

WORKING TOGETHER PROJECT: SCHOOL A

Project aims: (i) To develop accessibility strategies for Modern Languages for S1/2 pupils who experience severe difficulties with English language. (ii) S1/2 pupils with Additional Support Needs (ASN) to learn a Modern Language in an appropriate way (iii) to improve the general literacy of pupils who have not achieved 5-14 Level B in English language prior to entering S1.

NB: Most of the strategies listed are already in place in the Modern Languages Dept, but some refining of these may be required for this group of pupils.

Factors to take into account Characteristics of <u>this group</u> of students which may affect learning	Effect on ML learning <u>These learners</u> may have difficulties with the following	Teaching/learning strategies Strategies incorporated into classroom practice that help	Additional support requirements Support strategies include:
<ul style="list-style-type: none"> • Pupils have not achieved 5-14 Level B in language prior to entering S1. • ASN pupils in mixed ability groups are often 'off task' in French. • Dyslexic pupils' fluency of language processing in English is impaired. French is also affected. • EAL pupils' literacy in English lags behind their oral/aural skills. • Lessons one hour long cause many ASN pupils to have difficulty concentrating. • Differences in literacy levels and in work rate contribute to classroom management problems, sometimes to the detriment of differentiation. 	<ul style="list-style-type: none"> • For some pupils, lack of vocabulary and grammatical structure in English means that there is a need for frequent revision and repetition of the same material. • ASN pupils may experience failure in acquiring a Modern language because they have been unable to acquire an age-appropriate vocabulary and grammatical structures in English. • In mixed ability groups more time and practice is needed by the slowest pupils to enable them acquire English and French vocabulary. • Even though dyslexics work hard to acquire vocabulary, they may struggle with word finding - both speaking and listening affected. • EAL pupils' reading /writing skills affected by lack of English vocab. 	<ul style="list-style-type: none"> • Pupils seem to learn - and behave - much better when they work in groups in the classroom • Spending no more than about 20 minutes on a set task. • Differentiated group work. • Differentiation by task and outcome. • Multi-sensory approach (using TV, Music, Art and games). • Differentiated ICT materials. • Extra time and first language dictionaries for EAL pupils. • Blocking each lesson into 2-3 parts, with 2-3 groups. • Block timetabling to enable ability setting at times. • Links with other departments such as HE, Music and Art to promote 'French' lessons, where all the instructions/activities for elements of the S1/2 courses are done in French - eg French terms used in HE; Art colours in French; French songs in Music, etc. 	<ul style="list-style-type: none"> • 2 (or more) adults in the room - the French teacher + either an LS teacher, French assistant or Learning Assistant, Classroom Assistant. • EAL tutors to support the development of literacy in English. • Access to an ICT suite. • LS co-operative teaching. • LS tutor input. • Site licences for some software to allow French classes to spend regular amounts of time in a computer suite. • Additional LS - or Modern Languages - teacher time. • Staff Development time - for French and LS staff to work together - and with other subject staff to produce appropriate materials.