



St Thomas of Canterbury Curriculum Inclusion Strategies



French (MFL)

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

| Key Stage | Strategies for inclusion |
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| Whole School | <ul style="list-style-type: none">• A quiet, calm working environment, to minimise distractions. Background noise and reverberation are reduced.• All adults are aware of individual children's barriers to learning, so they can best meet their needs.• Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on, provide brain breaks for pupils.• Deployment of all adults is strategic, to achieve the best pupil outcomes.• The teacher's face (and mouth in particular) can be seen and all adults model language with accurate pronunciation.• Students' seating and the main board position are planned for the shape of the room so they can see and hear clearly, as necessary: the teacher, each other, the board etc. Seating also allows for peer or adult support.• Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose.• Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils' understanding.• Children are given time to process questions, think about their answers and respond.• Regular opportunities to revisit prior learning through Flashback Four retrieval activities• Instructions are given clearly and reinforced visually and language is clear and unambiguous, so as not to overload memory.• The amount of material to be remembered is carefully selected, therefore reducing the reliance on memory.• Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels. |
| Early Years Foundation Stage is linked to Development Matters area of learning. | <ul style="list-style-type: none">• Teachers model to children how to tune into different sounds. <i>In the Acorn classroom and EYFS, children do daily listening and attention and learn to attend to sounds in their environment.</i>• Real concrete items are used to develop language• French is directly linked to Communication and Language, People & Culture and Communities in Development Matters area of learning.• Speaking and listening. <i>In the Acorn classroom, sensory sound buttons (using basic language) for non-verbal children.</i>• Language lessons foster pupils' curiosity and deepen their understanding of the world. |

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| <p>Key Stage 1 & 2</p> | <ul style="list-style-type: none"> • Children are encouraged to respond to songs, rhymes and greetings in a foreign language. <i>For example in Year 3, children learn the ‘Quel age as-tu?’ song to remember questions.</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 accessible, within reach, and labelled clearly 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. <i>In Year 4, children use actions to learn Christmas nouns and visual images before being expected to produce language themselves.</i> • Scaffolding through word banks. • Physical resources – vocabulary flashcards, voice recorders, images • For recording opportunities, alternatives to written recording are offered, eg drawing, scribing, word processing, images, video, voice recording • Students move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for students who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. • Plenty of speaking and listening opportunities for pupils to articulate their likes and dislikes, their interests, hobbies, families and experiences in the target language. |
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