

Cavendish CE Primary School

French Long-Term Plan

Wrens (Years 3/4) and Owls (Years 5/6)

Two-year mixed-age rolling programme | 2026-2028

Current teaching cycle: Cycle B 2026/27 | Next teaching cycle: Cycle A 2027/28

Based on Oak National Academy KS2 French and explicitly mapped to the National Curriculum in England: Languages programme of study for Key Stage 2.

We Learn. We Love. We Belong.

Curriculum intent

At Cavendish, French enables pupils to become confident, curious and respectful communicators. Through a carefully sequenced programme of phonics, vocabulary and grammar, pupils learn to listen, speak, read and write with increasing independence. The curriculum celebrates the wider French-speaking world and supports pupils to see themselves as global citizens who are interested in people, cultures and communities beyond their own.

- Build secure foundations in French phonics so pupils can pronounce unfamiliar words with growing accuracy.
- Develop a useful, frequently revisited vocabulary that pupils can recombine to communicate their own ideas.
- Teach grammar explicitly and cumulatively, including high-frequency verbs, noun gender, adjective agreement, questions and negation.
- Provide frequent, low-stakes opportunities to listen, rehearse, speak, read and write.
- Develop cultural curiosity through France, Haiti and the wider Francophone world, linking to respect, belonging and global citizenship.
- Ensure every pupil, including pupils with SEND, can participate successfully through clear modelling, visual support, repetition and carefully scaffolded practice.

Statutory position and mixed-age organisation

French is taught throughout Key Stage 2. The curriculum is organised as a two-year rolling programme for Wrens (Years 3/4) and Owls (Years 5/6). National Curriculum coverage is secured cumulatively across each phase cycle.

Shared learning where it adds value. Distinct expectations where they matter.

- Cycle B is taught in 2026/27 and Cycle A in 2027/28.
- Each cycle is a valid entry point. The autumn sequence includes planned diagnostic retrieval and bridging so pupils joining the phase can access the language that follows.
- Teachers revisit prerequisite phonics, vocabulary and grammar whenever assessment shows that prior knowledge is insecure, including for pupils who join the school mid-cycle.
- Mixed-age teaching keeps pupils within the same language goal while increasing expectations for recall, fluency, accuracy, independence and application.

How French is taught at Cavendish

- One 30-minute French lesson each week in Wrens and Owls, with brief retrieval opportunities woven into classroom routines where appropriate.
- Oracy comes first: pupils hear and rehearse new language before reading and writing it.
- Oak lesson slides, audio and resources are the core teaching materials. Teachers adapt examples and scaffolds to the Cavendish context without weakening the planned language progression.
- Each half term ends with a purposeful application task rather than a lengthy formal test.

The Cavendish 5 in French

Non-negotiable	What this looks like in French
Retrieval	Revisit pronunciation, vocabulary and previously taught structures so new learning connects to secure prior knowledge.
I Do, We Do, You Do	Model pronunciation and sentence construction explicitly; rehearse together; then move pupils towards independent communication.
Purposeful practice	Give repeated opportunities to hear, say, read, write and recombine useful language rather than completing isolated vocabulary tasks.
High-quality questioning	Ask pupils to notice patterns, retrieve language, explain choices, respond spontaneously and compare French with English.
Feedback	Correct misconceptions and pronunciation promptly and give precise feedback that improves accuracy, fluency and independence.

National Curriculum linkage

This rolling programme secures the statutory Key Stage 2 Languages programme of study. The codes below identify the principal statutory links within each half-term overview. Coverage is cumulative: later units revisit and deepen earlier requirements rather than treating them as one-off objectives.

Code	Statutory National Curriculum requirement
NC1	Listen attentively to spoken language and show understanding by joining in and responding.
NC2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
NC3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
NC4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.
NC5	Develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases.
NC6	Present ideas and information orally to a range of audiences.
NC7	Read carefully and show understanding of words, phrases and simple writing.
NC8	Appreciate stories, songs, poems and rhymes in the language.
NC9	Broaden vocabulary and develop the ability to understand new words in familiar written material, including through using a dictionary.
NC10	Write phrases from memory and adapt these to create new sentences and express ideas clearly.
NC11	Describe people, places, things and actions orally and in writing.
NC12	Understand basic grammar appropriate to French, including gender and the conjugation of high-frequency verbs.
NC13	Understand key features and patterns of French, apply these to build sentences, and recognise similarities and differences with English.

