

Inclusive Approaches and Adaptations Across All French Units			
Planning and Design - Provide clear learning intentions and success criteria using child-friendly language. - Share examples of spoken French, written sentences and model conversations before pupils complete tasks. - Use the Language Angels progression framework to build knowledge systematically over time. - Break language learning into manageable steps: - Listening - Repeating - Speaking - Reading - Writing - Use visual resources, vocabulary mats, knowledge organisers and sentence structures to support learning. - Model pronunciation clearly and provide repeated opportunities to hear and practise new vocabulary. - Use songs, rhymes, actions, games and role play to make language learning accessible. - Allow pupils to demonstrate understanding in different ways, including speaking, listening, matching activities, practical tasks, drawing, labelling and written responses. - Provide opportunities for pupils to rehearse language orally before independent work.	Foundational Knowledge and Vocabulary Development - Identify and explicitly teach essential French vocabulary before pupils apply language skills. - Pre-teach vocabulary using: - Pictures - Actions and gestures - Objects and real-life examples - Audio recordings - Repetition activities - Build secure foundations through regular retrieval of previously taught vocabulary and phrases. - Revisit key language structures regularly, including: - Greetings and introductions - Numbers - Colours - Days, months and dates - Family vocabulary - Opinions - Descriptions - Questions and answers - Use vocabulary mats and working walls to support recall and independence. - Explicitly teach pronunciation, including unfamiliar sounds and accents. - Develop understanding of sentence structure by identifying patterns and similarities between English and French. - Use low-stakes quizzes, retrieval activities and games to strengthen long-term memory. - Make links between previous French units so pupils build a progressive language repertoire.	Listening and Speaking Adaptations - Model accurate pronunciation and intonation. - Use slow, clear speech and repeat key phrases. - Provide audio recordings that pupils can revisit independently. - Break listening activities into smaller sections. - Use gesture, facial expression and visual clues to support meaning. - Allow pupils additional processing time before responding. - Use songs, chants and repetition activities to develop confidence. - Provide structured speaking opportunities through: - Paired conversations - Group activities Reading and Writing Adaptation Teach the link between spoken and written French explicitly. Provide vocabulary banks and sentence builders to support independent writing. Use colour coding to identify: Nouns Verbs Adjectives Key sentence structures Provide model sentences before pupils create their own.	Communication and Language Support - Provide extensive opportunities for listening and speaking before expecting written outcomes. - Use repetition and modelling to develop confidence with pronunciation. - Provide sentence starters and speaking frames, such as: "Je m'appelle..." "J'aime..." "Je n'aime pas..." "J'habite..." "Mon anniversaire est..." - Use partner talk and paired speaking activities before whole-class responses. - Encourage pupils to practise conversations through role play and structured dialogue. - Use visual prompts to support understanding of spoken instructions. - Allow pupils to respond verbally where writing creates an unnecessary barrier. - Provide additional opportunities to rehearse vocabulary and phrases before performance tasks. - Support pupils using alternative communication systems to participate where appropriate.
Cognition and Learning Support - Break complex language concepts into smaller steps. - Use explicit teaching and modelling before independent application. - Reduce unnecessary cognitive load by focusing on key vocabulary and sentence structures.	Physical and Sensory Needs - Consider sensory needs when planning listening and speaking activities. - Prepare pupils for unfamiliar sounds, recordings or performance activities. - Provide quieter spaces where pupils need reduced sensory input. - Ensure resources are accessible to all pupils.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a positive classroom culture where making mistakes in French is valued as part of learning. - Encourage pupils to take risks when speaking another language. - Celebrate effort, confidence and communication.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Using increasingly accurate pronunciation and intonation. - Developing longer spoken responses independently. - Extending sentences using conjunctions and opinions. - Explaining grammatical choices.

Subject: French

SEND Adaptations and Inclusion

• Provide visual prompts, examples and worked models. • Use repetition and overlearning to support memory and recall. • Provide additional opportunities to practise previously taught language. • Use practical activities before abstract grammar explanations. • Support pupils to identify patterns in language through comparison and repetition. • Provide additional processing time and opportunities for rehearsal. • Use peer modelling and collaborative activities to build confidence.	• Provide adapted resources where appropriate: • Larger print vocabulary cards • Visual prompts • Digital recordings • Writing supports • Allow alternative methods of participation, including: • Pointing • Matching • Using visuals • Repeating phrases with support • Recording responses digitally • Provide suitable seating and positioning for language activities.	• Avoid creating anxiety around pronunciation or performance. • Provide structured pair and group activities to build confidence. • Use songs, games and collaborative tasks to increase engagement. • Develop cultural understanding by exploring French-speaking countries, traditions and celebrations. • Support pupils to develop resilience when learning unfamiliar vocabulary and structures. • We practise speaking French with confidence. • We listen carefully to others. • We use sentence stems to help us communicate.	• Using dictionaries and vocabulary resources independently. • Adapting familiar sentence structures for new contexts. • Performing conversations or presentations with increasing confidence. • Comparing French and English language structures. • Researching French-speaking cultures and explaining similarities and differences. • Applying vocabulary creatively in unfamiliar situations.
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French Area	Inclusive Adaptations
Listening and Speaking	Use repetition, songs, actions, visual clues and structured conversations. Allow rehearsal time and alternative ways to respond.
Vocabulary Development	Use images, vocabulary mats, flashcards, gestures and retrieval activities to secure key words and phrases.
Pronunciation	Model sounds clearly, use audio examples and provide repeated practice in low-pressure situations.
Reading French	Support decoding through phonics links, colour coding, matching activities and sentence builders.
Writing French	Provide writing frames, word banks, model sentences and scaffolded sentence construction.
Grammar	Teach patterns explicitly using examples, colour coding and comparison with English.
Conversation and Role Play	Use structured dialogues, partner practice and confidence-building activities before independent speaking.
French Culture	Use photographs, videos and practical experiences to develop cultural understanding and inclusion.
Songs, Rhymes and Performance	Provide opportunities for movement, repetition and group participation to support memory and confidence.
Language Angels Units	Adapt outcomes through scaffolding, visuals and additional rehearsal while maintaining ambitious communication goals.