

# MFL

## THE FOXTON CURRICULUM



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*You live a new life for every language you speak. If you only know one language, you only live once.*  
– Czech proverb

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**At Foxton Primary School, we are linguists.**



### **Our French Curriculum**

Bienvenue à Foxton. We use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant, and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning, with the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2. At Foxton, children receive weekly French lessons from Class 2, taught by a subject specialist. The four key language learning skills—listening, speaking, reading, and writing—as well as all necessary grammar, are introduced and built upon in an age-appropriate way. We enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children are taught how to look up and research language they are unsure of and have a bank of reference materials to help them with their spoken and written tasks going forward.

Our languages curriculum at Foxton exemplifies best practices in language education by meticulously planning and sequencing phonics, vocabulary, and grammar instruction. We ensure a clear progression in phonics, explicitly teaching the differences between English sound-spelling correspondences and those of the target language. Our curriculum integrates planned practice and review of phonemes and their grapheme links, helping pupils unlock meaning through subtle sound differences. Recognising the importance of vocabulary, we build a strong verb lexicon early on and strategically plan vocabulary, grammar, and phonic knowledge together. High-frequency words are prioritised, and topic-based vocabulary is carefully chosen to be used across various contexts. We revisit vocabulary systematically to enhance long-term retention and incorporate it into comprehension and production activities, both orally and in writing.

The overview and progression grid shows how children progressively acquire, use, and apply a growing bank of vocabulary, language skills, and grammatical knowledge organized around age-appropriate topics and themes—building blocks of language into more complex, fluent, and authentic language. Children build on previous knowledge gradually as their foreign language lessons continue to recycle, revise, and consolidate previously learned language while building on all four language skills. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they build their knowledge and develop the complexity of the language they use. Knowledge organisers clearly set out the key knowledge and vocabulary to be learned and remembered for every unit. These help staff understand what has been taught previously and how their lessons build on prior learning as well as create the foundations for what comes next. We think of the progression within the six lessons in a unit as ‘language Lego.’ We provide blocks of language knowledge and, over the course of a six-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Our curriculum thoughtfully sequences grammatical progression, considering the complexity and timing of introducing grammatical structures. We ensure all pupils understand these concepts through explicit descriptions and ample practice in listening, reading, speaking, and writing. Opportunities for spontaneous language use are provided, enabling pupils to manipulate language in diverse contexts. We ensure a solid grasp of language basics before expecting higher levels of expertise, progressively developing pupils' reading, listening, writing, and speaking abilities. Intentional teaching is a hallmark of our approach, with the target language use tailored to pupils' proficiency levels and systematically building on prior knowledge. Authentic texts are carefully selected, and error correction is explicit, focusing on accuracy and eliciting self-correction from pupils. Assessments are designed to be meaningful, valid, and aligned with our structured curriculum, ensuring they accurately reflect pupils' understanding and language production

abilities. This comprehensive approach ensures that our pupils not only learn a new language but also develop a deep, functional understanding of it, aligning with the highest standards of language education.

Teaching Type: <b>Early Language</b> 	Unit: <b>LES ANIMAUX</b> 
Unit Objective: To remember and recall from memory 10 common animals in French with the correct article/determiner	
<b>By the end of this unit we will be able to:</b> <ul style="list-style-type: none"><li>Name and recognise up to 10 animals in French.</li><li>Attempt to spell some of these nouns with their correct indefinite article.</li><li>Pretend that we are a particular animal using the 1<sup>st</sup> person singular of the verb <b>être</b> (<b>je suis = I am</b>).</li></ul>	<b>It will help if we already know:</b> <ul style="list-style-type: none"><li>The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'J'apprends le français' unit.</li><li>What a noun and article/determiner is in English.</li><li>What a verb is and that 'I am' comes from the verb 'to be' in English.</li></ul>
<b>Skills we will develop:</b> <p>We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as <b>lion</b>) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (<b>je</b>) with a conjugated verb (<b>suis</b>), an indefinite article/determiner (<b>un</b> or <b>une</b>) and a noun (in this unit an animal).</p>	<b>Phonics &amp; pronunciation we will see:</b> <p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"><li><b>CH</b> sound in <b>cheval</b></li><li><b>OU</b> sound in <b>souris</b> &amp; <b>mouton</b></li><li><b>ON</b> sound in <b>cochon</b> &amp; <b>mouton</b></li><li><b>OI</b> sound in <b>oiseau</b></li><li><b>Silent letters and liaison.</b> 'D' is not pronounced in <b>canard</b> and the last 's' is not pronounced in <b>souris</b>. The last 's' is however pronounced in the word <b>suis</b> as seen in lesson 5. Here it is in front of the indefinite article/determiners <b>un</b> and <b>une</b> that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.</li><li><b>Nasal sounds.</b> Starting to explore the four French nasal sounds (<b>on</b>, <b>un</b>, <b>in</b> and <b>an</b>). This sound does not exist in English and is made through the nose not the mouth! Words like <b>cochon</b>, <b>singe</b> and <b>mouton</b>.</li></ul>
<b>Activities we will complete:</b> <p>There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with <b>je suis...</b> plus an animal from memory.</p>	<b>Vocabulary we will learn &amp; revisit:</b> <p>10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb <b>être</b> (<b>je suis = I am</b>). All listed on Vocabulary Sheet.</p>
<b>Grammar we will learn &amp; revisit:</b> <p><b>Nouns, gender, articles/determiners and verbs.</b> To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners <b>un</b> (for masculine nouns) and <b>une</b> (for feminine nouns). Learning how to categorise nouns by gender (<b>un</b> or <b>une</b>). Introduction of 1<sup>st</sup> person singular conjugation of the high frequency irregular verb <b>être</b> (to be) in French.</p> 	

