



What does 'Modern Foreign Language' look like at Adswood Primary?

1. Curriculum mapping



Our curriculum has been created for our children. We utilise resources and high quality, age appropriate stories, rhymes and songs read by native speakers which French children would be exposed too recommended by www.culturetheque.com that directly link to National Curriculum for each year group.



Institut Français created culturetheque website for anyone who is learning French for all abilities. They also created a project called The Primary French to provide free teaching materials that aim to train all who teach French in Key Stage 2. So teaching staff are developing their CPD skills at the same time as the children are learning.

Suitable for all practitioners, including those who have no prior knowledge of the language, and also specialist linguists who are new to teaching children in Key Stage 2, the materials aim to train the teacher by providing the subject knowledge that is needed in order to meet the requirements of the Programme of Study for Languages in Key Stage 2, as well as age-appropriate language-teaching methodology.



The teaching materials include lesson plans and PowerPoint Presentations for the interactive whiteboard. The PowerPoint presentations include all images and voice recordings necessary to model language and grammatical concepts to children.

In 2025/2026, Year 3 will be learning Niveau Bleu and Year 6 will be learning Niveau Tricolore. Years 4 and 5 will be mixed classes. As such they will be covering all the content of Niveau Blanc and Niveau Rouge over two years. The syllabus and been mixed and on a rolling two year program. They will start learning Year a content. There is a primary focus on speaking, listening and initial vocabulary acquisition as well as some reading and writing. By Years 5 and 6, the expectations have increased as children begin to apply their skills in more extensive reading and writing activities. Each year, the program of study bridges backs to previous years vocabulary whilst extending their knowledge and understanding of the French language and culture.

French Curriculum Overview 2025/2026			
The Primary French Project - KS2 French Curriculum Overview			
	Autumn	Spring	Summer
Year 3 bleu	Getting started in French	Discovering Paris	Introducing Myself
Cultural theme:	Greetings	Number	Introducing myself
Paris and cities of the UK	Numbers	Paris landmarks	Countires and capital Cities
	France and the UK		
Year 4/5 blanc/rouge Year A	Animals and colours	My town and telling the time	My favourite animals
Cultural theme:	Animals and colours	Telling the time	Likes /dislikes
Paris parks and gardens and	Colours	My town	My hobbies, my diary
Districts in Paris	Questions		My diary
			My hobbies
Year 6 tricolore	My class	My school	Myself & My family
Cultural theme:	Days and months	My school	Describing Myself
Festivals and Celebrations	Birthdays	My family	Clothes
	Classroom objects		Weather
In all topics, children will develop the grammatical knowledge outlined in the National Curriculum.			

The children build on prior knowledge and the modules allow for gradual development of skills as they provide plenty of opportunities to revisit and consolidate. The lessons are fun, interactive and fast-paced, promoting good listening skills and encouraging lots of speaking throughout. An importance is placed on hearing authentic French and each lessons PowerPoint includes native speakers. There are also a mix of experiences such as songs, games and rhymes.

These resources have instructions, historical and cultural context as well as sound buttons of native speakers reading the texts or singing the songs. This is one of the ways the curriculum aims to develop the children cultural understanding and broaden their depth of knowledge of the language while explore the patterns and sounds of language through songs and rhymes and appreciate stories, songs, poems and rhymes in the language.

Finger Rhyme 1

- Provide regular opportunities for children to learn and practise a finger rhyme
- You model each segment of language and its matching action
- You pause to invite the children to speak in chorus, echoing your words and copying your action
- Children gradually learn to perform it by heart

French Rhyme



Petit pouce, cache-toi !
Ou celle-là te mangera !

Hold up one thumb, the other hand circles around it. The thumb quickly folds into a fist, in order not to get caught by the other hand.



Petit pouce, sors de là !
Celle-là n'est plus là !

The other hand hides behind your back, the thumb unfolds from the closed fist.

