



Godalming Junior School

Subject: MFL	Report prepared by: Annabel Johnson
<i>Our curriculum intent for MFL at GJS</i>	
<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"> • 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 Ofsted Research Review for Languages). • 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. • 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. 	
<i>How we implement the MFL curriculum at GJS</i>	
<ul style="list-style-type: none"> • MFL is taught weekly and the Subject lead regularly monitors planning and adaptations that might be needed based on recent research. • 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. • Class teachers use <i>Language Angels</i> as a platform to plan their lessons as well as referring to our Progression of Skills and Knowledge document to ensure the children are developing their skills each year. • 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. • 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. • In Year 3 and 4 one creative curriculum unit is linked to another area in their year group specific curriculum. <ul style="list-style-type: none"> - Year 3 = Healthy Living - Year 4 = Romans • 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. • Through a broad range of activities, pupils are taught to: <ul style="list-style-type: none"> > Identify and use tenses and other structures which convey the present, past and future > Use and manipulate key grammatical structures and patterns > 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. > Use accurate grammar, spelling and punctuation • Pupils also learn to: <ul style="list-style-type: none"> > Listen and respond to a variety of spoken language > Transcribe words and sentences (UKS2) that they hear > Read original and adapted materials and understand their purpose > Read literary texts which expand their understanding of the language and culture > Translate written texts accurately from and into the target language. 	

The impact of our MFL curriculum at GJS			
<ul style="list-style-type: none"> 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. Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year. 			
Action Plan Review 2024-25			
Intent	Implementation	Costs	Actual Impact
Ensure all year groups plans are fully differentiated	Work with Year 3 and Year 5 class teachers to help plan successfully with support and extensions	none	<i>Year 3 have successfully added extensions into their lessons and have provided support materials for their children who are working towards.</i> <i>In Year 5, support sheets are provided however extension tasks have been tricky to plan for as they have introduced new units this year and so are in need of some generic extension tasks that can be applied to all units.</i>
Ensure MFL curriculum follows the building blocks of language learning	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>Year 5 started the year by teaching the children the basic phonic knowledge and pronunciation rules for Spanish. This has helped the children to be able to attempt new words.</i> <i>Year 3 do introduce pronunciation rules for French however there needs to be further explicit links between English phonic teaching and French phonics as well as links between the year groups and the 2 different languages.</i>
Action Plan for 2025-26			
Intent	Implementation	Costs	Projected Impact
Embed differentiation strategies across phases	Introduce extension tasks that children can complete independently if they require extending during lessons. This will be similar to a 'Dive deeper' activity in Maths or Shared Reading. Children will be given a choice of different activities which will be decided by rolling a dice. They are: 1. complete the never-heard-the -word sheet based on today's lesson; 2. put this new vocabulary into a sentence verbally to a partner; 3. write this new vocabulary in a sentence on a whiteboard; 4. practice the spelling of new vocabulary using look, say, cover, write, check; 5. read a word to your partner and get them to write it in English and French/Spanish 6. use a dictionary to improve any writing you have done today	none	<i>This will allow children to extend their own understanding and promote independence in applying their language skills in a range of different ways. This consistent approach will help children to know what their next steps are as it may highlight misunderstandings and is also an effective AfL tool for class teachers</i>
Make explicit links between different units and different languages	At the start of each unit, ask children to recall any prior learning that may help them with the topic in focus. This could be words from a previous unit taught that year or from the equivalent unit taught in LKS2. For example: in Year 6 when looking at pets, ask who can remember what 'dog' is in French? Show a list of pets in Spanish. Which word could mean dog?	none	<i>This allows children to start to form links between languages and help them to recognise cognates and make plausible attempts at new vocabulary. It will also embed previous knowledge and create a desire to explore the focus language further to make more links</i>
Complete more robust assessed tasks to help form judgements for data drop	Language Angels has end of unit assessments that can be used to assess children's understanding of speaking, listening, reading and writing. This short task can be used within the unit and scores can be used to measure the children's understanding. This can then be used to form judgements during the MFL data drop. These need to be checked to ensure the unit coverage matches the questions on the assessment. Alternatively, CTs could make their own version.	Language Angels	<i>By using the assessments, it will give CTs a clearer view of what the children can achieve and will give them the confidence and evidence to back up their judgements. It will also be consistent for all children and so they get into the habit of using all four areas of speaking, listening, reading and writing.</i>