



Wardley CE Primary School Curriculum Inclusion Strategies - French (Modern Language)



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in French. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> ● All adults are aware of individual children’s barriers to learning, so they can best meet their needs. ● A quiet, calm working environment, to minimise distractions. ● Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention. ● Deploy all adults strategically, to achieve the best pupil outcomes. ● All adults modelling accurate and precise language in French. ● Regular opportunities to revisit prior learning in French. ● A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> ● Adults use Blank Level Questioning, appropriate to each child. ● Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding of French. ● Plenty of speaking and listening opportunities for pupils to articulate their understanding of scientific concepts and listen to their peers. ● Provide extra time to allow children to process questions, think about their answers and respond. ● Hands-on practical experiences, wherever possible, to observe the use of French in action/real life.
Key Stage 2 2	<ul style="list-style-type: none"> ● Children are encouraged to respond to songs, rhymes and greetings in a foreign language. <i>For example, songs are taught to support various topics in KS2 such as ‘Greetings’ in Year 3, ‘Ma Famille’ in Year 4, ‘Les Habitats’ in Year 5 and ‘A L’ecole’ in Year 6.</i> ● Through vocabulary, grammar and phonics, children make links between English and French ● Children are encouraged to blend and decode in phonics which can be later applied to French. <i>In KS1, children learn the ‘oi’ sound in English and in KS2 they learn how to pronounce ‘oi’ differently in French.</i> ● Vocabulary is developed through flashcards and choral repetition. ● Resources are provided in lessons to encourage independent use, eg images, word banks, French dictionaries ● Resources include: visual texts, authentic audio recordings, videos and music. ● Multi-sensory approaches – visual, auditory, kinaesthetic, subtitled videos. ● Physical resources – vocabulary flashcards, images

- Skills taught in clear sequence, building on prior knowledge. *For example, our chosen French scheme of work 'Language Angels' progresses from 'Early Language Teaching' in Year 3 to 'Intermediate Teaching' in Year 4 & Year 5 and 'Progressive Teaching' in Year 6.*
- Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part.
- Careful use of pupils, who are able to model correct use of vocabulary and explain concepts clearly to their peers.
- Adults use appropriate non-verbal communication. Include gesture, body language and eye contact.
- Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge).
- Limit the number of questions asked.
- Children are given the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.
- Verbal information made visual e.g. word lists, vocabulary lists.
- Give lots of targeted, focused praise e.g. good listening, good sitting.
- Use of Blank Level questions targeted and pitched to the children at their correct level.
- Plenty of speaking and listening opportunities for pupils to articulate their likes and dislikes, their interests, hobbies, families and experiences in the target language.

Vocabulary

- Reduce the amount of new vocabulary within a French lesson to avoid cognitive overload.
- Songs are used to support vocabulary learning.
- Vocabulary sheets provided in French books to act as a reference point for keywords.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Support with French phonics provided in each lesson. *'Phonics and Pronunciation' key information is included on the knowledge organisers for children to refer to. These can be found in children's French books and are accessible in every lesson.*
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrammes, mind maps (see other ELKLAN resources for extending vocabulary)*
- Where necessary, simplify French vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of French vocabulary and concepts. *For example, children in Year 5 create their own visual vocabulary sheet where they take key vocabulary from each lesson and add it to their own glossary, accompanied with images if this helps them.*