REMOVING BARRIERS FROM THE MFL CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: MFL

Potential Barrier	Adaptations to Teaching
Difficulty with recording information or literacy barriers	• 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	• Use visual prompts to direct children • 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	• Reading with a peer who can read to them • Adult to support with reading elements
Processing questions	• 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	• Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice • Use of memory aids- posters, pictures, word banks • Keep instructions short and use visual prompts
Attention and focusing	• 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 • Reduce the I do and more focus on the we do • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Pronunciation	• Language Angels interactive resources and videos to share good pronunciation Encourage mixed ability talking partner activities • Offer plenty of choral repetition (we do) • Provide plenty of oral opportunities
Adult – pupil communication listening, questioning and talking	• 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 adject accordingly • Teach and empower children to ask for help • Check for understanding