



French Curriculum Overview



Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: **"Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!"**

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use knowledge organisers that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

The National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas,

facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

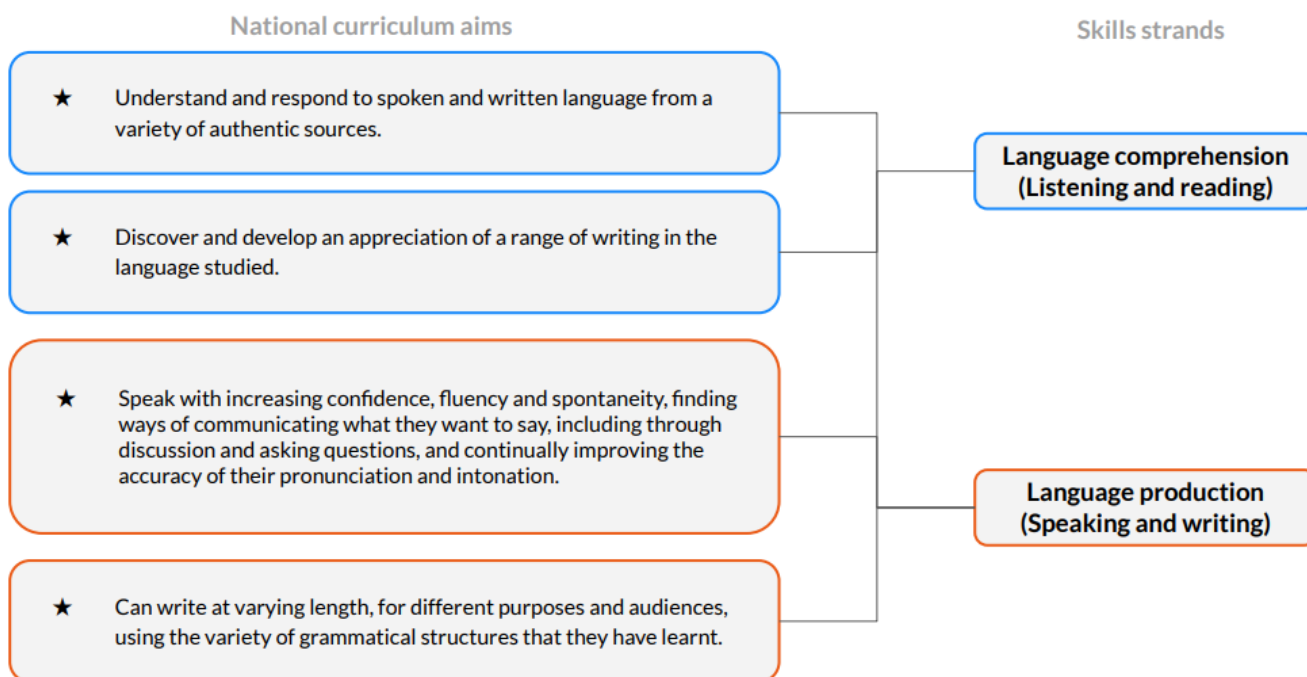
The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages.

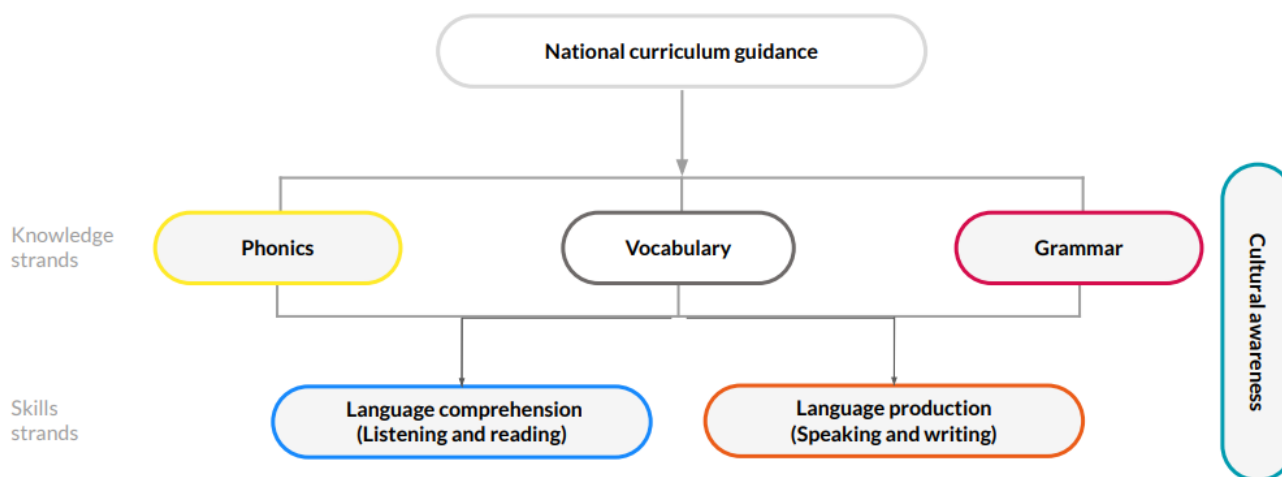
How does Kapow Primary’s French scheme of work align with the National curriculum?

