



Intent

At Sir John Sherbrooke Junior School the MFL Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

Our MFL curriculum aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.

Through our curriculum, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Our MFL curriculum supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

French is taught in half termly blocks, three times per year for one hour a week. We use the Kapow French scheme of work to teach our MFL curriculum and it is designed with three knowledge strands that run throughout the units, with knowledge building cumulatively:

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied within our skills strands, which also run throughout each unit:

- Language comprehension (Listening and Reading)
- Language production (Speaking and Writing)

Pupils are given the opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included through the units, allowing children to make connections and apply their language skills to other areas of their learning.

Our MFL curriculum focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

As with all of our lessons, every child is planned for and lessons are differentiated appropriately including lessons for children with SEND who will be access the same content where possible through differentiated activities and resources if needed.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include a 'Teacher knowledge – language points' section to explain key grammar, together with a key vocabulary and pronunciation presentation with corresponding sound files.

Impact

At Sir John Sherbrooke Junior School we want our French curriculum to impact the way our children appreciate the World around them and all it has to offer. Our hope is that their enthusiasm and engagement in learning a foreign language is something they will continue to find importance in as they leave us for secondary school and beyond.

The impact of our MFL curriculum is monitored continuously through both formative and summative assessment. Teachers assess children's development in French by making on-going observations, questioning and discussion during lessons. Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's progression in their knowledge and skills. They are then used to inform planning and support future learning to close and gaps as they revisit prior learning in future year groups. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

The expected impact of our MFL curriculum is that children will:

- Be able to engage in purposeful dialogue in practical situations and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words.
- Meet the end of KS2 NC expectations