French Songs

Il court, il court le furet

Le Furet is a very old French musical circle game, fashionable during the reign of Louis XIV. The children sit in a circle, holding on to a length of string that has been threaded through a ring.



Illustration from
www.flossing.org, used with
permission

Il court, il court le furet

As the children sing, the ring is passed discreetly along the length of string. Each player makes the motions of passing something along the string, whether or not they are holding the actual ring. A child in the middle of the circle must guess whose hands are holding the furet at the end of the song.



Illustration from
www.flossing.org, used with
permission

Il court, il court, le furet

Il court, il court, le furet
Le furet du bois,
mesdames,
Il court, il court, le furet,
Le furet du bois joli.
Il est passé par ici,
Il repassera par là.

Il court, il court, le furet
Le furet du bois,
mesdames,
Il court, il court, le furet,
Le furet du bois joli.

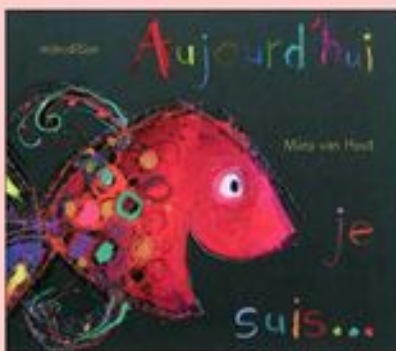


Listen to the song

See translation

French Story

Aujourd'hui, je suis...
Mies van Hout
ISBN 978-2-35413-152-4



Children are taught to listen attentively to spoken language and show understanding by joining in and responding during the lesson by following the PowerPoints for each lesson.

Providing opportunities to learn and practise real native French stories, finger rhymes and songs develops the children's listening skills and tuning into the French language as well as being introduced to additional high quality vocabulary and their intonation.

Our French lessons are planned from the long and medium term plans. Each half term we have 5 lessons, 1 song, 1 story, 1 finger rhyme and 1 assessment.

Long and Medium Term Planning
a two-year rolling programme for mixed-age classes using



niveau blanc

Niveau blanc – French Year 4 – Module 1

Learning Objectives

Leçon 1

- revise how to greet and say good-bye to your teacher, other adults and children
- learn how to name 8 common nouns
- revise the definition of a noun, learn the differences between a proper noun and a common noun

Leçon 2

- revise names for parts of the UK
- become familiar with the spellings of 8 nouns
- learn how to read the new words
- find out about determiners and the indefinite article

Leçon 3

- identify a word when you hear it being spelt out
- understand and respond to questions that include the conjunction *ou*
- revise certain phonemes: [y], [ɛ] and [ɔ]
- be able to identify France and the UK on a blank map

Leçon 4

- revise numbers 0-12
- use a speaking frame to practise asking and answering questions with a partner
- learn about the concept of liaison in spoken language
- share knowledge about London from a map and through discussion

Leçon 5

- play a game to practise using the numbers 0-12
- learn about the function of an adverbial phrase of place, and how to use it as a sentence opener
- learn that a fronted adverbial is usually followed by a comma
- share knowledge about Paris from a map and through discussion

Each half term the skills covered in each lesson are broken down into the different learning objectives to gradually build knowledge incrementally and allow enough time to revise and practise new skills.

There are detailed lesson plans giving step by step instructions and additional information the teacher may need. Each lesson follows a revision of greetings, learning focus, new vocabulary, grammar knowledge. On some occasions there are hyperlinks to follow at the end of lessons to give the class a tour or an area in France, a monument or park as well as additional information about the place.

niveau blanc

Leçon 1

Language content: *un poussin* (a chick), *un lapin* (a rabbit), *un renard* (a fox), *un canard* (a duck), *un mouton* (a sheep), *un poisson* (a fish), *un furet* (a ferret) and *un perroquet* (a parrot).

