

MFPS Language Policy 2023

Philosophy:

At Miles Franklin Primary School we believe that every staff member is a language teacher and we implement literacy skills through transdisciplinary units of inquiry with explicit teaching, purpose and teaching of ATL skills.

Students, parents and staff work together to meet the needs of all language learners. Students are encouraged to develop their knowledge and skills by listening, speaking, reading, writing, presenting and viewing through all curriculum areas. We meet the needs of our students through differentiated language instruction. Miles Franklin Primary School is committed to providing a learning environment that promotes and supports effective communication and language development.

Language Practices:

All instruction at Miles Franklin Primary School is taught in English. Our teachers create language-rich environments that help to develop a student's literacy skills. Through direct teaching, inquiry learning and collaboration between students, we address all areas of language-arts instruction.

Language Experiences:

Language experience is a shared process in which students engage as a whole class, in groups or individually.

Reading

- Modelled and shared readings are conducted in whole groups, small groups or as a one-to-one activity.
- Shared reading involves students reading from an enlarged text or multiple copies of the text in unison with the teacher.
- Guided reading is generally a more formal, instructional reading activity conducted one-to-one or with small ability-level or needs-based groups. Reading books may be fiction, non-fiction or books related to the unit of inquiry.
- Cooperative reading stimulates and encourages students to study a shared novel in a supportive and structured way. It provides students a voice to express opinions on a variety of literature.
- The conferencing model supports goal setting and provides feedback on student's reading.
- Promoting and encouraging home reading is a priority for every student across the school.
- Viewing involves developing student's visual communication skills so they can read and interpret visual texts and understand how images and language are constructed to convey ideas, values and beliefs.

Writing

- Teachers and students utilise the writing process and 6+1 traits
- Modelled writing is conducted in whole groups, small groups or as a one-to-one activity. Teachers compose text and model and scaffold the way an effective writer

works. Teachers also demonstrate the structure and language features of a particular text type.

- Shared writing is co-constructed and interactive in whole groups, small groups or as a one-to-one activity. The teacher initiates, models and guides writing using students' ideas to compose a variety of written texts.
- Independent writing involves students taking responsibility for their own writing using a variety of literary styles, genres and structures.
- The conferencing model supports goal setting and provides feedback on student's writing

Speaking and Listening

- During speaking and listening teachers focus on the explicit teaching of different genres of spoken language, strategies and conventions and contextual aspects associated with understanding oral texts.
- Students develop their oral language skills through partner, small group and whole class discussions and formal presentations.

English as an Additional Language or Dialect:

Miles Franklin Primary School supports the language development of students who speak English as an Additional Language or Dialect (EAL/D). Students who speak English as an Additional Language or Dialect are simultaneously learning a new language and learning through that new language and therefore may require additional assistance.

Upon enrolment at Miles Franklin Primary School, all students identified as speaking or hearing a language other than English at home will be screened for EAL/D support. The staffing allocation for EAL/D assistance is determined by the ACT Education and Training Directorate based upon the English language achievement levels of EAL/D students.

Newly enrolling students with minimal English may be eligible to enrol in an Intensive English Program for up to three school terms at the Belconnen Primary Introductory English Centre.

The EAL/D program is developed and delivered by a specialist EAL/D teacher. The EAL/D teacher assesses the English language skills of all new EAL/D students at the school. The EAL/D teacher plans collaboratively with the classroom teachers to develop programs which meet each student's instructional needs. The EAL/D teacher works with individuals and groups of students using targeted and highly supported teaching. The EAL/D program is designed to assist students in accessing the oral, listening, written and visual language of the curriculum. Specific instruction is provided in phonics, vocabulary, comprehension, grammar and spelling.

Mother Tongue Support:

In accordance with research and best practice, Miles Franklin Primary School encourages parents and students to continue to speak in their mother tongue. This affirms their cultural identity and strengthens the child's cognitive and language development. We encourage students to be proud of their cultures by recognising their diversity and integrating this into the curriculum.

We support our diverse population by providing books in the mother tongue in our school library. The library technician and EAL/D teacher have built a collection of mother tongue and multilingual language books and resources. The library technician works collaboratively with staff, students and parents to assess the needs of our school. A variety of resources in mother tongue languages will continue to be purchased through our annual school budget.

A list of the mother tongues commonly spoken in the school is maintained and used to plan mother tongue provision and support. The EAL/D teacher will buddy students in the school who speak the same mother tongue. Students working with the EAL/D teacher are encouraged to conduct initial brainstorming and discuss their learning with other students who speak the same language. They are also encouraged to use multilingual dictionaries for translation purposes and to bring in their own books in their mother tongue.

