

MFL: French



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

Possible indicators may include

Significantly behind peers
Requires constant overlearning
Difficulty retaining Information

- EHCP
- 1-1 TA Support
- Educational Psychology Referral

Individualised

- One Page Profile
- SEND Support
- Group/individual work
- Scribing ideas in lessons
- Emphasise their discussions and understanding of the concepts through verbal feedback
- Assistive technology
- Use of strong linguists to support peers where necessary

Targeted

- Quality 1st Teaching
- 'Can do' approach for all children,
- Targeted questioning in lessons
- Classroom instructions delivered in French
- Feedback offered in French
- All children studying same unit with scaffolded resources
- Left and right-handed scissors available/adapted resources
- Sentence stems to aid explanations
- Repetition of sentence stems
- Word banks
- Growth mindset
- Units blocked and clear sequences of work planned
- PowerPoints on non-white, dyslexia friendly fonts
- Opportunities to record in different ways
- Consistent vocabulary displayed each lesson
- Verbal praise, feedback recognises praise and effort
- Each lesson reviews previous learning/knowledge
- Agreed lesson scheme throughout school
- Informal, ongoing, formative assessment to extend progress
- In lesson feedback
- Targeted questions
- Positive relationships
- TA Support where appropriate
- Enrichment club offer
- Collaborative learning
- Talk partners
- Use of visual images and sound buttons for vocabulary and pronunciation
- Knowledge organisers
- End of unit assessment to monitor progress
- Celebration of culture
- Whole school 'language days'
- Independent activities

Universal