

Adaptations to remove potential barriers in the curriculum Subject: MFL

Potential barrier	Strategies to overcome barrier
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Use alternatives to written recording, e.g. scribing, videos, voice recordings • Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to • Sentence stems
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Use actions to help children remember • Display images with words in English and Spanish • Give one or two instructions at a time • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Reading	<ul style="list-style-type: none"> • Reading with a peer who can read to them • Adult to support with reading elements • Make phonics mats available
Processing questions	<ul style="list-style-type: none"> • Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Working and long-term memory	<ul style="list-style-type: none"> • Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats with images to support with recalling key vocabulary • Retrieval practice • Use of memory aids- posters, pictures, word banks • I do, we do, you. Ensure we spend the most amount of time on the 'we do' and check that the child/ren know what to do – use visualiser. • Keep instructions short and use visual prompts
Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs

	<ul style="list-style-type: none"> • Reduce the I do and more focus on the we do • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Pronunciation	<ul style="list-style-type: none"> • Language Angels interactive resources and videos to share good pronunciation • Encourage mixed ability talking partner activities • Offer plenty of choral repetition • Provide plenty of oral opportunities
Adult – pupil communication listening, questioning and talking	<ul style="list-style-type: none"> • Think carefully how you communicate with children. Consider the length of the input. • Consider the level and range of questions that can be access by different pupils and adjust accordingly • Teach and empower children to ask for help
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Consider pupil’s learning preferences recorded in Learning toolkit.</p> <ul style="list-style-type: none"> • Check for understanding