

Modern Foreign Languages at Granby Juniors:

Modern Foreign Languages at Granby Junior School aims to provide a valuable educational, social and cultural experience in preparation for future life, developing pupils' curiosity about language and the world beyond the classroom. French is the main foreign language taught at Granby Junior School as this is the main language taught at the majority of local secondary schools. As the majority of Year 6 pupils will be attending a secondary school which teaches both French and German in Year 7, Year 6 are also taught some German in the summer term on alternate years.

Language learning consists of listening, speaking, reading and writing. There is an emphasis on phonics to make links between spellings and sounds, as well as there being an importance placed on pupils being able to work out the meaning of words themselves by linking cognates in French to words in English. Grammar is taught progressively. For example, Year 3 pupils learn to conjugate basic verbs like *être* and *avoir* in the first and second person, alongside foundational vocabulary. In Year 4, pupils expand their use of these verbs to all subject pronouns and begin to apply adjective agreement with nouns. By Year 5, they master regular *-er* verbs and develop more complex sentence structures, incorporating gender and number agreements. In Year 6, pupils confidently use a variety of tenses, including the past and future, and create multi-clause sentences using negative forms.



'Golden Nuggets'

We would like our pupils to:



- develop their experience of language acquisition and encourage curiosity about languages
- deepen their understanding of what they hear and read
- to develop their ability to express themselves in speech and writing
- extend their 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
- feel confident during their transition from Year 6 to Year 7

Inclusion: With a range of factors which can inhibit pupils' ability to learn, adaptive MFL teaching focuses on the whole class while providing scaffolding such as differing levels of support and modelled first steps. In some sessions, pupils work in mixed ability pairs.

A very small number of pupils with SEND do not have French lessons. It has been decided that these pupils benefit more from time spent in other activities, such as Thrive: social and behaviour support. This means that these pupils do not have an equal opportunity to access language learning at this point in time.

Safeguarding/Safety

Photographs and videos of pupils are only shared with permission of parents/carers.

Support for staff:

The MFL curriculum at Granby Junior School is taught by an HLTA. The MFL coordinator is a qualified teacher with a languages specialism. Resources from the Rachel Hawkes scheme of work provide opportunities for the pupils to listen to the language being modelled by native speakers.

Class teachers are provided with an overview of the MFL curriculum.



Content and Sequencing:

Year 3: Pupils are introduced to French phonics, greetings, classroom language and simple sentence structures using *être* and *avoir*. They learn to describe themselves and others, talk about possessions, recognise noun gender and begin forming simple spoken and written sentences.

Year 4: pupils extend their language through topics such as friendships, birthdays, body parts, feelings and preferences. They develop confidence in using possessive adjectives, adjective agreement and regular *-er* verbs while exploring aspects of French and Francophone culture.

Year 5: learning focuses on communicating in longer sentences about dates, school life, descriptions and celebrations. Pupils deepen their understanding of verb conjugations, pronouns, negatives and question forms, while exploring cultural themes including Haiti and French festivals.

Year 6: pupils apply their knowledge more independently through topics such as school, home life, weather, sport and Canada. They learn to use a wider range of verbs, including *aller*, *faire* and *jouer*, before concluding with an introductory German unit to support transition to secondary school.

Planning

MFL planning is based on the scheme produced by Rachel Hawkes in collaboration with Oak Academy. The SOW implements key recommendations from the pedagogy review and the Ofsted languages research report, which highlight the three key knowledge strands phonics, vocabulary and grammar.

Pupils use a booklet to record their work. The booklet also contains knowledge organisers.

rachelhawkes.com

language learning website

Progress/Assessment

Written assessments are carried out three times a year, based on the most recent topics, as well as basic language such as greetings, colours and numbers.

Formative assessments of oral work are continuous throughout sessions, enabling correct pronunciation etc.

Outdoor Learning:

Pupils go outdoors when the topic lends itself to outdoor learning. For example, Year 6 pupils designed their own towns using the French words for places such as a cinema, a museum, shops, a church, a park etc. They then drew these places with chalk outside in the playground and in groups, worked together to give each other directions (*à gauche*, *à droite*, *tout droit* etc.) around the 'town'.

Year 6 pupils visit the local secondary school for language activity transition days, together with other local primary schools.

Links to other curriculum areas:

MFL learning is strongly linked to supporting pupils' knowledge of English grammar through the use of and reinforcement of grammatical terms such as noun, verb, adjective, determiner, tense, subject pronoun.

There are also links to geography through work in the scheme on France and Francophone countries. Work in MFL on the time and counting also support the mathematics curriculum while pupils learn simple songs and rhymes in French supporting their musical knowledge.