

CUSP French Curriculum

Teacher Handbook

CUSP French has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as linguists. Core areas of study are revisited throughout the curriculum. Each unit of study focuses on phonics, grammatical structures, reading, writing, oracy and vocabulary. Fully resourced, CUSP French is both teacher facing and pupil facing, building consistency in how French is taught across the school and ensuring that teachers, including those with no prior knowledge of French, have the subject knowledge required to teach the content.

CUSP French has been designed to serve young linguists in the modern world. Key areas of focus have been deliberately selected to ensure that pupils are equipped with knowledge and language that will serve them in engaging with important and useful topics such as the environment, wellbeing and travel. The curriculum focuses not just on vocabulary acquisition but also on the building blocks of learning a new language.

Clear structures and learning routines underpin CUSP French. This allows pupils (and teachers) to direct their cognitive attention to the core content in each block. As with all CUSP subjects, Knowledge Notes are used to support instruction and the revisiting of new concepts. This strong focus on cognitive science provides the framework for pupils to deepen and broaden their knowledge of the French language and become confident, inspired linguists.

How is CUSP French organised?

CUSP French is taught from Years 3 – 6. Each year group has 6 blocks of 5 weeks teaching. Additional weeks in the academic year can be used for consolidation, revisiting or enrichment. The curriculum is built to be delivered in 30 – 40 minutes of study per week. This can be organised as two shorter sessions (e.g. 2 x 15 – 20 minutes) or one longer lesson.

Structure of each block	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓	✓		
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5	✓	✓	✓	
Week 6	Flexible content for revisiting and enrichment			

What is included?

The CUSP French curriculum provides teachers with teaching slides, subject knowledge explainer videos, recorded resources and CPD videos to support staff with implementation and delivery. The decision to fully resource CUSP French was made to allow teachers to focus their time on developing their knowledge of the content. The explainer videos have been recorded by a native French speaker to give teachers an authentic experience of improving their own French speaking.

Teachers will note that the blocks follow a clear structure and this will allow both teachers and pupils to learn the routines and rhythms of the curriculum over time.



Learning
modules



Video
guidance

CUSP French long-term sequence

There is a significant focus on revisiting throughout the curriculum with the aim of pupils mastering key knowledge that can be built on as they move through the programme of study.

Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0 – 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0 – 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

What will pupils know and be able to do at key points of the curriculum?

Each block includes study of key MFL linguistic concepts and previously learnt language concepts to enable pupils to build on known themes and vocabulary. The core content overview outlines the substantive and disciplinary knowledge and key vocabulary that pupils will learn throughout each block of study. This includes the vocabulary, phonics and grammatical constructs that pupils will learn, as well as the opportunities to develop their reading, writing and oracy skills.

Teachers will note that there is limited emphasis on pupils' writing of French and a greater focus on reading, oracy and laying strong linguistic foundations. This is because pupils need to hear, see and say whole, correctly spelt words frequently before they are asked to apply these to written tasks. As pupils become more confident with curriculum content, teachers may choose to use the flexible content weeks to further develop pupils' written French.

National Curriculum statutory content

The National Curriculum for maintained schools in England stipulates that the teaching of foreign languages is required at key stage 2 (ages 7 – 11). This can be in any modern foreign language (MFL).

Academies and free schools are not required to follow the National Curriculum. However, Ofsted still expects them to teach “a broad, rich curriculum [...] that includes languages”.

Within the National Curriculum, clear guidance is given around expectations of the purpose of learning a foreign language. This includes preparing pupils for learning further languages and equipping them to study and work in other countries.

Key aspects of study that are explicitly referenced in the National Curriculum for MFL include:

- vocabulary acquisition
- varied oracy opportunities, including engagement in conversation
- phonics and accurate pronunciation
- grammatical knowledge
- reading and listening for meaning
- sentence composition
- simple writing tasks.

These are all carefully represented in the CUSP French curriculum.

