

Subject: French (MFL)

### Adaptive teaching plan

Barriers to learning	Adaptations required	Resources needed
<p><b>Communication and Interaction</b></p> <p>Difficulty with pronunciation and phonics (French sounds unfamiliar)</p> <p>Difficulty with speech in own language</p> <p>Speech impediments; lisp, stutter, mispronunciation (w for r) etc</p> <p>Limited vocabulary retention</p> <p>Anxiety about speaking aloud in another language</p> <p>Difficulty understanding spoken instructions in French</p>	<p>Pre-teach key vocabulary using visuals and gestures</p> <p>Use repetition, songs, and call-and-response activities</p> <p>Break instructions into small, simple steps (use English + French where needed)</p> <p>Provide sentence stems (e.g., <i>Je m'appelle...</i>, <i>J'aime...</i>)</p> <p>Allow alternative responses (pointing, matching, yes/no cards before speaking)</p> <p>Use talk partners to practise before whole-class speaking to increase confidence</p> <p>Reduce the amount of new vocabulary children are exposed to each lesson.</p> <p>Recap previous learning at the start of a lesson before building on previous learning.</p>	<p>Visual flashcards (images + French words)</p> <p>Phonics videos/audio (e.g. French alphabet sounds)</p> <p>Sentence scaffolds</p> <p>Audio recordings for repeated listening</p> <p>Mini whiteboards for low-pressure response</p>

<p><b>Cognition and Learning</b></p> <p>Difficulty memorising vocabulary and grammar patterns</p> <p>Slower processing speed when translating or forming sentences</p> <p>Challenges understanding abstract grammar (gender, verb changes)</p> <p>Difficulty retaining transferring knowledge between lessons</p>	<p>Use small-step teaching (introduce limited vocabulary at a time)</p> <p>Revisit learning regularly</p> <p>Use dual coding (images + words)</p> <p>Provide word banks and knowledge organisers</p> <p>Model sentence construction explicitly</p> <p>Use games and retrieval practice (quizzes, matching, memory games)</p> <p>Reducing language exposure i.e focus on learning 3 new phrases rather than 5.</p> <p>Immerse children in the language outside of lesson times - French words labelled around the room.</p>	<p>Knowledge organisers (topic vocabulary + key phrases)</p> <p>Colour-coded grammar supports (e.g. gender highlighting)</p> <p>Matching cards and sorting activities</p> <p>Interactive games - Kapow</p> <p>Visual dictionaries or teacher-made word banks to reduce cognitive overload.</p>
<p><b>Social, Emotional and Mental Health</b></p> <p>Low confidence in speaking a foreign language</p> <p>Fear of making mistakes in front of peers</p> <p>Reduced engagement or avoidance</p> <p>Frustration if progress feels slow</p>	<p>Create a safe, supportive environment where mistakes are normalised</p> <p>Use praise for effort, not just accuracy</p> <p>Provide structured speaking opportunities (paired/group work)</p> <p>Use fun, engaging activities (songs, role-play, games)</p>	<p>Role-play props (e.g. café menus, name badges)</p> <p>French songs and rhymes</p> <p>Reward systems</p> <p>Emotion check-ins/confidence scales</p>

	<p>Allow thinking time before answering</p> <p>Use non-verbal participation options initially</p>	
<p><b>Sensory and Physical</b></p> <p>Hearing difficulties affecting listening tasks</p> <p>Visual impairments impacting reading of text</p> <p>Fine motor difficulties affecting writing in French</p> <p>Sensory overload during busy speaking/listening activities</p>	<p>Provide clear audio (reduce background noise, repeat recordings)</p> <p>Use enlarged text and high-contrast materials</p> <p>Offer alternatives to writing (oral responses, matching tasks, ICT)</p> <p>Provide printed vocabulary lists instead of copying from board</p> <p>Allow use of assistive technology i.e chromebooks.</p>	<p>Headphones/audio devices</p> <p>Large-print resources</p> <p>Tablets/laptops for typing or voice recording</p> <p>Coloured overlays or dyslexia-friendly fonts</p> <p>Writing frames and templates</p>
<p>General adaptive strategies</p> <p>Use <b>multi-sensory teaching</b> (visual, auditory, kinaesthetic)</p> <p>Build in <b>frequent retrieval practice</b></p> <p>Keep lessons <b>interactive and language-rich</b></p> <p>Use <b>real-life contexts</b> (shopping, greetings, family)</p> <p>Differentiate by <b>outcome, support and expectation</b></p> <p>Regularly assess understanding through low-stakes method</p>		

### Stretch and challenge

All pupils learn the **same core vocabulary**

Support is adjusted (not content reduced)

Challenge comes through:

- **independence**
- **complexity**
- **language manipulation**