



French Provision Map

Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information

EHCP
SEN Support
1-1 TA Support
Educational Psychology Referral
BSS Support
One page profile, Scribing
Use of vocabulary cards
Use of Ipads to support repetition of vocabulary and to practise pronunciation
Variety of ways to record learning; use of pictures and videos
Use of Targeted questioning in lessons

Can do' approach and growth mindset for all children,
All children work through all Lesson objectives.
Use of visual images and sound buttons for vocabulary and pronunciation,
Agreed lesson scheme throughout school,
Powerpoints on non white, dyslexia friendly fonts,
Vocabulary displayed at the start of each lesson,
Verbal praise, feedback recognises praise and effort,
Work planned to build on skills in small coherent steps,
Each lesson reviews previous learning/sticky knowledge,
Partner support, guided support and independent practise,,
Vocabulary, collaborative learning, talk partners,
Ping Pong style approach to teaching,
Growth mindset, ongoing formative assessment throughout lesson, in lesson live feedback,
Use of lollipop sticks, targeted open questions, positive relationships,
TA Support where appropriate

Individualised

Targeted

Universal Offer