

Modern Languages - French  
St Thomas and St Anne's CE Primary  
School



Long Term Rolling Programme  
2025-2027

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our Long, medium- and short-term planning are supported by resources based on the The Primary French Project. Culturethèque UK digital library.

We plan for a weekly lesson of 30 minutes. Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

Decisions regarding which modules the children will follow have been based on outcomes of a curriculum review and also because of missed learning in previous years due to the COVID 19 pandemic. Therefore, children in Year 5 of Ash class will follow Blanc units for this year (2021-22).

We ensure that children are building on previously learning by referring to progression grids as well as our milestones for French.

Our threshold concepts (key areas of learning that the children revisit across the programme of study) for languages are:

- **Read fluently**  
This concept involves recognising key vocabulary and phrases.
- **Write imaginatively**  
This concept involves using key vocabulary and phrases to write ideas.
- **Speak confidently**  
This concept involves using key vocabulary and phrases to verbally communicate ideas.
- **Understand the culture of the countries in which the language is spoken**  
This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

2025-2026 Year A	Autumn Term		Spring Term		Summer Term	
Y3/4 Ash	Nivaeu Bleu Module 1	Nivaeu Bleu Module 2	Nivaeu Blanc Module 3	Nivaeu Blanc Module 4	Nivaeu Bleu Module 5	Nivaeu Blanc Module 6
Year 5/6 Oak	Niveau Rogue Module 1	Niveau Rogue Module 2	Niveau Tricolor Module 3	Niveau Tricolor Module 4	Niveau Rogue Module 5	Niveau Tricolor Module 6

2026-2027 Year B	Autumn Term		Spring Term		Summer Term	
Y3/4 Ash	Niveau Blanc Module 1	Niveau Blanc Module 2	Niveau Bleu Module 3	Niveau Bleu Module 4	Niveau Blanc Module 5	Niveau Bleu Module 6
Y3/4						
Year 5/6 Oak	Niveau Tricolor Module 1	Niveau Tricolor Module 2	Niveau Rogue Module 3	Niveau Rogue Module 4	Niveau Tricolor Module 5	Niveau Rogue Module 6

	Milestone 1	Milestone 2	Milestone 3
<b>Read fluently</b> This concept involves recognising key vocabulary and phrases.	Milestone 1 (optional) <ul style="list-style-type: none"> <li>• Read out loud everyday words and phrases.</li> <li>• Use phonic (or logographic in Mandarin) knowledge to read words.</li> <li>• Read and understand short written phrases.</li> <li>• Read out loud familiar words and phrases.</li> <li>• Use books or glossaries to find out the meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>
<b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.	<ul style="list-style-type: none"> <li>• Write or copy everyday words correctly.</li> <li>• Label items and choose appropriate words to complete short sentences.</li> <li>• Write one or two short sentences.</li> <li>• Write short phrases used in everyday conversations correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>

**Speak confidently**

This concept involves using key vocabulary and phrases to verbally communicate ideas.

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.

- Understand the main points from spoken passages.

- Ask others to repeat words or phrases if necessary.

- Ask and answer simple questions and talk about interests.

- Take part in discussions and tasks.

- Demonstrate a growing vocabulary.

- Understand the main points and opinions in spoken passages.

- Give a short prepared talk that includes opinions.

- Take part in conversations to seek and give information.

- Refer to recent experiences or future plans, everyday activities and interests.

- Vary language and produce extended responses.

- Be understood with little or no difficulty.

**Understand the culture of the countries in which the language is spoken**

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

- Identify countries and communities where the language is spoken.

- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.

- Show awareness of the social conventions when speaking to someone.

- Describe with some interesting details some aspects of countries or communities where the language is spoken.

- Make comparisons between life in countries or communities where the language is spoken and this country.

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.