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| **Adaptation** | **What does this look like in MFL – French** |
| Use of Connecting Steps to personalise the learning objective. | Support from Connecting Steps targets with the mechanics of writing. |
| Group discussions. | Partner work/discussions and group work/discussions can be incorporated into every session to verbally rehearse the vocabulary in focus for the session. To recap previous and new learning.  |
| Use of artefacts. | Use of physical props to reinforce learning.Example:Food role play in food units.  |
| Use of drama. | Mini drama opportunities throughout sessions.Example:Asking someone their nameHow someone is feelingRequesting a particular food |
| Use of technology. | Slides are interactive and can be used by individuals during inputs. Website has some additional games that can be played by the children. Purple Mash have some French games on the site. Year 4 have trialled using some of these games at different points during the week as recaps to the previous session.  |
| Brain breaks. | Up to the discretion of the teacher. The program offers a multisensory approach which aims to engage with/address different children’s needs. |
| Ear defenders. | Available to individuals who require them. |
| Adult support. | This will vary between year groups, TA support and timetabling of the subject. Available adults will work with children to support their needs/misconceptions/deepening opportunities.  |
| Relating the learning to what the children already know well. | The units focus on topics that relate to the children and are familiar with already – fruits, talking about themselves, family, classroom, homes |
| Word mats. | There are key vocab sheets for each unit plus additional flashcards etc that can be printed to support each lesson. Majority of documentation is supported with imagery  |
| Voice recordings. | The programme contains voice recordings to model the correct pronunciation. |
| Group work. | Children work in mixed ability groupings during sessions |
| Talk partners. | Mixed ability, used frequently to rehearse vocabulary being taught in that session.  |
| Listening to the views of the children. | Formally – pupil voice at points across the year (autumn 1 Year 5 – Spanish taster feedback)Informally – within sessions children are able to comment on what is being taught – how it might relate to them etc.  |
| Revisiting learning after a period of time. | Program supports this. Each session recaps previous session and builds on. The units covered across the key stages/school link to previously taught units and therefore build on pre-existing skills. |
| Sentence starters. | Sentence starters/fill the gap activity used for those who require it. Website has a SEND tab for each session to enable you to access specific resources.  |
| Use of video clips. | Short animations/sounds effects are embedded in the slides used. Additional resources enable children to engage with songs that link to unit.  |
| Use of writing frames. | Differentiated worksheets can support the range of needs within one class. |
| Modelling. | Lots of opportunities through the slides, teacher and children – mostly verbally |
| Role play. | Opportunities for this throughout the key stages.  |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | French has been mentioned on the weekly emails, particularly when it links well with a project/unit of work in another subject area.Specific celebration days would be communicated with parents.  |
| IDPs | IDP targets are considered and impact planning for specific pupils within MFL. This would look different across the key stages.  |
| Scribing when necessary when writing is not the focus. | Yes |
| Use of small world. | If artefacts available. Particularly in Infants. |
| Use of physical resources, manipulatives and Hands On experiences. | Artefacts used when relevant and available.  |
| Repetition of inputs and chunking of information. | Each lesson begins with a repetition of the previous lesson. Opportunities for teachers to recap vocab throughout the week – when lining up for example.  |
| Visual supports. | Yes.  |
| The opportunity to choose how they present their work. | Applicable sometimes when creating a piece towards the end of a unit – poster etc.  |