

Granby Junior School



Modern Foreign Languages Policy

Review Date	Approved by	Governor Minute Reference
July 2027	FGB	

Date: July 2026

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of modern foreign languages at Granby Junior School.

This policy will be reviewed annually by the MFL Coordinator or as required by the school improvement plan.

Intent

"To learn a language is to have one more window from which to look at the world."

- **Chinese proverb**

The teaching and learning of French at Granby Junior School promotes curiosity, confidence and a love of language learning. We believe that learning a foreign language provides children with an opportunity to broaden their understanding of the world, appreciate different cultures and communicate in new ways. Through our carefully sequenced spiral curriculum, pupils progressively build their knowledge of French vocabulary, phonics and grammar, revisiting and developing key skills year on year. Throughout their time at Granby Junior School, children develop confidence in listening, speaking, reading and writing in French, whilst also gaining an appreciation of the cultures and traditions of French-speaking countries. Learning is enriched through engaging topics, songs, stories, games and cultural experiences, providing meaningful contexts in which children can apply their language skills. Pupils are encouraged to become resilient language learners who are willing to take risks, practise new language and learn from mistakes. By the end of Key Stage 2, children will have developed the knowledge, skills and enthusiasm needed to continue their language-learning journey with confidence and success.

Implementation

As part of the primary National Curriculum, implemented in September 2014, learning a modern foreign language became a requirement for children within KS2. French is the modern foreign language taught at Granby Junior School as this is the language taught by the majority of local secondary schools. In the academic year 2025 – 2026, all pupils have been taught French in weekly 40-minute PPA sessions by Mrs Miles, HLTA. Mrs Isabel Kerins, a language specialist, (a graduate in French and German, with a PGCE with a French specialism) is the MFL coordinator. Pupils throughout the school have an opportunity to learn Spanish at Granby Academy, taught by Mrs Kerins.

As the main secondary school (Ormiston Ilkeston Enterprise Academy) is teaching both French and German to Year 7 pupils on alternate years, the curriculum at Granby has been updated to reflect this, with German also being taught in Year 6 for part of the year for those relevant cohorts.

Mrs Kerins maintains links with the local secondary school regarding transition.

Aims

- to develop children's experience of language acquisition and encourage curiosity about languages
- to develop children's understanding of what they hear and read
- to develop children's ability to express themselves in speech and writing
- extend children's knowledge of how language works and explore differences between the French and English language
- strengthen their sense of identity through learning about culture in Francophone countries and comparing it with their own culture.

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

The national curriculum for languages aims to ensure that all pupils:

- *understand and respond to spoken and written language from a variety of authentic sources*
- *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*
- *can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt*
- *discover and develop an appreciation of a range of writing in the language studied*

Organisation

The curriculum followed is based on the the guidance given in the new National Curriculum, and uses the Rachel Hawkes.com scheme. The MFL curriculum is designed as a cumulative journey, with each year's learning building on prior knowledge to develop confidence and proficiency in listening, speaking, reading and writing. The teaching PowerPoints feature native speakers so that pupils can hear correct pronunciation. The written work is done in booklets from the scheme and so are tailored exactly to the PowerPoints.

SEND children have access to the curriculum through variation of task, grouping, peer support or support from an adult where possible.

Below is an outline of the coverage across the year groups.

Year 3	Year 4	Year 5	Year 6 –
Autumn 1	Autumn 1	Autumn 1	Autumn 1
Phonics and pronunciation Classroom instructions and verbs Greetings and instructions Using je suis, tu es, il/elle est . Describing yourself and others using simple adjectives. Asking and answering simple questions.	Reintroducing self-introductions and descriptions. Friends and relationships. Possessive adjectives (mon/ma, ton/ta). Months of the year. Talking about birthdays and asking quand ?	Returning to school language. Information questions (qui ?, comment ?). Story work (<i>Soura la souris</i>). Describing teachers. Plural adjective agreement. Birthdays, months and dates. Numbers 1–31.	Classroom instructions and wellbeing. Numbers 1–31. Using il n'y a pas de . School vocabulary and descriptions. Ils/elles ont and ils/elles sont .
Autumn 2	Autumn 2	Autumn 2	Autumn 2
Days of the week. Expressing feelings and emotions. Adjective agreement. Christmas topic and seasonal vocabulary. Simple sentence writing and speaking activities.	Monster descriptions. Body parts. Numbers and counting. Using il y a and il a . Speaking and writing descriptive sentences.	Days, weeks, seasons and calendars. Quel/quelle questions. Vous êtes and ils/elles sont . Classroom descriptions. Christmas traditions in Haiti and France. Cultural comparisons.	Canada topic. Geography and places. Using aller: je vais, tu vas, il/elle va . Prepositions à and dans . Talking about locations and movement.
Spring 1	Spring 1	Spring 1	Spring 1
Classroom objects and belongings. Using un/une and understanding noun gender. C'est and simple identification questions. Animals and basic question words. Introducing avoir: j'ai, tu as, il/elle a .	Using avoir to express age, hunger, thirst and feelings. Talking about school and personal information. Health and wellbeing vocabulary.	New Year traditions. Formal vous . Regular -er verbs with plural subjects. Presentation work about Haiti. Asking questions with est-ce que .	Activities at home. Using faire: je fais, tu fais, il/elle fait . Negatives. Asking questions about daily activities.