Learning focus	Teaching sequence
Revision of greetings and classroom instructions	<ul style="list-style-type: none">Teacher, children and cuddly toys exchange greetings. Greet certain children by name, eg <i>Bonjour, Natasha !</i>Revise some classroom language, inviting the children to respond with an action when you call out an instruction. <p>Slides 2 & 3</p>
Locating France and the UK on a map of Europe	<ul style="list-style-type: none">Using a map of Europe, e.g. https://www.google.co.uk/maps/@49.5,22.42, invite the children to identify the location of France the UK, and to identify the countries that are geographically closest to France. <p>Slide 4; Internet</p>
New vocabulary: 8 ordinary nouns: <i>un poussin, un lapin, un renard, un canard, un mouton, un poisson, un furet</i> and <i>un perroquet</i>	<ul style="list-style-type: none">Using picture flashcards, or the images and sounds on slide 4, introduce the children to eight ordinary nouns: <i>un poussin, un lapin, un renard, un canard, un mouton un poisson, un furet</i> and <i>un perroquet</i>. Make a feature of the fact that each noun is introduced by the word <i>un</i>. Encourage the children to listen carefully as you model each word, and to copy what you say. Focus on accurate pronunciation and clear diction. Allow the children to become familiar with the new words and their meanings by saying them aloud and associating the words with the pictures.Play a game of <i>Répétez si c'est vrai !</i> (Only repeat if it's true). If you point to a noun and say the correct name, the children must repeat what you have said. If you say the wrong name the children must keep silent. <p>Slide 5</p>
Putting the noun into a sentence. Revision of : <i>C'est un...</i>	<ul style="list-style-type: none">Using flashcards, or slides 6 to 13, model each noun within the structure of a simple sentence, e.g. <i>C'est un poisson</i> (It's a fish). This structure has been used previously with proper nouns, e.g. <i>C'est la Tour Eiffel</i>.Invite the children to echo your words in chorus. When all children have practised this by speaking in chorus, use a soft ball to invite individual children to echo your words using the sentence structure. Offer praise for accurate pronunciation, and correct intonation. Slide 14 shows all 8 nouns together. <p>Slides 6-14</p>
Grammar Points: <ul style="list-style-type: none">what is a noun?what is a proper noun, and a common noun?	<ul style="list-style-type: none">Through questioning and discussion, revise with the children what a noun is. Can the children identify the new vocabulary as nouns? Can they remember that they already know many nouns, such as the names of people, e.g. <i>Nora</i> and <i>Julien</i>, and the names of places and monuments, e.g. <i>la France</i>, <i>Paris</i> and <i>la Tour Eiffel</i>. Invite the children to think of some proper nouns and some common nouns in English. <p>Slides 15-20</p>
End of lesson	<ul style="list-style-type: none">Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p>Slide 21</p>

2. Learner voice

Most days, we speak to learners informally about their French learning. We want all our learners to have a voice and to be heard. We use learner voice to impact on the way we teach French in our school. For those learners who struggle with French we want to find out how they would like us to help them to make progress and enjoy their learning.

3. Adaptive Teaching

Que vois-tu dans la salle de classe ?

dictionnaire cahier gomme

Dans la salle de classe, je vois un abc longue rose, un cahier rouge et une gomme verte.

des jaunes / blancs / verts

Dans la salle de classe, je vois des trousse jaunes, des pinceaux blancs et des crayons verts.

Il y a je vois Dans

Dans la salle de classe, je vois des feutres orange, des ciseaux noirs, des stylos gris. Il y a aussi des règles bleues.

Noms Jagden Date Le 7 novembre

a b c d e f g h i j k l m n o p q r s t u v w x y z

Mettez ces mots dans l'ordre alphabétique.

vert bleu gris

noir rouge orange

jaune blanc rose



I	Independent learning
TS	Teacher supported learning
V	Verbal feedback
SA	Self-assessment
PA	Peer-assessment
Ø	Zero Tolerance targets need to be checked
Green	Learning objective met/correct
Orange	Working towards meeting learning objective
Pink	Learning objective not met/incorrect

Nom Julien Date 18/11/2017

L.C.I can write a short conversation between two people in French.

