

# Adaptive Teaching Strategies - Modern Foreign Language



Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in Modern Foreign Language.

## Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge organisers and vocabulary mats are provided.

Word Walls/Working Walls are used to reinforce and revisit key vocabulary

Scaffolding formats are in place to help with organising work.

Question prompts and example sentence starters given to promote discussion.

Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.

Paired and small group discussions to encourage contribution.

Pupils are assigned specific roles during group activities (e.g. chair, writer, reporter, observer)

Use of talk partners to prepare ideas for writing and practice key vocabulary

Multi-sensory approaches are used to support spoken language (visual prompts, drama/role play)

Use of songs and whole class learning opportunities to reinforce key language and vocabulary.

Opportunities to pre-meet visitors to school to prepare for changes in the curriculum

Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required.

Teacher and support staff employ method of communication appropriate to need

TAs are used effectively (where available) to explain language used and to help understand questions

Pupil is only asked to read aloud texts in class they are comfortable with/have pre-prepared

Lesson objectives are clear and additional adults know the lesson content and key vocabulary pronunciation and translations prior to the lesson

## Cognition and Learning

Pre-teaching of vocabulary, key skills and ideas  
Ensure key vocabulary is visible - knowledge organisers/word bank

Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.

Use of display (Working Walls, Word Walls) to aid recall of focus learning and post it's to aid short term memory (annotate key vocab/facts)

Make it visual - use of pictures, diagrams, textbooks, photographs, etc.

Teach the use of learning aids so pupil can use these independently. These could include: key word mats, Sentence stems, Comic strips, Writing frames

Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps

Range of coloured overlays available

Use modelling and practical demonstration to support pronunciation.

Modelling, demonstration and imitation help pupils begin to recognise and improve their pronunciation of language vocabulary.

Provide opportunities for pupils to join in all together before being invited to pronounce vocabulary individually.

Adaptations for presentations (colour of background, printing out presentation, font)

Avoid the need for copying lots of information. Notes can be printed off or adult can be used as a scribe.

Use of short titles that can be pre-written in pupils books prior to the lesson.

Using apps in lesson to support learning and knowledge (PicCollage)

Using photographs and video to record work - iPad.

Use whiteboards for recording steps of tasks, note taking, to try out spellings, to record ideas

Make spelling strategies explicit: mnemonics, sounds, chunk, word within a word, know it, analogy

Time to think about questions before they are required to respond

Pupils are encouraged to look back on previous work

Feedback is given in an appropriate form

**Social, Emotional and Mental Health**

Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.

Provide access to sensory materials (e.g. fiddle toy) as appropriate.

Use positive approaches, identify pupil strengths and praise these.

Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.

Be mindful of trigger points for specific children and how this may impact upon their learning.

Ensure resources for task are readily available.

Incorporate tasks which allow movement/sensory movement breaks into daily planning.

Use a visual timer to extend time on task/to measure time on task.

Advance warning of changes to regular events and opportunities to pre-meet visitors/ see the sets of plays.

Using specific areas of interest or give a role of responsibility to raise self-esteem.

Allow to doodle/make notes/mind maps when listening.

Transition times are carefully managed, with rules explained and practiced.

Language of choice (two choices given)

Chunking of learning

Use of visuals and Checklists

Kinaesthetic approaches

Use of ear defenders.

**Physical and/or Sensory**

Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.

Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.

Use of wobble cushion.

Ensure pupil is seated in the most appropriate position taking into account the child's specific need.

**Visual**

Adapted books (bold lines)

Print resources on coloured paper

Enlarge examples/text, ensuring quality of original document is not compromised

Ensure pupils have their own copy of a text

When explaining to the class, reading aloud as you write on the board

Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc

Intersperse spells of visual activity with less demanding tasks.

Visual aids are checked for clarity and accessibility

**Hearing**

Make sure adult's face is always clearly visible and that everybody in the group can be seen.

Use lots of visual and concrete resources to explain key concepts

Check for understanding to avoid misconceptions

Gain pupil's attention before giving important information

Keep background noise to a minimum

If required, consider slowing speech rate a little, keeping natural fluency.

Repetition of audio recordings and slowing down playback speed.

Repeat contributions from other children as their voices may be unclear.

Divide listening time into short chunks (when possible)

Key words are written on board to provide focus to vocabulary used in introduction and conclusion

Language is clear and unambiguous

Alternative communication modes are used

**Physical**

Use of writing slope.

Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.

Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.

Use alternative methods of recording (voice recorder, bullet points, laptop)

Videos of speaking and listening work and alternative resources made available where appropriate.

Resources are in reach and clearly labelled to allow independent use.