The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



How is the French scheme of work organised?

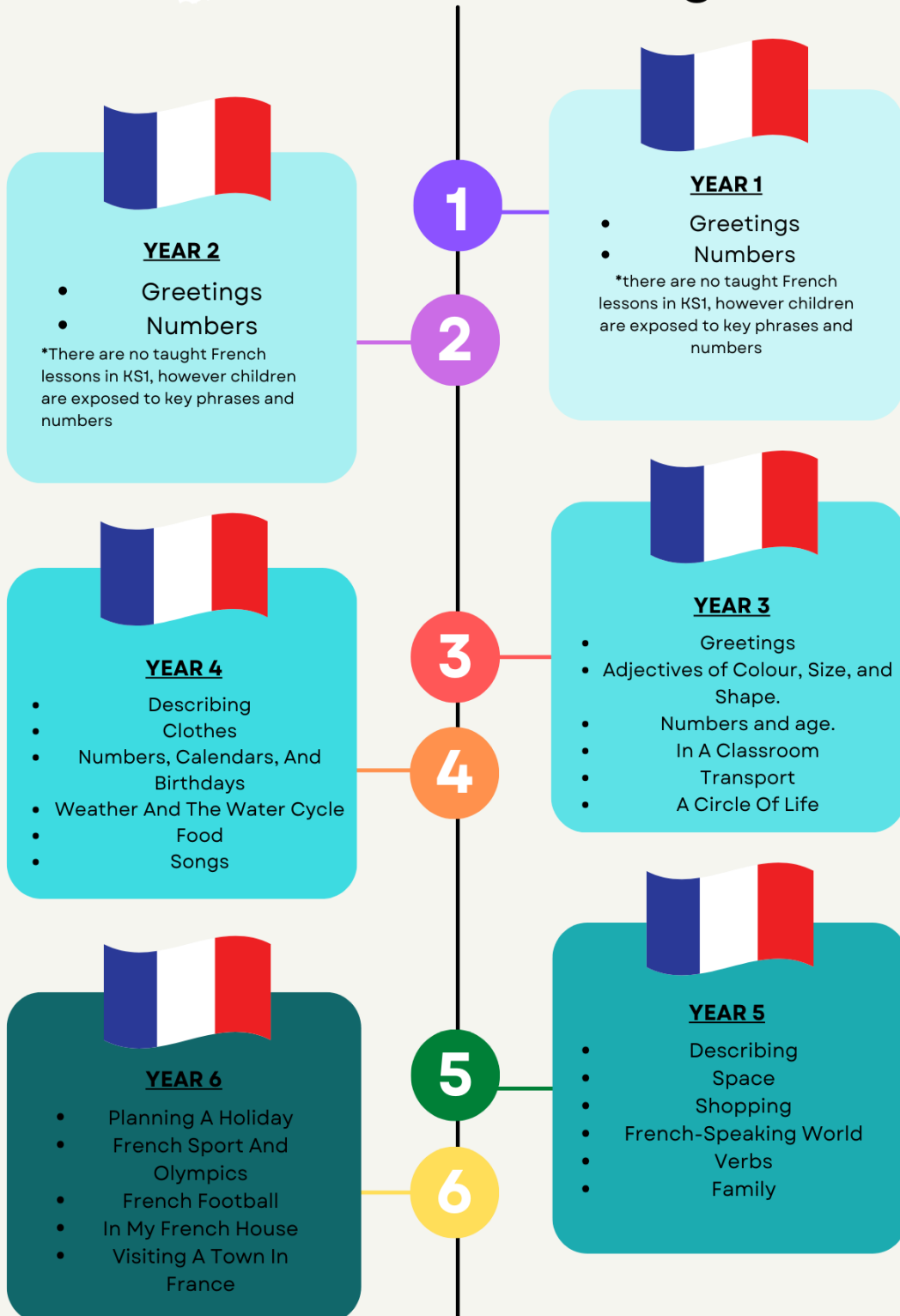
From the [Ofsted research review series: languages](#), we have identified three knowledge strands or ‘pillars’. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.



