



# Godalming Junior School

<b>Subject: MFL</b>	<b>Report prepared by: Annabel Johnson</b>
<b><i>Our curriculum intent for MFL at GJS</i></b>	
<p>At Godalming Junior School, we believe that learning a foreign language is a liberation from insularity, provides an opening to other cultures and fulfils the ambition of being a 'language rich' school. We strive to ensure all pupils are exposed to a broad and ambitious Modern Foreign Language curriculum, which develops a competency in the skills of listening, speaking, reading and writing. We aim to foster pupils' curiosity and deepen their understanding of the world, as well as promote diversity and tolerance of other cultures.</p> <ul style="list-style-type: none"><li>• Our teaching enables 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 also provides opportunities for them to communicate for practical purposes in the real world and express their immediate needs, interests and opinions. As teachers, we develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns, a vital step that is sometimes missed within a primary school setting (as stated in the <a href="#">Ofsted Research Review</a> for Languages).</li><li>• Through the MFL curriculum at GJS, children become aware of the advantages that learning a language can have both in their personal and working lives, building on their understanding of British values, as well as developing their character (including their resilience, confidence and independence), so that they contribute positively to the life of the school and their wider community.</li><li>• Our pedagogy is underpinned by nurturing a 'can do' attitude towards language learning, built through the minimisation of cognitive overload (less is more) and scaffolding the understanding and production of language through examples across a wide range of contexts. We encourage the pupils to retrieve high frequency vocabulary and sentence structures in various manners to aid the commitment of knowledge to long-term memory.</li></ul>	
<b><i>How we implement the MFL curriculum at GJS</i></b>	
<ul style="list-style-type: none"><li>• MFL is taught weekly and the Subject lead regularly monitors planning and adaptations that might be needed based on <a href="#">recent research</a>.</li><li>• In Years 3 and 4, the focus language is French, which builds on from some children's exposure during their time at Infant school. In Years 5 and 6, we introduce them to Spanish in order to broaden their exposure to languages around the world and to prepare them for secondary school, where they are likely to encounter both languages.</li><li>• Class teachers use <i>Language Angels</i> as a platform to plan their lessons as well as referring to our <b>Progression of Skills</b> document to ensure the children are developing their skills each year.</li><li>• Children are taught topics such as numbers, colours, early conversational skills and school commands to give them a stable foundation of core grammar, vocabulary and phonics on which to build their language skills from as they progress into KS3. References may be made to previously taught skills but these will be additional opportunities for children to demonstrate their understanding and not the assessment focus.</li><li>• Children are assessed on their reading and writing of their assigned language throughout each unit as well as their pronunciation of words, phrases and whole sentences.</li><li>• Each year group has its own creative curriculum topic, which shows a link to another area in their year group specific curriculum.<ul style="list-style-type: none"><li>- Year 3 = Healthy Living</li><li>- Year 4 = Romans</li><li>- Year 5 = Space</li><li>- Year 6 = World War 2 (under review following class teacher feedback)</li></ul></li><li>• At the start of each new unit, the children are introduced to key vocabulary using our '<i>never-heard-the-word</i>' documents. These are referred to throughout the unit and previous vocabulary sheets are used when making links between the units also.</li><li>• Through a broad range of activities, pupils are taught to:<ul style="list-style-type: none"><li>&gt; Identify and use tenses and other structures which convey the present, past and future</li><li>&gt; Use and manipulate key grammatical structures and patterns</li><li>&gt; Develop a wide vocabulary allowing them to give and justify their opinions and take part in discussions as well as communicate their immediate needs and interests.</li><li>&gt; Use accurate grammar, spelling and punctuation</li></ul></li><li>• Pupils also learn to:<ul style="list-style-type: none"><li>&gt; Listen and respond to a variety of spoken language</li><li>&gt; Transcribe words and sentences (UKS2) that they hear</li><li>&gt; Read original and adapted materials and understand their purpose</li><li>&gt; Read literary texts which expand their understanding of the language and culture</li><li>&gt; Translate written texts accurately from and into the target language.</li></ul></li></ul>	

## The impact of our MFL curriculum at GJS

- Staff work hard to build their own professional knowledge and skills of MFL. Since they put in time to reflect on their own pronunciation, the children benefit from getting high quality teaching.
- Planning for each year group is regularly reviewed. This keeps our lessons demanding and engaging for all pupils.
- Pupils produce high levels of work and are able to apply their translating skills from LKS2 to UKS2.
- Each unit has multiple assessment opportunities for teachers to check skills in speaking, listening, reading and writing and each new unit builds from the previous unit whether that is extending vocabulary from descriptive phrases into full sentences or translating single words to sentences to paragraphs to full stories.

## Action Plan Review 2023-24

Intent	Implementation	Costs	Actual Impact
<i>Ensure topics covered are relevant and correctly challenging</i>	Review topics taught against Language Angels new programme Check planning to make sure tasks are providing children with enough support and enough challenge	Language Angels	<i>Children are being taught an appropriate level however the topics being covered are going to be altered in order to fully align with the research from the Ofsted Research Review</i>
<i>Children to have clearer pronunciation skills</i>	Use 'Never heard the word' sheets for each topic to give children a chance to decode and decipher new vocabulary before searching in a dictionary for it and also writing their own phonetical spellings making it easier for them to remember	None	<i>By using the 'never-heard-the-word' sheet, pupils are now able to write their own phonetical spelling, which helps them commit new pronunciations to memory. CTs have noted that this has helped ALL children but especially SEND and LA children. Children have also been able to use previous sheets to find phonetical links between previously taught vocabulary and new vocabulary meaning that they are becoming more successful at decoding new vocabulary.</i>
<i>Ensure all lessons are differentiated fully</i>	Each lesson should have clear support for SEND and LA children and a higher challenge task for MA children.	None	<i>Year 3 have clear extensions but need to show support on plans and in resources meaning not all children may be accessing the lessons successfully. Year 4 have clear support and extensions on plans and with resources Year 5 still need to differentiate further in order to give some children the chance to be challenged further Year 6 have clear support and extensions on plans and with resources</i>

## Action Plan for 2024-25

Intent	Implementation	Costs	Projected Impact
<i>Ensure all year groups plans are fully differentiated</i>	Work with Year 3 and Year 5 class teachers to help plan successfully with support and extensions	none	<i>ALL children to be able to access the subject and be challenged appropriately meaning they feel successful in the subject</i>
<i>Ensure MFL curriculum follows the building blocks of language learning</i>	Review year groups planning to show clear logic behind progression in phonics and grapheme teaching before moving onto comprehension and production in both oral and written modalities This will be done with shuffling units already being taught and adding some extra phonics sessions at the beginning of the year	Language Angels	<i>Children will have a more secure understand of how the language is formed both orally and in written form as they will have learnt phonics first. This will then make it easier for them to learn new vocabulary and manipulate this across different topics and in different contexts</i>