Spring 2	Spring 2	Spring 2	Spring 2
Possessions and who owns what. Story work (<i>Lulu la tortue</i>). Packing a bag and describing belongings. Developing question-and-answer skills. Writing simple sentences about possessions.	Menton Carnival and French cultural learning. Using de. Family vocabulary. Adjective agreement. Family activities and regular -er verbs.	French festivals including La Chandeleur and Mardi Gras. Negatives (ne...pas). Developing verb conjugations. Describing experiences and routines.	Weather and seasons. Writing a holiday postcard. Sports vocabulary. Using jouer and faire for activities and sports.
Summer 1	Summer 1	Summer 1	Summer 1
Introduction to regular -er verbs. School-related vocabulary and activities. Reading, speaking and translating simple sentences. Describing school life.	Likes, dislikes and preferences. Aimer, préférer and détester. Talking about friends. Describing possessions. Adjectives after nouns.	Using avoir and être accurately. Describing an ideal teacher. Classroom descriptions using il y a and ce sont. Exchange school topic. Nous avons and vous avez.	Friends and relationships. Possessive adjectives (mes, tes). Asking questions with quel/quelle. Talking about teams, hobbies and sports.
Summer 2	Summer 2	Summer 2	Summer 2
Family members. Definite articles (le, la). Numbers 1–12. Il y a, des and combien. Counting and describing groups of objects. Increasing confidence in speaking and writing full sentences.	Mother's Day in the Francophone world. Pronouns (il/elle meaning "it"). Zoo animals and descriptions. <i>Tintin</i> unit. School activities and two-verb structures. Friendship and the plural article <i>les</i>. Writing a simple personal profile/message.	Describing rooms and spaces. Adjectives before and after nouns. Hair, eyes and physical appearance. Extended personal descriptions. Presenting "All About Me" in French.	Basic German greetings German numbers, days of the week, months, colours. All about me in German

MFL (French) Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive French curriculum that develops curiosity about languages, cultures and the wider world. We believe that every child can succeed in learning a modern foreign language and that high-quality inclusive teaching enables all pupils to participate, achieve and develop confidence in communicating in French.

Teachers recognise the diverse strengths, experiences and barriers that pupils may bring to language learning and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers while maintaining high expectations for every pupil. Lessons are carefully planned to ensure that all pupils can access, enjoy and make progress in speaking, listening, reading and writing in French.

Inclusive French teaching is rooted in high-quality classroom practice. Lessons are carefully sequenced so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support learning without reducing challenge. These include explicit teaching and repetition of vocabulary and pronunciation, visual prompts, songs, rhymes, games, role play, modelled language, scaffolded speaking and writing activities, collaborative learning and the use of gestures, images and multimedia resources to support understanding. Reasonable adjustments are made where appropriate to ensure every pupil can participate confidently while promoting independence, resilience and enjoyment of language learning.

Assessment is used throughout lessons to inform responsive teaching, identify misconceptions and celebrate progress in language acquisition. Teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure pupils receive the support they need to succeed.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those with additional talents or interests, to engage fully with the French curriculum. By removing barriers, celebrating linguistic and cultural diversity and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and confidence to communicate in another language and gains an appreciation of different cultures, preparing them to become respectful, curious and globally aware citizens.

The contribution of MFL to teaching in other curriculum areas

- Literacy: aspects such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction can be addressed.
- Mathematics: aspects such as counting, calculations, money, the time and the date
- Personal, social and health education and citizenship: aspects such as multi-cultural work, for example, the celebration of festivals, story-telling. The children will also develop a growing awareness and understanding of living in a multi-lingual society.
- Geography and history: aspects of geography and French history will be covered as part of the MFL curriculum.
- Music: the children learn simple songs and rhymes in French.

Links with the wider community

Links have been established with Ilkeston Ormiston Enterprise Academy with visits to OIEA by Mrs Kerins as well as transition visits later in the year by some Year 5 and 6 pupils. Visits to Granby have been made from a member of staff from the MFL department from OEIA to validate the provision and to provide support.

Plans for 2026 – 2027

We are introducing a new scheme for teaching French. In the last year or so since French has been taught during PPA afternoons by Mrs Miles, one of our HLTAs, we have used a scheme by Rachel Hawkes as part of The Cam Academy Trust. However, these lessons were designed for a hour-long session which is not possible when taught during a PPA afternoon, and so in September 2026, we are switching over to a new scheme which has been created by Rachel Hawkes in conjunction with Oak Academy which is based on the same primary scheme of work but with lessons condensed to fit a tighter timetable.

Resources

All work booklets for each class are kept in classrooms. The schemes are available free online: 2025-2026 [rachelhawkes.com](https://www.rachelhawkes.com) - KS2 Languages, 2026-2027 <https://www.thenational.academy/teachers/programmes/french-primary-ks2/units>

We have a French section in our library with bi-lingual fiction books as well as bilingual dictionaries.

Assessment, Monitoring and Evaluation

- Informal assessment of progress in listening and responding, speaking, reading, writing and responding will be made by the HLTA during lessons through questioning and oral feedback.
- The HLTA is using assessment from termly written tests taken by all pupils.