



Strategies to remove potential barriers in the curriculum Subject: MFL- French

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 ● 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
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 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	<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 ● Reduce cognitive overload and limit teacher talk ● Practical and engaging learning opportunities
Pronunciation	<ul style="list-style-type: none"> ● 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 adjust accordingly
- Teach and empower children to ask for help
- Check for understanding