



Our Approach to Teaching MFL

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

What is the big picture for MFL?

The ability to speak an additional language is an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures' (DfE Languages Programme of Study). The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

MFL is taught at our school from Year 3 to Year 6. Our overall aim is for our pupils to truly appreciate learning a modern foreign language by teaching them the necessary skills that they need. We expose the children to a variety of traditional rhymes, stories and songs by teaching them the key vocabulary, which will also allow pupils to hold simple conversations and respond appropriately.

Although lessons will focus heavily on oral practice through from Year 3 - Year 6, it is still essential that all pupils are taught listening, reading and writing. For every new topic introduced, pupils will write down the key vocabulary and grammar points in their French exercise books. Plus, Y5 and Y6 pupils will be asked to write sentences in French to apply their previous learning.

What is magical about it?

Learning a modern foreign language is empowering, as it allows others to positively communicate with each other. It also allows people to see the world differently through the eyes of other cultures and traditions. Mastering one modern foreign language, makes it possible to master quickly another (especially when they have very similar language foundations).

"Language is, in itself, a magical thing, allowing people to communicate, tell stories, build relationships, transact necessary exchanges, as well as to puzzle, move, excite and annoy others, to build bridges or to tear them down, to amuse, entertain or inform." - Steven Fawkes, ALL

Why is MFL an important subject to learn?

MFL helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. At Whitehall Junior School we teach French.

'It is literally the case that learning languages make you smarter. The neural networks in the brain strengthen as a result of language learning.' — Michael Gove

What do we love about MFL?

- We learn something that is completely new and different to other subjects.
- We learn about different cultures and traditions.
- We learn to speak in a foreign language.
- It is fun and exciting to speak another language and to hear our teachers speak in another language.

- It challenges us and helps us give a new perspective on our language, through learning more about grammar and vocabulary.
- It enables us to gain confidence by taking us out of our comfort zone.

How do we want our pupils to talk about MFL?

We would like Whitehall Junior pupils to speak enthusiastically and respectfully about learning a foreign language at school. We would like them to express an enjoyment of learning the subject and we would like them to be able to confidently share with their families the knowledge that they have acquired at our school. We would also like our pupils to be aware of the positive benefits there are to speaking another language e.g. it provides more job opportunities; broadens one's horizons and it has been proven that learning a foreign language helps improve our memory. Moreover, we would like our pupils to see the relevance of learning a foreign language.

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Lesson 1

Children to learn that in French we write the date as **lundi 5 septembre**. Teachers are to highlight the difference between writing the date in English and French i.e. no capital letters for the days of the week or months of the year in French. Plus, unlike the date in English, the date in French is written without 'st, nd or th'. Titles ideally are to be written in French too i.e. **Les couleurs / La nourriture**

In the first lesson, teachers are to assess prior knowledge taught in Y3 for Y4 – Y6. Teachers are to ask the children the following questions in French:

- How are you? - Ça va
- What is your name? - Comment tu t'appelles?
- How old are you? – Quel âge as-tu?
- When is your birthday? – Quand est ton anniversaire?
- Where do you live? – Où habites-tu?

Children are also asked whether or not they know the difference between tu and vous in French. Teachers are to explain that in French we use tu for informal situations and vous for formal situations. Teachers can give an example of how if pupils were to ask an older person 'What is your name?' this would then change to Comment vous appelez-vous?

Teachers are to ensure that pupils can also ask the questions too, by allowing the children some time to practise orally in pairs or small groups during this first lesson.

Plenary – Discuss the importance of learning a foreign language, in particular French. Teachers are to take notes from this class discussion to be able to refer to in future lessons.

Applicable to Year 3: Class teachers are to assess any possible prior knowledge by asking the following questions in French?

- How are you? - Ça va?
- What is your name? - Comment tu t'appelles?

Pupils also engage in a brief discussion of where French is spoken to assess any prior knowledge. Teachers to highlight the close proximity of France to the United Kingdom and to spark their interest by telling the children that without them realising, they may already know some French. Teachers are to use the following examples such as, café, croissant, pain au chocolat, genre, souvenir, bizarre, chef, picnic, etc.

AFL – Encourage pupils to reflect on their first French lesson in school? What have you learnt? How will this benefit you in the future?