At Moorside, we are... **Linguists**



Intent

At Moorside Primary School, we use Kapow's Primary French scheme of work as it aims to inspire pupils to become curious, confident and enthusiastic language learners with a broad understanding of the French language and culture; in other words, to think and communicate like linguists. The intention is for pupils to develop the skills to listen, speak, read and write in French, while building the confidence to express themselves and explore new ways of thinking through language learning.

The scheme is designed to develop pupils' understanding of how learning another language connects people, cultures, and communities worldwide. The aim is to encourage pupils to become open-minded, active citizens who can appreciate diversity and engage meaningfully with the wider world.

Additionally, the scheme supports teachers in developing their subject knowledge and pedagogical skills, enabling them to deliver engaging and well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring that all pupils are supported to participate fully and achieve their potential.

The scheme aims to provide pupils with a firm foundation of language learning and teaches the three building blocks of a language system: phonics, vocabulary and grammar. The scheme the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression'

Phonics	Vocabulary	Grammar
<p>A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.</p> <p>Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.</p>	<p>As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.</p> <p>This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.</p>	<p>Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.</p> <p>Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.</p>

Oracy

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry



Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or during sport and games.

Through our French curriculum, pupils are supported to develop their oracy skills in a variety of ways, including:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in French.
- Explicitly considering the role of syntax in communication in French and reflecting on the differences with English to deepen understanding.
- Role-playing as French speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native French speakers, learning to gist and summarise meaning.
- Listening to native French speakers and peers to enhance listening skills.
- Collaborating in groups and turn-taking during conversation

Implementation

At Moorside Primary School, we deliver our French curriculum through the Kapow Primary French scheme of work, which places communication, vocabulary acquisition and grammatical understanding at its heart. The scheme ensures that pupils experience language learning as active participants – by listening, speaking, reading and writing in meaningful contexts, before applying their knowledge to communicate confidently.

The discrete teaching of French begins in Key Stage 2, in line with National Curriculum expectations. However, in Early Years and Key Stage 1, children are exposed to languages and a range of cultures through the wider curriculum. This includes songs, stories, celebrations and classroom routines, which help to foster curiosity, cultural awareness and a positive attitude towards language learning from an early age.

Each unit in Key Stage 2 is carefully structured to build on prior learning and develop pupils' confidence across the four key language skills: listening, speaking, reading and writing. Lessons are designed to be engaging and interactive, with regular opportunities for repetition and practice to support long-term retention. Pupils revisit previously taught vocabulary and structures, enabling them to embed knowledge and make connections across topics.

As pupils progress through Key Stage 2, they develop their skills systematically, building a growing bank of vocabulary and beginning to construct sentences and express their ideas in French. They also develop their understanding of key grammatical concepts such as gender, articles, agreement, verb forms and sentence structure. These concepts are revisited in different contexts, following a spiral curriculum model that supports progression and deepens understanding over time.

To make language learning meaningful, pupils are encouraged to communicate for real purposes, ask and answer questions, and express opinions. They engage with a range of spoken and written sources, including songs, stories and authentic materials, helping them to develop accurate pronunciation and intonation, as well as strong comprehension skills.

Lessons are designed to be inclusive and accessible, with clear adaptations to support all learners, alongside opportunities to extend and challenge more confident linguists. Regular opportunities for speaking and listening ensure that all pupils can develop confidence and fluency.

Knowledge organisers are used to support the recall of key vocabulary, phrases and grammatical structures, helping pupils to build a secure foundation and strengthen long-term memory. In addition, cultural elements are woven throughout the curriculum, enabling pupils to develop an understanding and appreciation of French-speaking countries and their traditions.

Strong subject knowledge underpins the delivery of French at Moorside Primary. Each unit provides clear guidance and support for teachers, including pronunciation support, key vocabulary, grammar explanations and links to prior learning, ensuring that staff feel confident and well-prepared to deliver high-quality language lessons.

Through this approach, French at Moorside Primary is taught in a way that is progressive, inclusive and engaging, ensuring children develop both a secure foundation in language learning and the confidence to communicate effectively, preparing them for future language study and life in a global society.

