



TJS MFL Curriculum



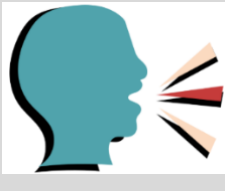


Together Everyone Achieves More



**“Une autre langue est une autre vision de la vie.”
Federico Fellini**

Our French curriculum fosters curiosity and confidence to communicate in another language. We use the Language Angels scheme to provide sequenced, ready-to-teach units with native audio, ensuring progression in listening, speaking, reading and writing, alongside age-appropriate grammar and phonics. Pupils learn to understand and respond to authentic spoken and written French, express ideas with increasing accuracy and fluency, and appreciate French culture.

Our MFL curriculum encompasses the five key curriculum drivers in the following ways:

Numerate 	Literate 	Articulate 	World Wise 	Aspirational 
Pupils use numbers, dates and time in real contexts such as timetables and prices. They notice patterns in verb paradigms and phoneme-grapheme correspondences.	Children develop vocabulary breadth and accurate spelling through phonics. They write phrases and short texts for real purposes using taught structures.	Pupils engage in conversations, ask and answer questions, and present orally with increasing confidence, rehearsing pronunciation and intonation.	Learners explore the culture and identities of French-speaking communities, compare languages and value multilingualism as a global skill.	We build strong foundations for KS3 languages and celebrate progress through performance and role-play.

Substantive Concepts		
Phonics	Vocabulary	Grammar
Understanding how French sounds map to letters (phoneme–grapheme correspondences), pronunciation rules, and intonation patterns.	Learning and retaining words and chunks for everyday topics and using them accurately in different contexts.	Understanding sentence structure, gender and number, articles, verb conjugation (present tense), questions, negatives, and adjective agreement.

National Curriculum 2014

Listen attentively to spoken language and show understanding by joining in and responding

Engage in conversations; ask and answer questions

Speak in sentences, using familiar vocabulary, phrases and basic language structure

Present ideas and information orally to a range of audiences

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Understand basic grammar

Second order (disciplinary) concept development - throughout the year

Patterns and Systems Recognising that languages have rules and patterns (e.g., verb endings, gender agreements) and applying these to new words and sentences.

Structure and Function Understanding how sentence structure affects meaning (subject–verb–object order, questions, negatives) and why accuracy matters for communication.

Phoneme–Grapheme Correspondence Linking sounds to spelling patterns; noticing silent letters and pronunciation rules to decode and encode words confidently

Language Variation and Register Knowing that language changes depending on context (formal vs informal greetings, politeness markers) and choosing appropriate forms

Meaning-Making and Translation Developing strategies to infer meaning from context, cognates, and prior knowledge rather than relying on word-for-word translation

Cultural Awareness Understanding that language reflects culture and identity; exploring idioms, traditions, and how these influence communication.

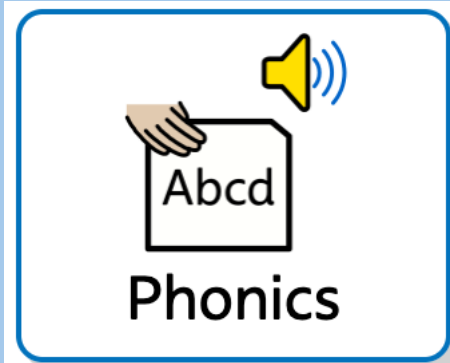
Metalinguistic Awareness Thinking about language as a system: comparing French to English, noticing similarities and differences, and using this to support learning.

