

Our Lady of Perpetual Succour Catholic Primary School



French Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
<p>French education is an important part of our curriculum and for learners with SEND. Learning a second language can be challenging and we support all children.</p> <p>Within French we focus on listening. All pupils need to feel relaxed and safe. Language-learning involves taking risks, so pupils need to feel confident to make mistakes without being judged. Expecting pupils to be supportive of each other means that all learners can express themselves without the fear of being laughed at within an inclusive environment.</p>	<p>Within MFL- French we use the following strategies to support SEND - pre teaching, modelling, scaffolding, vocabulary, planning, and meaningful talk.</p> <p>Pre-Teaching Vocabulary introduced gradually no more than 8-10 phrases in a lesson- taught in small chunks (phrases). Use of mind maps to explore prior learning. Focus on prior learning from previous years that may be relevant to current themes <i>e.g., revising days of the week at the start of lesson on looking at a French school timetable and nouns for school subjects</i>. Songs and rhymes can be powerful tools for enabling all children, particularly SEND learners, to process and retain key vocabulary.</p>

'We learn to love everyone as Jesus loves us'





Writing key phrases from previous lesson on mini whiteboards at start of lesson. *Eg Autumn – name, age, how feeling etc*

Modelling

Lots of listening as modelling displayed on WB and printed for pupils showing French and English translations. Highlight key phonemes, syllables, silent letters etc.

Language also modelled using gestures, flashcards, images etc
Flooding pupils with comprehensible input. Pupils not rushed too soon to produce language before they are ready. Use of paired talk. Children should be exposed to lots of 'Talk for Writing' before putting pen to paper or before speaking in front of class.

Scaffolding

Use of colour-coded speaking and writing scaffolds, allow children to create a sentence of the level of complexity that they feel comfortable with. Use of colour to support understanding gender e.g masculine words in blue feminine in green.

Vocabulary

Quality of language over quantity / Less = more fluency. Same language repeated through different activities progressing gradually from receptive to productive.

Planning

Supported with planning writing role plays etc. Model texts that can be adapted. Support with structure.

Meaningful Talk

Varied activities to aid retention and retrieval of language in low stakes situation. E.g Read my mind games, Beat the teacher, delayed copying etc. Revisiting of key structures in different contexts. Use of songs and stories to aid memorisation and motivation.

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