



## 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"> <li>• Use alternatives to written recording, e.g. scribing, videos, voice recordings</li> <li>• Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to</li> <li>• Sentence stems</li> </ul>
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> <li>• Use visual prompts to direct children</li> <li>• Give one or two instructions at a time</li> <li>• Pre-teach key vocabulary, then ensure consistently used and embedded and applied</li> <li>• Retrieval practice</li> <li>• Use voice recordings or photos to reinforce vocabulary</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Reading with a peer who can read to them</li> <li>• Adult to support with reading elements</li> </ul>
Processing questions	<ul style="list-style-type: none"> <li>• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers</li> <li>• Prepare pupils to contribute to feedback sessions, visual prompts</li> </ul>
Working and long term memory	<ul style="list-style-type: none"> <li>• Reduce the amount of material to be remembered and display important information on the board for children to refer back to</li> <li>• Word mats to support with recalling key vocabulary</li> <li>• Retrieval practice</li> <li>• Use of memory aids- posters, pictures, word banks</li> <li>• 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</li> <li>• Keep instructions short and use visual prompts</li> </ul>
Attention and focusing	<ul style="list-style-type: none"> <li>• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace</li> <li>• Use preferential seating and proximity to engage all children- can you access target children?</li> <li>• Plan movement breaks and classroom jobs</li> <li>• Reduce the I do and more focus on the we do</li> <li>• Reduce cognitive overload and limit teacher talk</li> <li>• Practical and engaging learning opportunities</li> </ul>

Pronunciation	<ul style="list-style-type: none"><li>● Language Angels interactive resources and videos to share good pronunciation</li><li>● Encourage mixed ability talking partner activities</li><li>● Offer plenty of choral repetition</li><li>● Provide plenty of oral opportunities</li></ul>
Adult – pupil communication listening, questioning and talking	<ul style="list-style-type: none"><li>● Think carefully how you communicate with children. Consider the length of the input.</li><li>● Consider the level and range of questions that can be access by different pupils and adjust accordingly</li><li>● Teach and empower children to ask for help</li><li>● Check for understanding</li></ul>