture of other countries including religious festivals (linking to the culture strand of MFL)
- Conduct guided visualisation exercises in the target language where children imagine themselves in a transcendent or serene place. Use descriptive language to enhance the experience.
- Read a myth or legend from the target culture that involves transcendence. For example, the legend of Orpheus and Eurydice in French.

### Potential Question Prompts

- How is this festival celebrated differently in \_\_\_ and \_\_\_?
- What does this myth teach us about the culture and beliefs of the time?
- Have you ever experienced a moment of transcendence? Describe it.

## Nature

### Opportunities

- Children have the opportunity to explore the circle of life to make sense of the world. They will learn new animal vocabulary and sort the nouns according to gender.
- Learning to say what they love about life and nature
- Take children on a nature walk and describe the surroundings in the target language. Discuss the beauty and vastness of nature as a form of transcendence.

### Potential Question Prompts

- Tell me in French, what do you love about your world?
- In French, describe the beauty of nature around you. What do the trees, leaves flowers look like?
- How do you feel when observing nature?