



NEWHALL
JUNIOR SCHOOL
Lionheart Educational Trust

N.J.S MFL - French

Our
Intent
Implementation
Impact



OUR INTENT – MFL

AIM: To provide World Class teaching of MFL.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the junior phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the pupils improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will work towards becoming life-long language learners.

OUR IMPLEMENTATION

At Newhall Junior School, we aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language. We base our teaching on the guidance materials for the New National Curriculum Guidelines for MFL and a scheme of work provided by CGP called *Salut!* This programme has been adapted to better suit the needs of our children, in order to build up their vocabulary and confidence during the year. In addition to this scheme of work, we support children with their pronunciation skills by teaching the key phonemes of the French language through the resources provided by *Physical French Phonics* (created by Sue Cave and Jean Haig). These sounds are taught slowly in Year 3, where children begin their language learning journey, and are revisited at the start of each lesson.

French is taught in weekly lessons across the school. Most children will have a lesson of around 30 minutes each week. In years 5 and 6, French lessons will take place weekly during alternate half terms. Our lesson structure is designed to assist recall by starting each lesson with a phonics focus and then a quick retrieval quiz, which can be answered by referring to the knowledge organiser.

As a school, we include opportunities for children to explore, question and think about their learning. This is achieved through games, songs, rhymes, asking and answering questions. This enables children to 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. We make teaching as engaging and enjoyable as possible, as we realise that this approach serves to develop a positive attitude to the learning of MFL. This also enhances pupils' moral, social and cultural development. Children use a separate book for French lessons to allow for quick reference back to previous lessons and to knowledge organisers. This book will follow children through the school as they progress to the next year group. This will allow the progression of vocabulary and language skills to be easily identified for each individual child.

NCJS Long-Term Plan (2024-25)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Physical French Phonics – Colours Numbers	Physical French Phonics – Months Days of the week	Greetings	Numbers to 20 Body Parts	Classroom Instructions Numbers to 31 Months and birthdays	Salut! Animals
Year 4	Physical French Phonics – Introducing the sounds	Core vocabulary	Salut! At School	Salut! Playtime	Salut! My Home	Salut! My Town
Year 5	Physical French Phonics – Introducing the sounds		Core vocabulary		Salut! Sport – with extended writing	
Year 6	Physical French Phonics – Introducing the sounds		Core vocabulary		Salut! On Holiday – with extended writing	

THE IMPACT

- Enriched cultural capital.
- Class pages on school website will showcase their learning.
- Enhance pupils' broader development, both socially and culturally.
- **Monitoring**
- MFL leader will carry out the following during the year to inform future planning and next steps:
 - Planning scrutiny to ensure the planning overview and lesson structure is being followed
 - Learning walks during French lessons

- Pupil conferencing
- Staff conferencing
- Evidence collated on school website

Assessment

Teachers will assess pupils' knowledge and understanding each term using formative assessment and during weekly lesson with low stakes retrieval quizzes.

Equal opportunities, Special Needs and Equality

All children should have access to the MFL Curriculum in line with the school's Equal Opportunities Policy, the SEND policy and Equality Policy. Teachers should aim to provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning, religious and cultural needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Adapt the curriculum where appropriate.

If necessary, the SENDCo and the MFL Co-ordinator will advise teachers on teaching activities relevant to pupils with special educational needs including more able pupils.

French Leader, Bridgette Rushton