Example:

Bonjour, Julien. Comment ça va?

Ça va bien, merci.

Salut, Annick. Ça va?

Oui, ça va. Et toi?

Bonjour, Nora. Comment vas-tu?

Ça va bien, merci.

As a school we use the NASEN Teacher Handbook: SEND. MFL lessons are inclusive to all. Adaptive teaching allows all pupils to access learning and achieve age related expectations.

Throughout the 4 years of MFL there is a continuous revisiting of previous vocabulary and building of skills. New vocabulary is introduced with shorter sentences/ less complex before adding additional language.

We use simple step by step instructions. As well as careful modelling to support understanding. We use recordings of native speakers and video examples where appropriate to learn songs, rhymes, games and stories.

Keywords are displayed which uses dual coding to support understanding. We teach french phonics to enable our pupils to enable our pupils to segment and blend to support pronunciation, reading and writing.

All children will face the teacher when they are modelling a speaking task.

Appropriate use of subject materials such as video's songs and rhymes with actions to help fix language and perfect pronunciation.

Writing frames are used as well as when appropriate writing tasks can be adapted and colour coded for pupils to complete gap fill task.

4. Learning environment

There are no permanent French displays up in class. Around the school we do have French murals outside our school library. Each lesson has all the additional resources all ready prepared such as knowledge organisers, speaking frames, writing frames, flash cards, pictures which are specific for each term and lesson. They can be used in a variety of ways to help build cognitive pathways and build up skills in a fun and information rich way.

Year 3 Knowledge Organiser – AUTUMN TERM 1 niveau bleu

Bonjour ! Au revoir ! Monsieur / madame / Monsieur / les enfants oui, bien, merci la France Paris la Tour Eiffel l'Arc de Triomphe le Louvre la Tour Montparnasse	Hello Good-bye Gentle speaking to a man / to a woman / to family / to children yes, yes, thank France Paris the Eiffel Tower the Arc de Triomphe the Louvre Museum the Montparnasse Tower	Écoutez ! Regardez ! Tenez-vous ! Croisez les bras ! Assseyez-vous !	Écoutez ! Lisez ! Écoutez ! Lisez ! Tenez-vous ! Croisez les bras ! Assseyez-vous !		
la France	Paris	la Tour Eiffel	l'Arc de Triomphe	le Louvre	la Tour Montparnasse

Londres

Édimbourg

5. Opportunities to celebrate French.

We regularly celebrate our learners by sharing their learning with their parents and guardians on an application called Seesaw. Parents and guardians may receive video recordings of children having conversations, songs or learning rhymes, as well as photos of them doing their French lesson.

We have introduced French Ambassadors for Year 6 for 2023/2024. The children who excelled in MFL at the end of Year 5 apply by demonstrating their linguistic skills. Ambassadors will be awarded a French enamel badge at the beginning of Year 6 2023/2024. This is another way of demonstrating valuing French amongst the curriculum. The French Ambassadors being given more experience to mentor in their class whilst also understanding they will have additional expectations and challenge in their lessons. French Ambassadors will go and work with small groups from each year group. The teacher may ask them to practice numbers, colours or other relevant vocabulary for that year group.

6. Cross curricular French.

The Primary French Project provides cross curricular links which blend in naturally with other Key Stage 2 subjects and the National Curriculum subject content. For example, in Year 3 the French curriculum links with Year 3 geography content. Reinforcing knowledge about the United Kingdom, countries and capital cities. Another example would be for Year 4 and learning about adverbial phrases in English and French lessons at the same time.



CLIL stands for Content and Language Integrated Learning. It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English.