Adaptive Practice

SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold

1. Adjusting the Level of Challenge

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

2. Clarifying and Simplifying Instructions

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

3. Highlighting Essential Content

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

4. Re-explaining and Reinforcing Concepts

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

5. Using Examples and Models

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

6. Collaborative and Peer Support

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

7. Scaffolding with Step-by-Step Guidance

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

8. Improving Accessibility

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

9. Allowing Additional Processing Time

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

10. Teaching and Reinforcing Vocabulary

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

11. Checking Understanding and Providing Feedback

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

12. Offering Multiple Ways to Record and Present Learning

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

13. Pre-teaching Key Knowledge and Vocabulary

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support

1. Building on Prior Knowledge

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

2. Interest-Driven Extension

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

3. Deepening Conceptual Understanding

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

4. Higher-Order Questioning

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

5. Challenging Learner Roles

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

6. Mastery and Enrichment Activities

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

7. Flexible Task Design

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

8. Feedback for Growth

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

Impact

The impact of our French curriculum at Moorside Primary is measured through a combination of formative and summative assessment opportunities, enabling teachers to track progress and ensure that every child achieves well. Each lesson provides guidance for teachers to assess pupils against key language learning objectives, while each unit concludes with a skill-based task and knowledge assessment quiz to provide clear evidence of learning and progression.

As a result of high-quality teaching and the consistent use of the Kapow Primary French scheme, children at Moorside will leave school as enthusiastic language learners who are curious about other cultures and confident in communicating in French. They will have developed the ability to listen attentively, speak with increasing confidence, read and understand a range of texts, and write with growing accuracy and independence.

The expected impact of our curriculum is that pupils will:

- Develop confidence in listening to and understanding spoken French, responding appropriately to a variety of inputs.
- Speak with increasing fluency and accuracy, using a range of vocabulary and sentence structures to express ideas and opinions.
- Read and understand a range of written French, including familiar words, phrases and simple texts.
- Write using accurate spelling, grammar and punctuation, applying their knowledge to create sentences and short texts independently.
- Build a secure understanding of key grammatical concepts such as gender, agreement, verb conjugation and sentence structure.
- Acquire and retain a broad and relevant vocabulary that enables them to communicate effectively in different contexts.
- Develop an appreciation of French culture and traditions and begin to make comparisons with their own experiences.
- Understand how language works and apply this knowledge to support both their French learning and their understanding of English.
- Demonstrate resilience and confidence when experimenting with new language, taking risks and learning from mistakes.
- Make links across topics and prior learning, supporting long-term retention and progression in language acquisition.

By the end of key stage 2, pupils will have met the relevant expectations set out in the National Curriculum for Modern Foreign Languages (KS2).

Assessment

Assessment is an integral part of the French curriculum at Moorside Primary School. At the end of each lesson, teachers assess pupils' learning against statements directly linked to the lesson objectives. This information is then logged on Insights, providing a clear and consistent record of progress.

Over the course of a unit, teachers, subject leaders, and senior leaders are able to monitor both whole-class and individual progress. This system also enables tracking over longer periods of time, supporting the identification of patterns in attainment and progress across year groups and key stages.

Teachers make use of assessment grids (via Insights) to identify gaps in prior knowledge. By referring to the structure of the Kapow curriculum, staff can identify which previous units are

relevant and plan opportunities to revisit and reinforce key concepts, ensuring pupils are supported in securing their learning.

At the end of each unit, a knowledge catcher is used to assess pupils' overall understanding of the topic. In addition, unit quizzes are embedded into teaching to provide regular retrieval practice, strengthening long-term memory and consolidating prior learning.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in French teaching and learning across the school.

The Role of Subject Leaders

French subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of French across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence based, driving continuous improvement in French teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1: French greetings with puppets	Unit 2: French adjectives of colour, size and shape	Unit 3: French playground games – numbers and age	Unit 4: In a French classroom	Unit 5: French transport	Unit 6: A circle of life in French
Year 4	Unit 1: Portraits – describing in French	Unit 2: Clothes – getting dressed in France	Unit 3: French numbers, calendars and birthdays	Unit 4: French weather and the water cycle	Unit 5: French food – Miam, miam !	Unit 6: French and the Eurovision Song Contest
Year 5	Unit 1: French monster pets	Unit 2: Space exploration – in French	Unit 3: Shopping in France	Unit 4: French-speaking world	Unit 5: Verbs in a French week	Unit 6: Meet my French family
Year 6	Unit 1: French sport and the Olympics	Unit 2: French football champions	Unit 3: In my French house	Unit 4: Planning a French holiday	Unit 5: Visiting a town in France	