

Adaptations we make to teaching strategies and the learning environment, to ensure that all children have the best possible outcomes in French (MfL)

<u>Communication & Interaction Needs</u>	<u>Cognition & Learning Needs</u>
<p>Classroom instruction and basic commands are displayed in classrooms and used in everyday practice by staff.</p> <p>Children are seated away from distractions in a suitable space within the classroom.</p> <p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p> <p>A variety of methods are used to record work e.g. scribes, tape recorders.</p> <p>Verbal instructions are simplified, precise and direct.</p> <p>Sensitive groupings give pupils opportunities to work alone or with others.</p> <p>Interests of the pupil are identified and used to motivate.</p> <p>Activities can be adapted to focus on S&L opportunities when appropriate.</p> <p>Visual stimuli are utilised e.g. drawings, pictures, photographs.</p> <p>Resources for the lesson are readily available.</p> <p>Additional adults are used effectively.</p> <p>French lessons are broken down into easily achievable steps.</p>	<p>Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson.</p> <p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p> <p>A variety of methods are used to record work e.g. scribes, tape recorders.</p> <p>A variety of table groupings are used so that children are able to draw on each other's strengths and skills.</p> <p>Resources for the lesson are readily available.</p> <p>Working walls are used to display information visually.</p> <p>Templates are used for written tasks.</p> <p>Key vocabulary is displayed on the working wall and on word mats when writing is required.</p> <p>Teachers demonstrate, model and reinforce new skills.</p> <p>Talk partners are used to allow time for thought. Pupils are encouraged to use their oral ability and participate in class discussion.</p> <p>Additional adults are used effectively.</p> <p>Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.</p> <p>French lessons are broken down into easily achievable steps.</p>
<u>Social, Emotional & Mental Health Needs</u>	<u>Sensory & Physical Needs</u>
<p>Children are seated away from distractions in a suitable space within the classroom.</p> <p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p>	<p>Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson. e.g. to ensure good visual contact for lip reading.</p>

<p>Resources for the lesson are readily available.</p> <p>A variety of methods are used to record work e.g. scribes, tape recorders.</p> <p>French lessons are broken down into easily achievable steps.</p> <p>Group work can be restricted to one other pupil only.</p> <p>Calming background music can be used.</p> <p>Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.</p> <p>Additional adults are used effectively.</p>	<p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p> <p>Equipment is readily available and within easy reach.</p> <p>Adaptive teaching can be used to support children e.g. greater emphasis on S & L instead of writing; scribe used to support</p> <p>Triangular pencils and grips are used. Coloured sticky tape is used as a marker on the pencil to indicate the grip zone.</p> <p>Additional adults are used effectively.</p> <p>French lessons are broken down into easily achievable steps.</p> <p>A variety of table groupings are used so that children are able to draw on each other's strengths and skills.</p>
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