

# Adaptive Teaching in French (MFL)

At Ingleton Primary School, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



## **Inclusive Classroom Environment**

Foster an inclusive classroom environment where all pupils feel valued and included in all MFL discussions and tasks. Flexible Grouping - The children have the option to work with other children and tend to move places so they have the opportunity to work with other children who have different abilities/ interests in French lessons.

## **Personal Plan**

Use strategies outlined in Individual Provision Maps (IPMs) for children with SEND to enable them to engage in activities and achieve learning outcomes.

## **Sensory Considerations**

Be mindful of sensory sensitivities or challenges that some children may have. Create a comfortable and non-disruptive learning environment that minimises sensory distractions.

## **Time for talk**

Flexible grouping.

Children need time to process new phrases/ words and allowed the time to practice their oracy skills. The children are encouraged to hold a conversation with their partner.

## **Embedding vocabulary**

The teaching of new vocabulary early and repeated allows children to use this vocabulary and build a fuller understanding of its meaning in different contexts.

## **Knowledge Retrieval**

Spaced Practice - during the week to allow the children to revisit vocabulary. Discussion with peers to support this.

## **Teacher intervention and adapted tasks**

Pupils are provided with additional adult support during tasks to clarify learning and repeat information as necessary. Tasks may be adapted and scaffolded to suit all pupils needs e.g.

- Use a lot of repetition within the lesson and adopt a multi-sensory approach.
- Clearly model and repeat vocabulary.
- Promote the use of whiteboards to make notes and practice new language.
- Use of word banks and vocabulary sheets.

## **Assessment**

It may be appropriate to adapt assessments in French, and this is flexible. This can be done through teacher scribes, verbal Q and As and/or representing their learning in a different more accessible way based on their specific needs. Games may be played to assess understanding.