



CURRICULUM ADAPTATIONS IN FRENCH

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>Use of word mats in English and French, including pictorial representations, to introduce new vocabulary</p> <p>Pre-teach new vocabulary and key knowledge</p> <p>Embed new vocabulary through chanting, repetition, songs and rhymes as a whole class before being invited to speak individually</p> <p>Constant retrieval practice of prior learning and vocabulary</p> <p>Recording new vocabulary using a variety of methods (including images, tables, colour coding)</p> <p>Use visuals to represent masculine and feminine vocabulary</p> <p>Use of word banks with key vocabulary when writing independently, or provide cloze sentences</p> <p>Make effective use of social stories to aid interaction</p> <p>French display referred to when teaching and recapping core vocabulary (for example: colours, numbers, days of the week and months of the year)</p>	<p>Recognise that the learning of French language/vocabulary may be challenging for children with additional needs</p> <p>Be aware that children with slow language processing skills will need even more time to verbalise in another language</p> <p>Give additional thinking time</p> <p>Be aware that receptive language skills may be better than spoken language skills - offer alternative ways for pupils to demonstrate their knowledge</p> <p>Model sentence stems and key vocabulary to encourage children to communicate in French</p> <p>Use a range of communication forms</p> <p>Limit the use of vocabulary to that which is absolutely necessary to ensure good progress is made</p> <p>Make use of objects/images/cartoons as a starting point for developing language and vocabulary</p> <p>Use of paired/group work when carrying out conversational French</p> <p>Foster a culture of growth mindset learning - it is ok to make mistakes!</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Ensure a suitable font and font size is used</p> <p>Use coloured backgrounds if necessary</p> <p>Think about classroom acoustics and background noise - some children may be uncomfortable in loud environments</p> <p>Minimise sensory overload - make use of ear defenders</p> <p>Support the learning of new language/vocabulary with gestures, signing and visuals</p> <p>Include interactivity within lesson delivery</p> <p>Make use of role play to aid understanding, but be aware of pupils with sensory issues</p> <p>Provide enlarged copies of resources</p> <p>Make use of whiteboards when necessary</p> <p>Make use of subtitles on videos where required</p> <p>Scribe answers and ideas where needed, particularly for more complex responses involving opinion and reasoning</p>	<p>Use of Oracy skills to allow time for pupils to think, generate ideas and practise their responses in an informal manner</p> <p>Allow abundant time for children to practise orally to themselves, their peers or make use of talking tins/phones</p> <p>Variety of techniques employed to choose children to answer questions (pre warn pupils that they may be chosen)</p> <p>Teach misconceptions and model possible errors to demonstrate positive attitudes towards learning</p> <p>Use of time out breaks if needed</p> <p>Use of fidget aids, wobble cushions etc to aid concentration</p> <p>Opportunities to develop social skills</p> <p>Support engagement in group work or collaborative learning</p> <p>Use of PSHE to explore any sensitive/emotive topics</p> <p>Foster an environment in which mistakes become learning points - encourage a 'have a go' ethos</p> <p>Encourage perseverance!</p>