## Overview and Progression

Class 2 (LKS2)		Class 3 (UKS2)	
Cycle A	Cycle B	Cycle A	Cycle B
<p><b>Phonics 1&amp;2</b></p> <p>In these sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>		<p><b>Phonics 3&amp;4</b></p> <p>In these sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>	
<p><b>J'Apprends Le Français (I'm Learning French)</b></p> <p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p>	<p><b>Les Légumes (The Vegetables)</b></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>	<p><b>En ville (Around Town)</b></p> <p>In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.</p>	<p><b>La date (The Date)</b></p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>
<p><b>Les Animaux (Animals)</b></p> <p>In this unit pupils will learn 10 familiar animals and be introduced to the 1<sup>st</sup> person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be</p>	<p><b>Les Saisons et le temps (The Seasons and weather)</b></p> <p>In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils</p>	<p><b>Describing Me, Friends and Family</b></p> <p>In this unit pupils will learn how to introduce themselves and family members using more complex descriptions, building on the previous unit 'La Famille'.</p>	<p><b>As-Tu Un Animal? (Do You Have A Pet?)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not</p>

able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	will have the skills and knowledge to say which is their favourite season and why.		have in French. They will move from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.
<p><b>Les Fruits (The Fruits)</b></p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p>	<p><b>En classe (In the classroom)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p><b>Au salon de thé (At the Tea Room)</b></p> <p>By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p><b>Chez Moi (My Home)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>
<p><b>Je Peux... (I Am Able..)</b></p> <p>In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions</p>	<p><b>Les Glaces (Ice-Creams)</b></p> <p>In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	<p><b>Le Week-end (The Weekend)*</b></p> <p>In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p><b>Quel Temps Fait-Il? (The Weather)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>

<p><b>Je me présente (Presenting Myself)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p><b>La Famille (Family)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular.</p>	<p><b>Les Vêtements (Clothes)</b></p> <p>By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p>	<p><b>À l'école (At School)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>
<p><b>Les Trois Petits Cochons</b></p> <p>In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p><b>Boucle d'Or et les Trois Ours</b></p> <p>In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p><b>La Reine des Neiges</b></p> <p>In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p><b>La Chaperon Rouge</b></p> <p>In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>

## **Knowing more and remembering more**

French lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant units taught previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Every child has their own French book which forms a portfolio of their learning and progress. Additional support and challenge is provided as required, with the specialist teacher facilitating additional advanced sessions for several children who are already fluent speakers.

## **A Global Curriculum**

Our aspiration is for all students to cultivate a sincere interest and positive curiosity towards foreign languages, discovering them as sources of joy and inspiration. Learning a second language not only offers students the chance to delve into the intricate interplay between language and identity but also facilitates a deeper exploration of diverse cultures and the global landscape. This journey fosters a heightened sense of self-awareness, intercultural understanding, and an appreciation for the richness of our differences. Rooted in the UN Sustainable Development Goals (SDGs), our primary French curriculum aligns with several key objectives.

First and foremost, our curriculum resonates with Goal 4: Quality Education, as it equips students with the invaluable skill of bilingualism, enabling them to communicate effectively across linguistic boundaries. The curriculum also aligns with Goal 10: Reduced Inequalities, as language proficiency opens doors to bridge gaps and promote inclusivity, both within and beyond our immediate community.

Through engaging with the French language and culture, students embark on a journey that mirrors the principles of Goal 16: Peace, Justice, and Strong Institutions. By fostering empathy, understanding, and tolerance, our curriculum contributes to the development of socially aware and empathetic individuals who are better equipped to navigate an increasingly interconnected world.

The biennial residential trip to Normandy for Class 3 students encapsulates the essence of Goal 17: Partnerships for the Goals. This experience creates opportunities for real-life language immersion, cultural exchange, and cross-cultural friendships, enhancing students' linguistic competence while fostering global citizenship. In 2023 and 2025, the trip included a variety of enriching excursions, such as visits to a local market, NAUSICAA (the French National Sea Centre), Mont Saint-Michel, and the Bayeux Tapestry. Pupils used their language skills in meaningful contexts, including within the accommodation

and during mealtimes. Additional highlights included Normandie Luge, trips to the British Normandy Memorial, and more, all contributing to a rich, immersive cultural experience that brought classroom learning to life.



Ultimately, our primary French curriculum nurtures a lifelong love for languages, aligning with Goal 4 and the pursuit of continuous learning (SDG 4.4). As students progress through their language learning journey, they develop the skills and mindset needed to adapt, communicate, and thrive in an ever-changing global landscape. Thus, our curriculum lays the foundation for a generation of compassionate, culturally literate, and internationally-minded individuals, actively contributing to a more harmonious and interconnected world.

## Appendix 1

### 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.

#### Subject content

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.