

Hindley Junior and Infant School's Adaptive Teaching Approaches



Reading

- Reading text to children focusing on key vocabulary
- Provide children with a translation mat to allow them to understand the text
- Reduce the text so that there is less text to take in.
- Simplify the text and read it aloud.
- Highlight key words and vocabulary within texts.
- Add images to the text to help with children's understanding.
- Provide children with a glossary and phonetical spellings of key vocabulary.
- Echo /choral reading.

Resources

- Provide extra examples of pieces of work and modelling for the children to watch.
- Provide questions one at a time.
- Use subject specific vocabulary, including the use of repetition of vocabulary.
- Word banks with images
- Checklist could be visual (focusing on what they need to do).
- Word examples as scaffolds/sentence stems
- Use of electronic devices- iPads, Talk Tins
- Language Angels online resources to support.
- Language Angels online games for the children to practice new vocabulary/topics.

MFL



Recording of work

- Use of oral recording within lessons using electronic devices.
- Pictorial/verbal responses rather than written.
- Sentence next to picture prompts if written.
- Partially worked or worked examples.
- Electronic- on iPads or Laptops.
- Retrieval Practice to allow children to remember what they have previously learnt.
- Assessment opportunities at the end of each taught unit. These will focus on all four aspects of MFL: Reading, Writing, Speaking and Listening. Children are able to share their strengths within the teaching of MFL through this assessment tool.

Teaching approaches

- Provide a model for children to refer to.
- Use of visualiser to model key information.
- Video speaking in Spanish so that children can re-watch the teacher.
- Opportunities for children to rehearse and practice techniques- e.g. orally with partners and listening.
- Interactive online games.
- Work in pairs or small groups to complete an activity so speaking and listening can be developed before an attempt to write.
- Re-teaching and overlearning.
- Specific vocabulary and instructions.