

Modern Foreign Languages

One Page Policy

(Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

MFL at William Hulme's Grammar School aims to spark an interest in language learning and foster an appreciation of everyday life in French-speaking countries through a rich curriculum. Built around three vertical concepts of Conversational Language, Descriptive Language, and Culture, our approach ensures children connect new knowledge with prior learning. The curriculum starts with a focus on Conversational Language, equipping learners with the fundamental communication skills needed for everyday interactions. As they progress, the emphasis gradually shifts to Descriptive Language, enriching their vocabulary and expressive abilities. Lessons are delivered in French by specialist teachers to lay a solid foundation for future learning. By the end of their primary education, learners will understand simple spoken and written French in familiar contexts and communicate effectively, enriched by insights into French culture.

Learners are exposed to and analyse what **'Excellence'** looks like across the curriculum. Teachers **model** what is expected from children.

Learners develop their oracy skills through **'Talk Partners'** and listening exercises, supported by an immersive environment and teacher modelling.

Lessons are planned and delivered sequentially with a clear **rationale** by specialist Secondary MFL teachers on a fortnightly basis. They advise Primary staff, utilising their specialist knowledge.

Previously taught **skills** are revisited regularly and applied in various learning contexts.

Lessons are planned sequentially with clear rationale, building on prior knowledge.

Songs, videos and interactive games are used to ensure learning is fun and engaging, in addition to reinforcing the vocabulary, pronunciation and grammatical structures for every unit.

Knowledge from previous lessons, units and year groups is reviewed.

Conversational Language, Descriptive Language and **Culture** vertical concepts are taught to help children make connections with prior and future learning.

We use the Linguoscope platform of learning to support the learning of the four main skills of language acquisition (speaking, reading, writing and listening.)

Knowledge organisers are used to develop learners' understanding of key concepts, important vocabulary and vertical concepts.

Teachers use the **I do, we do, you do** strategy to ensure children can develop their confidence and understanding with new learning.

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Outcome:

Learners who are gaining confidence in speaking, reading and understanding a language.