Flexible starting points

We are aware that some pupils' prior experience of learning French may have been limited, particularly while schools have focused on recovery following the pandemic. For this reason, teachers are encouraged to identify an appropriate entry point into the curriculum. It may be, for example that a Year 5 class would benefit from starting on a Year 4 block to ensure that foundational knowledge is secure. This may not necessarily mean studying every lesson in a block that appears earlier in the curriculum but perhaps the core content overview should be used to identify any concepts that may need revisiting or reteaching.

The high-level of revisiting of both substantive and disciplinary knowledge ensures that pupils have multiple opportunities to consolidate learning. Where teachers need to start earlier in the curriculum than pupils' current chronological starting points, they may choose to reduce the number of revisiting lessons later on to help pupils catch up over time.

Year 5 Block C: Week 2
Friends and family

Les Trois Petits Cochons
Is French for
The Three Little Pigs.



avoir - to have

J'ai ...	 
Tu as ...	 
Il a ...	 
Elle a ...	 

How to use the Knowledge Notes

Knowledge Notes are a fundamental pillar of the CUSP offer. These provide a visual and locational cue to help pupils learn and remember new content that is taught in each lesson. These are dual coded and careful consideration has been given to their design to avoid cognitive overload. Teachers should print each *Knowledge Note* for each pupil (or pair) so that pupils can refer to it throughout the lesson. This also allows pupils to revisit previously taught concepts, remembering knowledge and language that can be prompted by the contents of the *Knowledge Notes*.

Revisiting

Revisiting is inherently built into the architecture of the CUSP French curriculum. This can be seen in many places, such as:

- between individual blocks in each year group on the long-term sequence
- within blocks in the *Remember* part of each lesson
- in the quizzing that can be used throughout, at the end of and after a block of study.

Teachers should seek to revisit key language as frequently as possible. This could be through normal classroom interactions, for example greeting pupils, telling the time, discussing classroom equipment or when giving instructions. This will help pupils to remember knowledge that they have learnt during their French lessons.

Cultural development

The CUSP curriculum has a strong focus on supporting pupils to meaningfully develop their understanding of other cultures and issues that impact on the wider global community. For this reason, CUSP French has a specific emphasis on teaching pupils about French customs, traditions and heritage, including those that are both similar or different to pupils' own experiences of life in modern Britain.

Teachers will note that significant French figures are introduced throughout the curriculum, as are notable French landmarks. Pupils will learn about the geography of France and its place within the wider world, including key trade exports and significant achievements of the French civilisation through history. Teachers are strongly encouraged to link this learning to pupils' learning from the wider curriculum, for example, their study of significant artists or musicians.

Assessment

Assessment of MFL should be formative and based on the pupil outcomes from each lesson. The following can be used to assess pupils' knowledge and understanding of language and pronunciation:

- Expectations for each sequence are made explicit on slide 4.
- *Your turn* tasks offer opportunities for teachers to assess pupils' learning in a lesson.
- *Remember* tasks offer opportunities for teachers to assess pupils' learning from previous lessons.
- Flexible content weeks can be used to assess pupils' learning at the end of a block.

Reasonable adjustments for pupils with SEND

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or pedagogy may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have a hearing impairment. Teachers should think carefully about how this impacts their ability to hear and produce each sound in a word and consider how best to adapt the French lessons to ensure these pupils can be successful.

For some pupils who have specific challenges around processing, some of the tasks may require adaptation to ensure that all pupils can participate fully in the lesson. This may mean reducing the number of words / activities in a task, introducing the use of a scribe for lessons with a writing focus, or any other adaptations specific to the pupils in your class.

What does a block of CUSP French look like?

CUSP French

Year 3 Block A
Greetings and the classroom

Front sheet

This shows the year group, block title and concept that is the focus of the block.

Overview of the sequence

The teaching sequence is based on two French lessons lasting a minimum of 15 minutes each per week.

5-week cycle	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓			
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5		✓	✓	
Week 6	Flexible content for revisiting and enrichment			

Overview of the sequence

This slide is located at the beginning of a block. It shows the sequence of a block and what is covered within the two lessons planned for each week.