Teachers can decide if they want to follow the planning for the term and week, or if they feel their class would benefit one week for learning a French skill via a CLIL lesson. Such as French numbers, colours, animals during PE. All CLIL lessons have their own lesson plans and additional resources or PowerPoints ready for our teachers and year groups.

7. Learning beyond the classroom



I taught Year 6 how to play pétanque during their brain breaks. Explaining the rules, how inclusive the sport is, as well as where it would be played. This has developed their French cultural knowledge and they acquired a new skill at playing pétanque.



Our classroom doors display the languages spoken in class. On key stage 2 classroom doors you would be able to see a French hello speech bubble and well as a languages poster with welcome listed.

8. Challenges to deepen learning

Each year, I contact our local secondary schools to discuss opportunities for our children to experience languages being taught by a specialist as well as a chance to visit a language laboratory at a secondary school.

Depending on the secondary schools circumstance means on occasion they have not been able to accommodate us. Such as in 2024/2025. I will continue to request these opportunities in 2025/2026.










9. Self- Assessment

We have an end of module assessment for each half term. These assessment will look at the children's listening, reading, writing and speaking skills as well as peer assessment for speaking and children identifying what they, their partner did well and a wish to improve on next term. The class teacher also identifies what the child did well and an area to improve next half term.

Reading exercise

[illegible]

Written exercise

niveau rouge			  		
Niveau rouge – French Year 5 – Module 1					
Overall comment on my performance	2 stars	1 wish			
My comments	 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>			
My partner's comments	 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>			
My teacher's comments	 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>			

These assessments are then kept in a file for the teacher to look back on and monitor a child's progress. It also aids moderation and teachers being able to identify areas of learning to revisit or the need to add additional stretch. The peer assessment and pupil self reflection at the end of the term allows the pupils to have ownership of their French learning journey.

10. Staff CPD

Following a Staff Voice I addressed teachers concerns by providing them a scheme which supports an area of weakness they identified. I have provided long term, medium term and weekly planning. Which provides teachers with all the resources they require. The planning provides a clear sequence of learning. It supports teachers through the planning and structure of the scheme giving instructions and explanations for the year, term and individual lesson.




I liaise with MFL network meetings, LA cluster and attend MFL training. I then feedback to staff either by holding a meeting or sharing information via e-mails.

I am available during the school day to give CPD regarding a lesson or check something a teacher has created before the lesson on a 1-1 basis, as well as via e-mail.

11. Foundation 4/5

Foundation 5 is unique to Adswood Primary School. It is aimed at Year 5 and 6 children in order to aid their transition between year groups and primary to secondary school. R.E, P.E, Computing, Music and M.F.L are taught three afternoons a week by specialist teachers. This allows children to move from class to class, develop relationships with numerous members of staff and enhance their knowledge and understanding of that subject.

It is an excellent way to accelerate progress within these subjects. The children and staff love it! In 2026/2027 we will be moving to Foundation 4.



Summer 2 - Foundation 5 Timetable

	Monday		Wednesday		Thursday	
Mrs Lennon - R.E	YR 5 Yellow	YR 5 Green	YR 6 Blue	YR 5 Blue	YR 6 Green	YR 6 Yellow
Mr Smith - PE	YR 6 Blue (Netball)	YR 5 Yellow (Netball)	YR 6 Yellow (Dodgeball)	YR 6 Green (Dodgeball)	YR 6 Blue (Dodgeball)	YR 5 Yellow (Dodgeball)
Miss Richardson - Computing	YR 5 Blue	YR 6 Blue	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 5 Green
Miss Tracey - Music	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 6 Blue	YR 5 Green	YR 5 Blue
Madame Holland - M.F.L	YR 6 Yellow	YR 6 Green	YR 5 Green	YR 5 Yellow	Year 5 Blue	Year 6 Blue
Adam/Ben P.E	YR 5 Green	YR 5 Blue	YR 5 Blue	YR 5 Green	YR 6 Yellow	YR 6 Green