Lesson 2	<p>Always start each class saying either <i>bonjour</i> or <i>bonne après-midi</i>. The children are then to reply appropriately i.e. <i>Bonjour Madame, Bonjour Monsieur</i></p> <p>Revisit and revise key vocabulary from the last lesson.</p> <p>Teachers are to ask the children – How are you in French? = <i>Ça va?</i></p> <p>Teachers are to encourage the children to ask them how they are in French i.e. <i>et vous?</i> ('and you' formal) or <i>Comment-allez-vous?</i> = How are you? (formal)</p> <p>Children then take it in turns to ask their partners how they are and to respond appropriately. Teacher to pick up on any mispronunciation.</p> <p>After the interactive calendar is used on Language Angels to introduce the date in French, the new lesson objectives for the term, linked to the planning on Language Angels, are then introduced by sharing with pupils the Pupil Knowledge Organiser for that term. The termly Pupil Knowledge Organiser is to be stuck in the children's books straight after their prior knowledge assessment completed in Lesson 1. The teacher goes through the Pupil Knowledge Organiser with the children during this lesson.</p> <p>Over the term, the children should be given sufficient time to meet each lesson objective and to have the opportunity to practise orally. Once the teachers and children feel that a lesson objective has been met, the children should refer back to the Pupil Knowledge Organiser and tick which objectives they have met.</p> <p>AFL - Children to write down something they would like to learn over the term based on the knowledge organiser.</p>
Lesson 3+	<p>Always start each class saying either <i>bonjour</i> or <i>bonne après-midi</i>. The children are then to reply appropriately i.e. <i>Bonjour Madame, Bonjour Monsieur</i></p> <p>Revisit and revise key vocabulary from the last lesson.</p> <p>Teachers are to ask the children – How are you in French? = <i>Ça va?</i></p> <p>Teachers are to encourage the children to ask them how they are in French i.e. <i>et vous?</i> ('and you' formal) or <i>Comment-allez-vous?</i> = How are you? (formal)</p> <p>Children then take it in turns to ask their partners how they are and to respond appropriately. Teacher to pick up on any mispronunciation.</p> <p>Teachers are to continue teaching subsequent lessons using the Language Angels platform, remembering to refer to the Pupil Knowledge Organiser at the beginning of each lesson.</p> <p>The interactive calendar is used on Language Angels to introduce the date in French.</p> <p>The dates should be written in French i.e. <u>lundi 5 septembre</u> and the titles should also be written in French, using the first slide(s) of each lesson on Language Angels as a guideline i.e. <u>Les fruits</u>.</p> <p>If more than one lesson for the unit has the same title, the children can write <u>Les fruits – Leçon 2</u>.</p> <p>Some lessons will be focused more on speaking skills and therefore written work in books may not be recorded.</p> <p>Where possible, teachers are encouraged to record their lessons of good language usage to help determine teacher assessment. In addition, children should be encouraged to use the vocabulary learnt, including previous vocabulary by giving the opportunity to use the language independently through role-play.</p>

	<p>AFL: Children to write down two new words they have learnt from the lesson and to reflect on their self-confidence/progress.</p>
Lesson Y	<p>In the penultimate lesson of the unit, the focus is on allowing the children to hear a simple authentic traditional tale being told in French or a song/nursery rhyme in French.</p> <p>Children will be taught any new vocabulary found in the song and teachers will revisit previously learnt vocabulary before the song is shared with the children. Printed lyrics are to be shared with the pupils and are to be stuck in books.</p> <p>If a story is chosen, a cultural discussion about this story is to be had after listening to it and the children are to ask for any clarification where necessary.</p> <p>Year 6 pupils will also be asked to complete a short reading comprehension activity based on the traditional tale. This will consist of four questions of the following format:</p> <p>Question 1: vocabulary check Question 2: vocabulary check Question 3: translation activity Question 4: sequencing activity</p> <p>AFL: Children are to write down in either English or French the key vocabulary they hear and understand as the story is retold.</p>
Lesson Z	<p>In this final lesson, the children should review their learning and reflect upon their progress.</p> <p>A final recall quiz of key vocabulary taught this term is to be answered and checked in class to provide immediate feedback.</p> <p>The children are then to use the vocabulary they have learnt over the term to hold a simple short conversation in French.</p> <p>The teacher is to choose two pairs in order to demonstrate this in class.</p> <p>Year 6 pupils should leave Whitehall Junior School being able to talk positively about learning a modern foreign language at our school and they should be able to use these transferable skills when choosing to learn another language at secondary school.</p>