Overview of the block

Year 3 Block A Greetings and the classroom	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Greetings bonjour bonsoir	Understanding phonics: phonetic code in French	Pronunciation: French vowels	Reading: greetings Monseigneur Madame	Writing: greetings Monseigneur Madame	Recognising signs French is spoken
Week 2	Classroom commands			Reading: classroom labels		Writing: French classroom for greeting signage
Week 3	Introducing your classroom				Writing: French classroom	Recognising the French flag
Week 4	Introducing your classroom				Writing: French classroom	Writing about the classroom: my first French classroom
Week 5	Classroom labels with classroom labels					
Week 6 (optional - suggestions for enrichment)	Reading or playing a classroom tour					
Grammatical constructs introduced	Indefinite article - un / une Definite article - le / la					

Overview of the block

This slide is located at the beginning of a block. It shows the specifics of what is covered in each lesson.

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
- how to greet people - how to say colours - some classroom objects.	- use and respond to greetings - greet people according to who they are and the time of the day - name classroom objects - describe nouns using colour adjectives - respond to instructions.

What pupils will know and be able to do at the end of the block

This slide is located at the beginning of a block. It shows the learning objectives for the entire block.

Core vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5
bonjour bonsoir non salut coucou au revoir à bientôt	monsieur madame mademoiselle	écrivez répétez écoutez lisez regardez	bleu blanc rouge vert orange	une table une chaise une fenêtre une porte une gomme un stylo un cahier un crayon

Core vocabulary

This slide is located at the beginning of a block. It shows the specific vocabulary used in each week. Audio is included to support pupil understanding and pronunciation.

KNOWLEDGE ORGANISER Year 3 Greetings and the classroom

Greetings	Greeting people	Instructions	Colours	Classroom objects
bonjour bonsoir non salut coucou au revoir à bientôt	bonjour Monsieur bonjour Madame bonjour Mademoiselle	écrivez répétez écoutez lisez regardez	bleu blanc rouge vert orange	une table une chaise une fenêtre une porte une gomme un stylo un cahier un crayon

Knowledge organiser

This slide is found only at the beginning of a block. It provides the key concepts for the entire block.

Teacher guidance

Teachers should click [here](#) to access a short video explaining the content to be taught in each lesson and modelling correct pronunciation.

Teacher guidance

A link will take the teacher to a video explaining the content of the entire block.

Week 1, Session 1

Week 1, Session 1 marker slide

Knowledge Notes for printing

These can be used as locational cues to support pupils in rehearsing and remembering knowledge from each lesson.

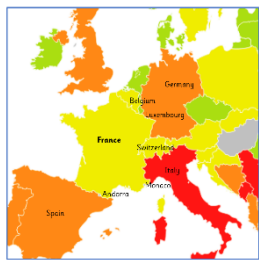
Year 3 Block A-Week 1 Greetings and the classroom	Year 3 Block A-Week 1 Greetings and the classroom	Year 3 Block A-Week 1 Greetings and the classroom
Greetings	Greetings	Greetings
bonjour	bonjour	bonjour
bonsoir	bonsoir	bonsoir
salut	salut	salut
non	non	non
ou revoir	ou revoir	ou revoir
cousine	cousine	cousine
à bientôt	à bientôt	à bientôt

Knowledge Note

This slide is located at the beginning of each week of teaching. The *Knowledge Note* is a visual cue to support pupils in navigating and retaining key knowledge taught throughout the week. *Knowledge Notes* are used across the CUSP offer. They are dual coded to support retention and are an excellent resource for revisiting previously taught concepts.

Before we begin ...

How many of the countries that border France can you name?



Before we begin

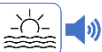
This slide provides cultural information about France. This is essential for developing pupils' global awareness and their knowledge of cultures beyond their own. On some occasions, the slide will revisit previously taught knowledge.

Vocabulary

bonjour



bonsoir



salut



non



Vocabulary

Pupils have an opportunity to see and hear key vocabulary that will be explored within this lesson. Instruction of the vocabulary is supported through the use of dual coding and audio clips.