French:

The teaching of French as an additional language at Miles Franklin Primary School is based on the *Australian Curriculum: Languages (French)*. Students engage in experiences aimed at developing their ability to listen, speak, read and write in French. Visual literacy is also promoted in conjunction with French-language resources. Cultural understanding as it relates to French-speaking cultures throughout the world is a central aspect of the French program. Learning activities are differentiated to allow all students the opportunity to achieve their potential in French.

The French language program is developed and delivered by a dedicated specialist French teacher. In addition, class teachers are encouraged to reinforce French language and the value of language learning by reinforcing key vocabulary (e.g. while taking the roll) and using French signs around the classroom. All staff members are supportive of and help to promote activities in French.

All classes from Kindergarten- year 6 receive instruction each week. Authentic links are made to the units of inquiry where appropriate. The specialist French teacher creates a literacy-rich environment in which all aspects of literacy can be explored and promoted and links can be made between languages. Literature and songs are frequently used as a basis for instruction and exploration of the language. Collaboration among students is encouraged.

The library holds a generous collection of French language resources such as books and dictionaries. This collection is continually being augmented through purchases from the French budget, or occasionally, through the literacy budget or P&C donations. As well as being used regularly within the French program, most of these resources are available for

borrowing by individual students, as well as by class groups for use in classroom libraries. The library also holds a number of English-language books on subjects related to the study of French culture and geography. The school is continuing to build its collection of French-language books (both fiction and non-fiction) that relate specifically to the units of inquiry. Additionally, the school has a range of curriculum resources which are maintained by the specialist French teacher.

All school assemblies have a French language component with introductions and instructions presented in French by a Year 6 student, offering senior students an opportunity not only to develop their oral communication skills and confidence in French, but also to enhance their leadership skills. In addition, the 'Happy Birthday' song is sung in French by all staff and students at every assembly. Throughout the year, classes or other student groups present songs, poetry, role plays or skits as a way of demonstrating their skill development in French.

Bilingual and/or French-only signs are displayed around the school to reinforce the value that the school places on the learning of French as an additional language and to aid vocabulary acquisition by students.

Students in all year levels are provided with meaningful opportunities to experience French culture and reinforce their language learning outside of the classroom. Such opportunities generally include, but are not limited to: attending the Australian French Film Festival, viewing visiting performances by Cultural Infusion and Carrousel Theatre, participating in the ACT French Teachers' Network Poetry Competition, creating class entries in the ACT Semaine de la Francophonie Poster Competition, opportunities to purchase licences to use the online vocabulary learning program Language Nut, participation in The Annual Year 6 French Afternoon Tea, option to include French-language books in the Chief Minister's Reading Challenge, and participation in the French section of the MFPS Brilliant Writers Competition.

French Support:

Traditionally, very few students at Miles Franklin Primary School have French as a mother tongue or experience speaking French as a first or additional language at home. In the case that a student is known to have skills in French language, the French language specialist meets with the parents to ascertain the child's knowledge and skill level and inquire as to the wishes of the parents with regards to the child's French language instruction at school. Depending on the needs of the child, the French program is modified in such a way that the child is receiving an appropriate level of French language instruction while maintaining links with the units of inquiry and remaining a part of the student's class.

Literacy Support – Early Intervention:

Students in Kindergarten, who are identified as needing literacy support, receive additional assistance in small groups with a Learning Support Assistant (LSA) engaging with additional sessions of the InLit program. The LSA works in consultation with the Kindergarten teachers to provide targeted support for these students.

In Year 1 and Year 2, students who are identified as needing reading support, work individually or in a small group with a specialist Reading Teacher. The current learning of each student is assessed in order for the teacher to provide targeted support.

In Year 3 - 6, students who are identified as needing reading support, work individually or in a small group with a specialist Reading Teacher in the upper primary years. The current learning of each student is assessed in order for the teacher to provide targeted support.

All Class teachers are updated regularly on students' progress and shown appropriate strategies to support the students in the classroom.

Parents and carers are invited to meet with the specialist Reading Teacher at the beginning of the program and regular contact is maintained between parents, carers and the teacher. At the initial meeting, parents and carers are shown a range of appropriate strategies to use at home with the students. These aim to complement and maximise the benefit of the program.

Assessment:

Language will be assessed based on our assessment policy.

Review:

Our language policy will be reviewed every three years.

Last review: 2023