

MFL at Sir Alexander Fleming

Primary School.

Planning Inclusive Lessons

At Sir Alexander Fleming, modern foreign languages teaching and learning offers a progression of skills and includes opportunities to communicate, celebrate and perform with a range of instruments. For modern foreign languages to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. For some learners, modern foreign languages can be a medium to break down barriers that may exist in other curriculum subjects and between students. Modern foreign languages at Sir Alexander Fleming allows freedom and flexibility in communication, expression and performance. This is beneficial, not only for language development, but for the growth of self-confidence, fostering of multiculturalism and the celebration of diversity.

Creating an Inclusive Environment

Considering this, we ensure that all aspects of learners' involvement in modern foreign languages education is as inclusive as possible. Modern foreign languages can form an effective method of communication, so including it as part of repetitive routines such as the attendance register, number count downs and phonics learning, as well as other daily routines, provides predictable, reassuring and memorable experiences for learners. Modern foreign languages has the potential to create challenges for children with sensory issues and children with English as an additional language. At Sir Alexander Fleming, we consider this when creating an effective learning environment. Teachers consider the layout of rooms and groups sizes to maximise participation for children with specific needs. Although French-speaking opportunities, such as role play, games and singing, lend themselves to groups, some learners benefit from working individually, with or without the support of an adult and/or ICT.

How do we support learners who struggle with change and transition?

Designated role in group activities.

Pre-warning given for games or louder activities and give time and space at the start of the lesson.

Option to have group taken elsewhere to complete activity in quieter environment.

How do we support learners who struggle to retain vocabulary?

Use plenty of group and pair speaking tasks.

Vocabulary lists are available as physical resources.

Encourage a 'cumulative approach' to introducing new vocabulary.

How do we support children with literacy difficulties?

Encourage French to be taught by 'learning through mistakes'.

Embed structured phonetic instructions into lessons.

Vocabulary lists are available for every lesson.

Multisensory approach to learning: through song, actions and pictures.

How do we support children who need additional time to develop understanding?

Game-oriented speaking tasks.

Use visual stimuli (pictures) and use song and music where possible.

Explicitly link language learning to practical use to give it a purpose.

Teaching considerations

Early years	Key stage 1	Key stage 2
<p>We may sing nursery rhymes in other languages.</p>	<p>Whilst it is not a statutory requirement to teach modern foreign languages in Key Stage One, we encourage dynamic use of French for greetings and counting in lessons and during carpet time to expose the children to languages as early as possible.</p> <p>This encourages children who have English as an Additional Language to also use their own languages as greetings.</p> <p>Thus, encouraging an inclusive environment.</p>	<p>Ensure year group consistency to support learners with transition.</p> <p>Lessons and learning objectives are sequenced carefully to reduce chances of cognitive overloading.</p> <p>Repetition and revisiting of language are embedded into lessons which supports the use of the cumulative approach to new vocabulary.</p>