

MFL in the National Curriculum 2014

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.

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.

Enstone Primary School Curriculum Rationale for MFL (French)

At Enstone Primary School, we use the Kapow Primary French scheme to support the teaching of Modern Foreign Languages (MFL) across Key Stage 2. The Kapow curriculum provides a carefully sequenced and progressive framework that ensures full coverage of the National Curriculum while enabling pupils to develop confidence in speaking, listening, reading and writing in French. The scheme supports the systematic development of vocabulary, grammar and pronunciation, helping pupils to communicate with increasing accuracy and fluency while fostering an appreciation of language learning and different cultures.

Curriculum Intent

Our intent is to provide pupils with an engaging, ambitious and inclusive French curriculum that develops curiosity about languages and cultures beyond their own. Through high-quality learning experiences, pupils build confidence in communicating in French, acquiring and applying new vocabulary, understanding key grammatical concepts and developing accurate pronunciation. Learning is carefully sequenced to ensure that pupils revisit and extend prior knowledge, enabling them to make meaningful connections and become increasingly confident language learners. We aim to inspire a lifelong interest in languages and equip pupils with the foundations for future language study.

Curriculum Implementation

Kapow provides a coherent progression of language knowledge and skills, ensuring that learning is carefully sequenced from Year 3 to Year 6. Lessons are built around clearly defined vocabulary, grammar, pronunciation and language structures, giving pupils regular opportunities to practise speaking, listening, reading and writing in meaningful contexts. Prior learning is revisited and built upon to strengthen retention and confidence. Teachers adapt and enrich the curriculum where appropriate, making links to wider curriculum themes and celebrating the cultures and traditions of French-speaking countries. Interactive activities, songs, games, stories and conversations encourage active participation and support pupils in developing confidence and enjoyment in learning French.

Curriculum Impact

Through this approach, pupils develop the knowledge, skills and confidence to communicate effectively in French at an age-appropriate level. They become increasingly proficient in using a growing range of vocabulary and grammatical structures, improving their pronunciation, comprehension and written communication over time. Pupils develop positive attitudes towards language learning and gain an appreciation of the cultures and traditions of French-speaking communities. By the end of Key Stage 2, pupils have developed the knowledge, understanding and skills required by the National Curriculum and are well prepared to continue their language learning at secondary school.

Long term planning cycle for MFL (French) from September 2026, using KAPOW

These units are from the **KAPOW** mixed age planning scheme for French.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Cherwell Class (Years 3 and 4) CYCLE A	Unit 1 – French Greetings with Puppets Unit 2 – French Adjectives of Colour, Size and Shape	Unit 3 – Playground Games – Numbers and Age Unit 4 – In a French Classroom	Unit 5 – Bon Appetite Unit 6 – Shopping for French Food
Cherwell Class (Years 3 and 4) CYCLE B	Unit 1 – This is Me Unit 2 – School Days	Unit 3 – Birthday Celebrations Unit 4 – Colourful Creatures	Unit 5 – Fabulous French Food Unit 6 – Gourmet Tour of France
Evenlode Class (Years 5 and 6) CYCLE A	Unit 1 – Portraits – Describing in French Unit 2 – Meet My French Family	Unit 3 – Clothes – Getting Dressed in France Unit 4 – French Weather	Unit 5 – Exploring the French Speaking World Unit 6 – Planning a French Holiday
Evenlode Class (Years 5 and 6) CYCLE B	Unit 1 – French Transport Unit 2 – In My French House	Unit 3 – French Music Celebrations Unit 4 – Verbs in a French Week	Unit 5 – Visiting a Town in France Unit 6 – French Sport and the Olympics