Statement of Intent for MFL

Our School Vision

'Together we Dream, Believe, Challenge and Achieve'

At Sulhamstead and Ufton Nervet C of E (VA) Primary School, our vision is strongly rooted in Christian traditions. Our inclusive community inspires pupils to dream big and have belief, inspired by faith, with enquiring minds and a spirit of curiosity; developing creativity, integrity and resilience. We challenge ourselves through exploration, and using a broad and balanced curriculum, strive for high achievement for all.

'What man of you, having a hundred sheep, if he loses one of them, does not leave the ninety-nine in the wilderness, and go after the one which is lost until he finds it?' – Luke 15:4

Intent

At Sulhamstead and Ufton Nervet Primary School, The Kapow Primary French Scheme of work is followed. This scheme of work aims to inspire pupils to become curious, confident and enthusiastic language learners with a broad understanding of the French language and culture; in other words, to think and communicate like linguists. The intention is for pupils to develop the skills to listen, speak, read and write in French, while building the confidence to express themselves and explore new ways of thinking through language learning.

The scheme is designed to develop pupils' understanding of how learning another language connects people, cultures, and communities worldwide. The aim is to encourage pupils to become open-minded, active citizens who can appreciate diversity and engage meaningfully with the wider world.

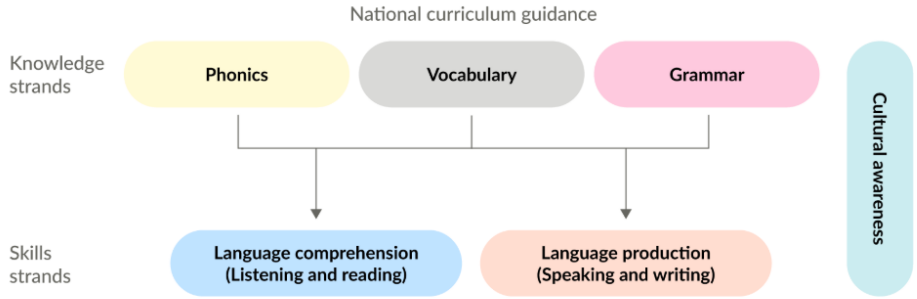
Additionally, the scheme supports teachers in developing their subject knowledge and pedagogical skills, enabling them to deliver engaging and well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring that all pupils are supported to participate fully and achieve their potential.

The knowledge strands of phonics, vocabulary and grammar are often referred to as the three pillars of progression.

There are also two complementary skills strands:

- Language comprehension.
- Language production.

Additionally, pupils develop cultural awareness throughout the French curriculum.



Throughout the scheme of work, children will also be developing their cultural awareness of France and the French-speaking world.

Kapow Primary's French scheme has been designed to represent a wide range of cultures, communities and perspectives from across the French-speaking world.

- Where appropriate, the historical and cultural influences on the French language and its global presence are explored.
- The scheme's visual and textual content is inclusive and representative of diverse people and places, challenging stereotypes and outdated views of French-speaking cultures.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

The Kapow Primary French scheme supports children in appreciating the richness of the French language, the diversity of cultures where it is spoken, and the connections between different communities around the world.

Implementation

It is recommended that Kapow Primary French be taught for 45 minutes per week to meet the needs of the National curriculum. CPD videos are directly related to the teaching and learning within the lesson or unit.

French unit hubs contain all the necessary lesson links, resources and information relevant to the unit being taught.

Information on the unit hubs corresponds to all the relevant French key documents, such as the *Progression of skills and knowledge* and *Vocabulary progression*.

The unit hub also links to useful resources and key documents, suggests units that could build on knowledge or activate prior learning and outlines cross-curricular links.

Each French lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall. A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective. This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all pupils.

A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Kapow Primary's French scheme is designed to be fully adaptable for pupils with SEND.

Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all pupils. Children learn in a variety of ways. As such, Kapow Primary French lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Impact:

Kapow Primary French lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Each unit provides an *Assessment quiz* and *Knowledge catcher*, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work and creative responses. Lessons encourage discussion, reflection and verbal explanations.

This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.