Wrens: Years 3 and 4

The Wrens programme establishes the essential foundations of language learning. Both cycles are designed as valid entry points. Each autumn begins with diagnostic retrieval and bridging of the phonics, vocabulary and high-frequency verbs needed for the cycle, while older and more experienced pupils deepen accuracy, fluency and independence.

Cycle B - foundation and first recombination | 2026/27

Half term	Unit / focus	Core language and knowledge	Cavendish application
Autumn 1	Me and others <i>NC1, NC2, NC3, NC4, NC5, NC7, NC10, NC11, NC12, NC13</i>	Core French vowels and silent final consonants; greetings; je suis / tu es / il est / elle est; simple adjectives; classroom register.	Introduce oneself and a partner orally; complete a short identity card.
Autumn 2	What I and others have <i>NC1, NC3, NC4, NC5, NC7, NC10, NC11, NC12</i>	Grammatical gender; un/une; c'est; j'ai / tu as / il a / elle a; classroom and personal belongings; Christmas phonics and culture.	Pack a school or Christmas bag and say/write what it contains.
Spring 1	What I and others do <i>NC1, NC3, NC4, NC5, NC6, NC10, NC11</i>	Regular -er verbs in the singular; classroom actions and familiar activities; intonation questions.	Ask and answer what people do; write 3-4 linked sentences.
Spring 2	Numbers and plural nouns <i>NC4, NC5, NC6, NC7, NC9, NC10, NC11, NC12, NC13</i>	Numbers; il y a; singular/plural nouns; liaison; counting objects around school.	Create and present a "Cavendish in numbers" mini-poster.
Summer 1	Introductions revisited and extended <i>NC3, NC4, NC5, NC6, NC10, NC11, NC12, NC13</i>	Retrieval of être and avoir; adjective agreement; fuller introductions; days and simple personal information.	Hold a short paired conversation using rehearsed questions and answers.
Summer 2	Activities and celebration <i>NC1, NC2, NC5, NC6, NC7, NC8, NC9, NC10</i>	Regular -er verbs revisited; reading and listening fluency; poem/song; cultural spotlight on a French-speaking place.	Perform a short rhyme, dialogue or spoken presentation.

Wrens: Years 3 and 4

Cycle A - consolidation and greater independence | 2027/28

Autumn 1 functions as a deliberate bridging unit, not a token recap. It secures the essential Year 3 language needed before pupils move into the more demanding recombination and application that follows.

Half term	Unit / focus	Core language and knowledge	Cavendish application
Autumn 1	Bridging unit: introductions <i>NC1, NC3, NC4, NC5, NC7, NC10, NC11, NC12</i>	Diagnostic retrieval and explicit re-teaching of core phonics, greetings, être, avoir, noun gender and adjective agreement so all incoming Year 3 pupils can access the cycle.	Introduce oneself orally and write a short supported paragraph.
Autumn 2	Activities <i>NC1, NC2, NC3, NC5, NC6, NC7, NC8, NC9, NC12, NC13</i>	Singular regular -er verbs; negatives with ne...pas in highly familiar sentences; classroom and leisure activities.	Describe what self and others do and do not do.
Spring 1	What I and others like <i>NC1, NC3, NC4, NC5, NC11, NC12, NC13</i>	Opinion verbs; j'aime / je n'aime pas; asking and answering questions; reasons using simple adjectives where appropriate.	Conduct and report a class preferences survey.
Spring 2	People, places and things <i>NC1, NC4, NC5, NC7, NC9, NC10, NC11, NC12, NC13</i>	Adjective agreement with masculine/feminine nouns; subject pronouns for people and things; dictionary/reference skills.	Create an illustrated description of a person, place or object.
Summer 1	What I and others like doing <i>NC1, NC5, NC6, NC7, NC8, NC9, NC10, NC11</i>	Two-verb structures, especially aimer + infinitive; joining ideas; improving fluency and independence.	Write and present a personal "things I like doing" profile.
Summer 2	Culture and consolidation <i>NC1, NC3, NC4, NC5, NC6, NC7, NC8, NC10, NC11</i>	Stories, songs, poems and cultural learning from France and the wider Francophone world; cumulative retrieval.	Complete an end-of-cycle spoken and written showcase.

