

NEWTON BLUECOAT CE PRIMARY SCHOOL

MFL - FRENCH CURRICULUM

Whole-School Overview 2026-27

LISTEN • SPEAK • READ • WRITE • DISCOVER

“Shine from the inside out”

Building confidence, curiosity and a love of languages and cultures.

Our MFL Vision

At Newton Bluecoat, French gives children their first sustained experience of learning another language. We want pupils to become curious, confident communicators who enjoy listening to, speaking, reading and writing French and who recognise that language learning opens a window onto other people, places and cultures.

Our curriculum begins with sound, speech and familiar language before pupils encounter increasingly rich vocabulary and grammatical patterns. Phonics, vocabulary and sentence structures are deliberately revisited so that children can remember more, make connections and communicate with increasing independence. Intercultural understanding is embedded throughout.

By the end of Year 6, our linguists will...

- listen carefully to spoken French and respond with increasing confidence;
- recognise and reproduce key French phonemes and use them to support pronunciation and reading;
- take part in short conversations, ask and answer familiar questions and communicate simple information;
- read familiar words, phrases and short texts with growing accuracy and understanding;
- write familiar words, phrases and increasingly complete sentences using known vocabulary and structures;
- understand that French nouns have gender and begin to apply articles, adjective agreement and plural patterns appropriately;
- use dictionaries, word banks and prior learning to support increasingly independent language choices;
- notice patterns and similarities or differences between French and English;
- develop curiosity about French-speaking cultures, celebrations and ways of life;
- approach unfamiliar language with confidence, resilience and a willingness to have a go.

The Language Learning Journey

PHONICS	LISTEN & SPEAK	READ	WRITE	CULTURE
Hear and reproduce sounds	Understand and communicate	Recognise words and patterns	Build words, phrases and sentences	Explore language in its cultural context

Whole-School French Journey

The curriculum below retains the content specified in Newton Bluecoat's current MFL overview. Where the existing document does not identify term-by-term content, this is shown transparently rather than adding units that are not yet part of the agreed curriculum.

Year 3

Term	Current curriculum content
Autumn	Key phonic sounds; basic greetings; numbers to 12; asking and giving age; colours; further phonic sounds; Noël
Spring	Not specified in the current overview
Summer	Classroom instructions; classroom objects; masculine/feminine gender; simple plural

Year 4

Term	Current curriculum content
Autumn	Key phonic sounds; basic greetings; numbers to 12; asking and giving age; further phonic sounds; classroom instructions; Noël
Spring	The date; days of the week; months of the year; numbers to 31; La Chandeleur
Summer	Animal nouns; colour and colour adjectives; definite and indefinite articles; Bear story

Year 5

Term	Current curriculum content
Autumn	Not specified in the current overview
Spring	Revision of classroom greetings and classroom language; further phonics; numbers 1-31; days and months; date and birthdays; weather
Summer	Not specified in the current overview

Year 6

Term	Current curriculum content
Autumn	Not specified in the current overview
Spring	Not specified in the current overview
Summer	Revision of classroom greetings and classroom language; further phonics; numbers 1-31; days and months; date and birthdays; weather

Intercultural Understanding

The current Newton Bluecoat overview states that intercultural understanding is embedded in lessons. This is reflected through opportunities such as Noël and La Chandeleur, alongside comparison of language and cultural practices. As the curriculum is developed further, this strand can be made increasingly explicit across Years 3-6.

Thinking Like a Linguist

STRAND	HOW PUPILS LEARN TO THINK AND WORK
Phonics & Pronunciation	Listen closely to sounds; imitate accurately; connect graphemes and phonemes; use sound knowledge to decode and pronounce unfamiliar words.
Oracy	Listen for meaning; respond to questions and instructions; rehearse vocabulary; speak in phrases and sentences; develop confidence in short exchanges.
Reading	Recognise familiar vocabulary; use phonics and context to decode; identify patterns; read phrases and short texts with increasing independence.
Writing	Copy accurately; recall vocabulary; build phrases; apply familiar structures; adapt models and write increasingly independently.
Grammar	Notice gender and articles; understand singular and plural; explore adjective position/agreement and recurring sentence patterns.
Language Learning Strategies	Use repetition, actions, songs, pattern spotting, cognates, dictionaries and prior knowledge to remember and work out language.
Intercultural Understanding	Recognise that languages reflect cultures; explore celebrations and traditions; compare experiences respectfully and develop curiosity about the wider world.