Our MFL Curriculum



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	J'apprends le Français <i>I am learning French</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing	Les Animaux <i>Animals</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing	Les Instruments <i>Instruments</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing	Petit Chaperon Rouge <i>Little Red Riding Hood</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing	Je Peux <i>I am able/I know how</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing	Les Glaces <i>Ice creams</i> Language Angels Early language N/C Listening, Speaking, Reading, Writing, Grammar
Year 4	Je me presente <i>Introducing myself</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	La Famille <i>The family</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	Les Romains <i>The Romans</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	En Classe <i>In Class</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	Boucle d'Or <i>Goldilocks</i> Language Angels Intermediate N/C Listening, Speaking, Reading	Au Salon de Thé <i>At the Tearoom</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar
Year 5	As-tu un animal? <i>Do you have a pet?</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	La Date <i>The date</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing	Quel temps fait-il? <i>What's the weather?</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing	Chez moi <i>At my house</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	Les Vetements <i>Clothes</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar	Les Jeux Olympiques <i>The Olympic games</i> Language Angels Intermediate N/C Listening, Speaking, Reading, Writing, Grammar
Year 6	En Ville <i>In Town</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar	A l'école <i>At School</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar	Le Weekend <i>The Weekend</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar	Les planetes <i>The planets</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar	Manger et boucher <i>Healthy Eating</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar	Moi Dans La Monde <i>Me in the world</i> Language Angels Progressive N/C Listening, Speaking, Reading, Writing, Grammar

Substantive Concepts: Threads Through Our Curriculum



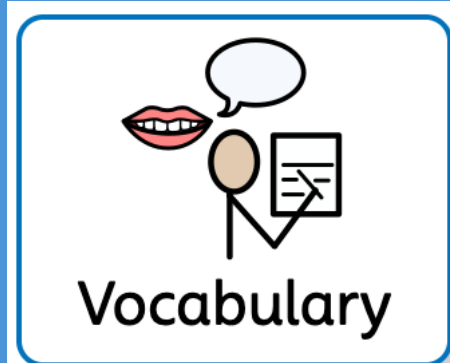
Phonics

Phonics in French is about investigating:

- How sounds in French differ from English and why accurate pronunciation matters for communication.
- The relationship between letters and sounds, including silent letters and accent marks.
- How patterns in spelling and pronunciation help us decode new words and speak confidently.

Key question to thread this concept across the topic:

How does understanding French sounds help us become better communicators in another language?



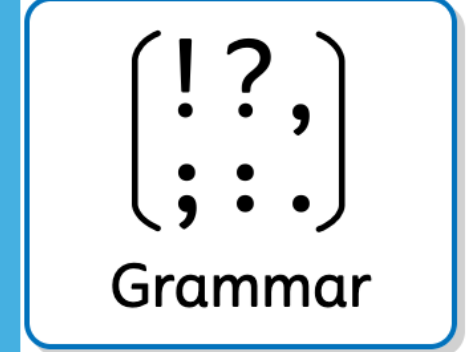
Vocabulary

Vocabulary in French is about investigating:

- How learning new words helps us communicate ideas and understand others.
- The way words are grouped by theme (e.g., food, animals and how this supports memory and fluency).
- How vocabulary connects to culture, showing what matters in everyday life in French speaking countries.

Key question to thread this concept across the topic:

How does learning these words help us express ourselves and understand French culture?



Grammar

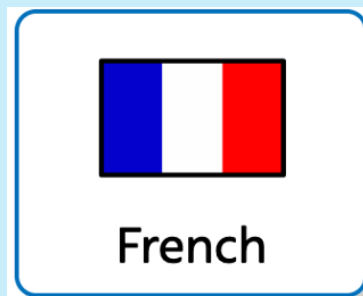
Grammar in French is about investigating:

- How words change depending on gender and number, and why this matters for accuracy.
- The way verbs are structured and how their endings show who is doing the action.
- How sentence order affects meaning and helps us to communicate clearly.

Key question to thread this concept across the topic:


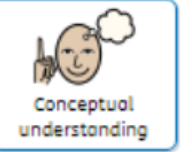
How does learning these words help us express ourselves and understand French culture?

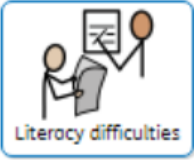
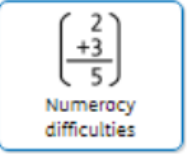

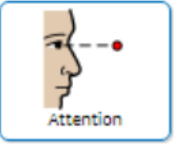
MFL and SEND



Any adaptations to the MFL curriculum should depend on pupils' specific needs. These adaptations should focus on **how the subject is taught rather than reducing the language content** pupils are expected to learn. This is because exposure to authentic vocabulary, pronunciation, and cultural context is essential for progression.