Owls: Years 5 and 6

The Owls programme builds from secure foundations towards sustained communication. Pupils increasingly manipulate familiar language, read and listen with greater independence, and present ideas to different audiences. Each cycle begins with planned retrieval so incoming Year 5 pupils can access the sequence.

Cycle B - plural language and wider Francophone culture | 2026/27

Half term	Unit / focus	Core language and knowledge	Cavendish application
Autumn 1	Me and others: plural être <i>NC1, NC2, NC4, NC5, NC7, NC10, NC11, NC12, NC13</i>	Bridging retrieval of singular language; nous/vous/ils/elles with être; plural adjective agreement; questions and short conversations.	Present a group or class profile using singular and plural forms.
Autumn 2	Celebrations in France and Haiti <i>NC1, NC3, NC5, NC7, NC11, NC12</i>	Plural regular -er verbs; est-ce que questions; ne...pas; cultural study of celebrations in France and Haiti.	Compare two celebrations using a short supported presentation.
Spring 1	What I and others have: plural avoir <i>NC1, NC3, NC5, NC6, NC11, NC12, NC13</i>	Plural forms of avoir; plural nouns and determiners; asking and answering what groups have.	Describe what different groups have in a school or community context.
Spring 2	Reading and writing consolidation <i>NC1, NC4, NC5, NC7, NC9, NC10, NC11, NC12, NC13</i>	Recombine être, avoir, adjectives, nouns and regular verbs across unfamiliar short texts; dictionary skills.	Read a short text and produce an adapted version.
Summer 1	Francophone culture project <i>NC3, NC4, NC5, NC6, NC7, NC9, NC10, NC11, NC12</i>	Explore a French-speaking country or region through age-appropriate authentic material, maps, images, music and key language.	Create a bilingual cultural information page or display.
Summer 2	Independent communication <i>NC1, NC2, NC5, NC6, NC7, NC8, NC10, NC11</i>	Cumulative retrieval and increasing independence in listening, speaking, reading and writing.	Deliver a short spoken presentation and write a linked paragraph from memory.

Owls: Years 5 and 6

Cycle A - application, independence and transition | 2027/28

The principal National Curriculum links are identified below. This cycle deliberately recombines previously taught phonics, vocabulary and grammar, while increasing spontaneity, independence, audience awareness and readiness for secondary language learning.

Half term	Unit / focus	Core language and knowledge	Cavendish application
Autumn 1	School <i>NC1, NC3, NC4, NC5, NC7, NC10, NC11, NC12, NC13</i>	Bridging retrieval of core phonics, être, avoir, il y a and regular verbs; school subjects, places and routines.	Describe Cavendish school and a typical school day.
Autumn 2	Where I am going <i>NC1, NC3, NC4, NC5, NC6, NC7, NC10, NC11, NC12, NC13</i>	Singular forms of aller; destinations; où est-ce que; asking and answering where people are going.	Plan and perform a short “around town” or journey dialogue.
Spring 1	What I and others do <i>NC1, NC3, NC4, NC5, NC6, NC7, NC10, NC11, NC12, NC13</i>	Singular forms of faire; qu'est-ce que; familiar activities; listening for detail and responding spontaneously.	Interview a partner and report what they do.
Spring 2	Extended reading and writing <i>NC4, NC5, NC7, NC9, NC10, NC11, NC12, NC13</i>	Recombine present-tense verbs, questions, negation and adjective agreement; use reference resources with greater independence.	Write an extended description or email of approximately 60-80 words with support.
Summer 1	Transition project: me, my school and my world <i>NC3, NC4, NC5, NC6, NC7, NC9, NC10, NC11, NC12, NC13</i>	Consolidate key KS2 grammar and high-frequency vocabulary; prepare to communicate with an unfamiliar audience.	Create a French transition booklet or digital presentation for secondary school.
Summer 2	KS2 French showcase <i>NC1-NC13 (cumulative)</i>	Songs, poetry, culture and cumulative assessment across listening, speaking, reading and writing.	Present a final individual or group showcase celebrating progress in French.