Progression from Year 3 to Year 6

Year 3 foundations: Build confidence with key French sounds, greetings, numbers and familiar vocabulary; respond to simple classroom language; begin to notice gender and plural patterns.

Year 4 development: Retrieve core language while extending number, calendar and animal vocabulary; begin to combine nouns, articles and adjectives; encounter French celebrations and simple stories.

Years 5-6 consolidation and independence: The current overview identifies revision and extension of classroom language, phonics, numbers, dates, birthdays and weather. The next curriculum-development step is to specify how these are extended into increasingly independent speaking, reading and writing across all three terms.

Core Knowledge & Vocabulary

Language learning depends on secure recall. Pupils need repeated opportunities to retrieve high-frequency vocabulary, hear and reproduce sounds, and reuse familiar structures in new contexts.

KNOWLEDGE THREAD	CONTENT IDENTIFIED IN THE CURRENT OVERVIEW
Greetings & classroom language	bonjour, salut, au revoir; familiar classroom instructions and classroom objects
Numbers & personal information	numbers 1-12, extending to 31; asking and giving age; dates and birthdays
Colour & description	colour vocabulary; colour adjectives; using description with familiar nouns
Calendar & weather	days of the week; months of the year; dates; familiar weather expressions
Grammar	masculine/feminine gender; definite and indefinite articles; simple plural; adjective patterns
Phonics	key French phonemes and grapheme-phoneme correspondences, revisited regularly
Culture	Noël; La Chandeleur; intercultural understanding embedded through language learning

A Typical French Learning Sequence

- Revisit: retrieve familiar sounds, vocabulary or sentence patterns from previous learning.
- Listen: hear new language modelled clearly and repeatedly in a meaningful context.
- Notice: identify sounds, spelling patterns, cognates or grammatical features.
- Rehearse: practise orally through repetition, songs, games, partner talk and short exchanges.
- Read: connect spoken and written forms and develop confidence decoding familiar language.
- Write: move from supported copying and substitution towards adapting known language independently.
- Apply: use the language for a communicative purpose and reflect on what has been learned.

Implementation

- French is taught in Key Stage 2, with regular opportunities to revisit and retrieve previously learned sounds, vocabulary and structures.
- Teaching prioritises listening and speaking so that pupils hear accurate models and develop confidence before being expected to read and write unfamiliar language.
- Phonics is explicitly taught and revisited, helping pupils connect French sounds with written forms and improve pronunciation.
- New vocabulary is introduced in manageable amounts and practised through repetition, games, songs, actions, questioning and purposeful conversation.
- Reading and writing build from secure oral language. Pupils encounter familiar vocabulary in written form and increasingly adapt models to communicate their own information.
- Grammar is introduced through meaningful language, including gender, articles, plurals and adjective patterns already identified in the current curriculum.
- Teachers make links between new and prior learning so pupils recognise patterns rather than experiencing vocabulary as disconnected lists.
- Intercultural understanding is embedded through celebrations, stories, traditions and respectful comparison, helping children appreciate linguistic and cultural diversity.

Impact: What Will We See?

- Children enjoy French and are willing to speak aloud, experiment with pronunciation and learn from mistakes.
- Pupils remember an increasing bank of vocabulary and can retrieve familiar language without always relying on prompts.
- Children listen carefully and respond appropriately to familiar questions, instructions and phrases.
- Pupils use phonics knowledge to pronounce and read familiar French with increasing accuracy.
- Children make connections between words and grammatical patterns and begin to adapt familiar structures for their own purposes.
- Pupils can discuss some aspects of French culture and demonstrate curiosity and respect towards languages and cultures beyond their own.
- By the end of Year 6, pupils have developed positive attitudes and foundational language-learning strategies that prepare them for Key Stage 3 MFL.

LEARNING A LANGUAGE HELPS CHILDREN COMMUNICATE, CONNECT AND SEE THE WORLD THROUGH NEW EYES.