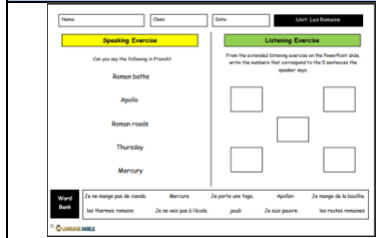

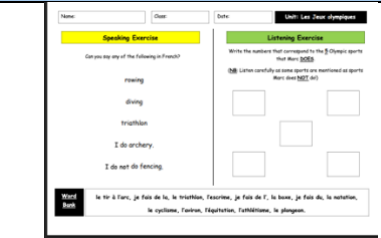
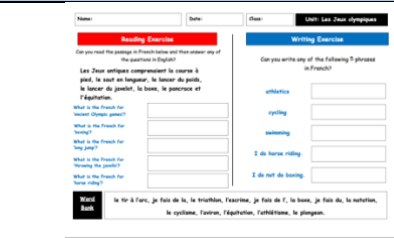
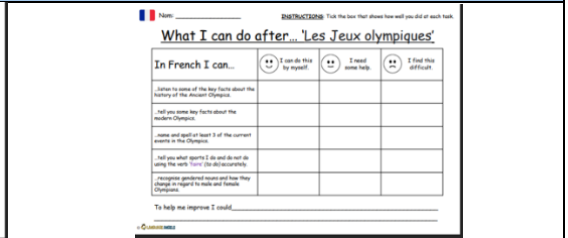
Reducing the curriculum can limit pupils' ability to build fluency later and should be avoided. Instead, adaptations should include **scaffolding for speaking and listening**, visual supports for vocabulary, and strategies to reduce unnecessary demands on working memory. Supporting pupils to access key language structures and cultural knowledge will ensure they can participate meaningfully and make sustained progress contexts will ensure they can participate fully and make sustained progress.

Area of need	Adaptive practice
 <p>Vocabulary and/or language</p>	<ul style="list-style-type: none"> ▪ Begin each lesson with a review of previous vocabulary (greetings, key phrases). ▪ Use visual word banks with images for all new words. ▪ Refer to key vocabulary throughout the lesson and during other subjects (cross-curricular links). ▪ Create interactive displays with French words and pictures. ▪ Provide additional opportunities for oracy through short speaking tasks. ▪ Use talk scaffolds (sentence starters like <i>Je voudrais...</i>, speaking frames). ▪ Include pictures and real objects for concrete understanding.
 <p>Conceptual understanding</p>	<ul style="list-style-type: none"> ▪ Pre-teach tricky concepts (e.g., gender, articles) in small groups. ▪ Use dual coding (word + image + sound) for phonics and vocabulary. ▪ Provide worked examples for sentence building. ▪ Connect new learning to previous units (e.g., greetings → polite requests). ▪ Use graphic organisers for sentence structure. ▪ Incorporate stories and songs to reinforce language patterns.

	<ul style="list-style-type: none"> Use artefacts or props for role-play (menus, cones, tubs). Discuss common misconceptions (e.g., silent letters, word order). Offer immersive experiences (French café role-play, visitors). Enable non-writing activities (sorting cards, matching games, oral quizzes).
 <p>Literacy difficulties</p>	<ul style="list-style-type: none"> Provide visual word banks and personalised picture cards during input. Use oracy-based activities: role play, drama, interviews, podcasts. Offer choice of outcomes (speaking, drawing, matching, recording on iPad). Encourage collaborative learning (paired speaking tasks). Scaffold reading with accessible texts or teacher-read support. Use sentence starters for writing tasks (<i>Je voudrais..., dans un cornet...</i>).
 <p>Numeracy difficulties</p>	<ul style="list-style-type: none"> Explicitly teach numbers and prices using scaled visuals (menus with euros). Use timelines or sequences for ordering steps in role-play.
 <p>Change and transition</p>  <p>Attention</p>	<ul style="list-style-type: none"> Establish clear routines for greetings and transitions. Organise workspaces with visual task planners. Use stimuli (songs, props) to maintain engagement. Provide movement breaks (e.g., “Simon dit” game). Chunk learning into short, manageable tasks. Give pre-exposure to resources (menus, vocabulary cards). Provide countdowns for transitions (role-play setup).

Assessment

Assessed after each unit using Language Angels materials

				
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