



MFL Curriculum Intent statement

“He who does not know foreign languages does not know anything about his own.”
Johann Wolfgang von Goethe

[What is the intention of our Languages curriculum?](#)

What are our aims?

At Whybridge Junior School, we follow the National Curriculum of England: Languages Programme of Study, with French being our focus language on which to open the door to not only another language, but another culture too. By developing the children’s language learning journey at a young age, this not only harness pupils’ curiosity, but deepens their understanding of the world around them.

Creating a genuine interest and generating positive curiosity about foreign languages is a “liberation from insularity”. By encouraging high expectations and providing excellent standards to all children at this crucial point in their development, solid foundations and positive attitudes for the future ahead are laid which helps the children enter secondary school ready to progress further.

What is our rationale?

We want pupils to be able to understand and respond to spoken and written language. Through lots of classroom discussion - asking questions of one another and learning appropriate responses - intonation and pronunciation is practised, as well as also developing the confidence to be spontaneous. Learning the basic grammatical features of another language also embeds the knowledge of our own language and helps children to apply their knowledge across the languages.

What are the attitudes we want to foster?

- To ensure a positive attitude towards languages start from the time they join the school and extends into secondary school and beyond.
- To intrigue and form links between their own language and that of another country.
- To encourage open-mindedness, self-assessment in the four key areas of speaking writing, listening and reading and endorse perseverance and persistence with their learning
- To promote a stress free environment where children are free to try out and have fun with languages with each other.

[How will we implement our Languages curriculum?](#)

At Whybridge Junior School, we use the Language Angel scheme and resources to assist our weekly teaching of languages; this scheme enables children to hear language from an authentic source. Children acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age appropriate topics and themes – building blocks of language into complex, fluent and authentic language. All lessons offer appropriate levels and challenge and stretch in each of the four areas of listening, speaking, reading and writing. Pupils are exposed to a

variety of stories and songs in the language, explore the patterns and sounds and link this to spelling, sounds and the meaning of words. There is also a great deal of engagement in conversations with one another, enabling the children to speak in sentences and build upon their familiar vocabulary and basic language structures throughout.

By the end of their primary phase, children will know their own accurate and personalised responses to relatively complex foreign questions. Learning and progression is assessed at regular intervals which provides reference points against which learning and progression in each skill can be demonstrated.

MFL LONG TERM MAP

	Autumn	Spring	Summer
Year 3	I'm learning French Animals	Instruments Red Riding Hood	Je peux Fruits/ Vegetables
Year 4	Presenting myself The Romans	The family At the Cafe	In the classroom Do you have a pet?
Year 5	What is the date? The Weather	Clothes WW2	Habitats The planets
Year 6	Healthy lifestyle Habitat (progressive)	The weekend At school	Me in the world La Phonétique

[How will we judge the impact of our Languages curriculum?](#)

Pupils will continuously build on their previous knowledge as they progress on their foreign language journey by recycling, revising and consolidating previous learning. Pupils are aware of their own learning goals with opportunities to self-assess their progress throughout. Each unit of work provides an opportunity to assess pupil learning and progression in the key language skills of speaking, listening, reading and writing and also against the twelve programme of study strands. Once this has been recorded, it can be analysed and using the tracking tool to show development and where areas to improve and practise more lie.