Phonics

Pronouncing on, oi and ou

bonjour



bon + jour

(good) (day)



bonsoir



bon + soir

(good) (evening)



non



Phonics

Throughout KS2, pupils should be taught appropriate pronunciation. This includes instruction of the French phonic code. This has been carefully mapped across the CUSP French curriculum and is explicitly included in the lesson sequence.

My turn Mon tour Listen and repeat. <table><tr><td>bonjour</td><td></td><td></td></tr><tr><td>bonsoir</td><td></td><td></td></tr><tr><td>salut</td><td></td><td></td></tr><tr><td>non</td><td></td><td></td></tr></table>	bonjour			bonsoir			salut			non			My turn / Mon tour Teachers model key content for the lesson. This includes modelling pronunciation and drawing attention to phonic concepts that pupils will already know in the language presented.				
bonjour																	
bonsoir																	
salut																	
non																	
Our turn Notre tour <table><tr><td></td><td>hello</td><td>bonjour</td><td></td></tr><tr><td></td><td>hi</td><td>salut</td><td></td></tr><tr><td></td><td>no</td><td>non</td><td></td></tr><tr><td></td><td>good evening</td><td>bonsoir</td><td></td></tr></table>		hello	bonjour			hi	salut			no	non			good evening	bonsoir		Our turn / Notre tour Teachers guide pupils through a task that allows them to practise and embed key content taught during the lesson.
	hello	bonjour															
	hi	salut															
	no	non															
	good evening	bonsoir															
Your turn Votre tour <table><tr><td>jour</td><td>bon</td><td>soir</td></tr><tr><td>sa</td><td>lut</td><td>bon</td></tr></table>	jour	bon	soir	sa	lut	bon	Your turn / Votre tour Pupils apply their knowledge to a reading, writing or speaking task which allows them to embed their new knowledge.										
jour	bon	soir															
sa	lut	bon															
Week 1, Session 2	Week 1, Session 2 marker slide																
Before we begin ... 	Before we begin This slide revisits concepts that have already been taught about the culture of France.																
Remember ... How do you pronounce on, oi and ou?	Remember Each lesson will revisit a concept or concepts previously taught.																

Remember ... salut bonsoir non bonjour	Dual coding and audio clips are used to support pupils' recall and pronunciation.
Vocabulary au revoir coucou à bientôt	Vocabulary Pupils have an opportunity to see and hear key vocabulary that will be explored within this lesson. Instruction of the vocabulary is supported through the use of dual coding and audio clips.
Phonics Pronouncing oir, ien and ou au revoir à bientôt coucou	Phonics Throughout KS2, pupils should be taught appropriate pronunciation. This includes instruction of the French phonic code. This has been carefully mapped across the CUSP French curriculum and is explicitly included in the lesson sequence.
My turn Mon tour Listen and repeat. au revoir à bientôt coucou	My turn / Mon tour This is a teacher-modelled task, providing opportunities for pupils to confidently understand the task explored in this lesson. As pupils progress through the curriculum, the tasks and content become more advanced.
Our turn Notre tour au revoir à bientôt coucou	Our turn / Notre tour Teachers guide pupils through a task that allows them to practise and embed key content taught during the lesson.
Our turn Notre tour re cou à au tôt voir cou bien	

Your turn

Votre tour

On your desk, you will find a card with a symbol on it.
Greet the person sitting next to you using the appropriate phrase.



Your turn

Votre tour

Scenario 1: you arrive at school and you see your friends.

Scenario 2: you enter the classroom and greet your teacher.

Scenario 3: it is 18:00 and you see your neighbour.

Scenario 4: you are leaving the classroom at the end of the day.

Scenario 5: you come back home and see your young sister.

Your turn / Votre tour

Pupils apply their knowledge to a reading, writing or speaking task which allows them to embed their new knowledge.

Teachers should review each lesson carefully to ensure that they have the necessary resources printed ready. Not every lesson requires printed resources - this depends on content and task design.