Progression across the mixed-age classes

Thread	Wrens (Years 3/4)	Owls (Years 5/6)
Phonics and pronunciation	Recognise and reproduce core French vowel and consonant patterns; imitate accurately; read familiar words aloud.	Apply known sound-symbol correspondences to unfamiliar words; pronounce phrases with improving rhythm, intonation and liaison.
Vocabulary	Recall and use high-frequency language about self, others, belongings, actions, numbers and preferences.	Recombine a broader repertoire about school, activities, places and culture; use reference resources selectively.
Grammar	Use singular être, avoir and regular -er verbs; recognise noun gender; agree simple adjectives; form intonation questions.	Use singular and plural high-frequency verbs; apply adjective agreement; ask questions with est-ce que / question words; use negation and two-verb phrases.
Listening	Identify familiar words and short phrases and respond through actions, choice or brief answers.	Understand the main points and selected detail in short passages delivered at near-normal speed.
Speaking	Rehearse and perform short exchanges and sentences with support.	Ask and answer questions with increasing spontaneity; give short presentations and adapt rehearsed language.
Reading	Read and match familiar words, phrases and simple sentences; use phonics to decode.	Understand short adapted and authentic texts; infer meaning using context, cognates and a dictionary.
Writing	Copy accurately, write phrases from memory and adapt sentence frames to express simple ideas.	Write linked sentences and short paragraphs, adapting known grammar and checking accuracy with reference resources.
Culture	Encounter songs, rhymes, stories and everyday life in France and other French-speaking settings.	Compare aspects of life and celebration across the Francophone world and respond with curiosity and respect.

Assessment and evidence

- Begin lessons with retrieval of pronunciation, vocabulary and previously taught grammatical structures.
- Use ongoing teacher assessment through listening responses, paired speaking, reading checks, questioning and short written tasks.
- Retain one clearly identified application task each half term selectively in books or digitally.
- Judge progress through pupils' ability to recall, adapt and communicate, not simply through copying or memorising a topic list.
- Year 6 transition information should identify strengths in phonics, vocabulary, grammar and confidence so secondary colleagues receive a meaningful picture of prior learning.

Inclusion and adaptation

Adapt access, not ambition. All pupils remain within the same core language goal, with scaffolding adjusted to support successful participation.

- Pre-teach or rehearse a small number of key words before whole-class oral work.
- Use uncluttered visuals, gesture, sound prompts, sentence builders and dual-coded vocabulary where these reduce cognitive load.
- Allow repeated oral rehearsal before public performance and provide alternatives such as paired recording where anxiety is a barrier.
- Challenge confident linguists through spontaneous questions, removal of scaffolds, dictionary use and adaptation for a new audience - not simply by adding more vocabulary.

Subject leadership and monitoring

- Check that the current Cavendish cycle and agreed sequence are being followed.
- Review books, pupil voice and short lesson visits to check that phonics, vocabulary and grammar are taught cumulatively and that pupils speak frequently.
- Check that retrieval and bridging are strong enough for pupils entering a mixed-age cycle, including pupils who join the school mid-cycle.
- Monitor that Oak resources are adapted carefully rather than replaced by disconnected topic activities.
- Sample the experience and outcomes of pupils with SEND and disadvantaged pupils, ensuring access is adapted without reducing the intended language learning.

Source and resource base

Oak National Academy KS2 French curriculum plan (exported 14 July 2026), current Oak Primary French curriculum resources, and the statutory National Curriculum in England: Languages programme of study for Key Stage 2. Unit titles and core language sequencing are retained; the two-year mixed-age organisation, Cavendish applications, bridging, assessment and implementation guidance are school-specific adaptations.