**SEN IN MFL – STRATEGIES USED IN LESSONS**

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| **NAME** | **STRATEGY** | **EVALUATION** |
| Sue | Writing frames to support low ability | Worked well for the 8 lowest ability students who were all able to write an effective and mostly accurate description. |
| Andrew | Text sequencing – jumbled up paragraph put in correct order to form model for own work | Worked well for lower ability Yr 9. More able in the group were then able to extend the paragraph and add personalised information |
| Andrew | Dominos for revision of key vocabulary | Lower level Yr9 – worked well as a revision activity. |
| Andrew | Board game (snakes and ladders) as a prompt for speaking practice. | Meant less able Yr9 had to try to extend answers beyond single sentence level – worked well. |
| Sandy | Domino matching activity – pupils have questions and answers they have to match up (differentiated – some pupils have more to do than others | Successful but needed extension task for quicker learners. |
| Sandy | Quiz – pupils work in pairs, weaker pupils supported by stronger ones. | Successful -pupils enjoyed challenge and all could participate. |
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| Simon | Marking of lower ability students work first when marking books | Useful to give specific feedback and for older students was a good way of having a dialogue with students. This worked well from my point of view as I was more focused when marking the first few books. |
| Triskya | Using drama and music in lessons | Younger boys particularly enjoyed drama in lessons and it motivated them to engage more in lessons. For one speaking task students prepared questions and answers and they had to move around the classroom until the music stopped. They then interviewed whoever they were next to. They used 100% target language when completed this way! |
| Ruth | Using a transcript for listening tasks | I found this gave students a choice and was useful for differentiation. Most students attempted to complete the task without looking. Students were thus supported but it also developed their reading skills. |
| Izzy | Letting students choose their own objective at the start of the lesson (I will be able to write a | For example, students are able to choose wheher they think they will be able to write a short sentence on the topic/ a short sentence with connectives andopinions etc.  Students enjoyed having the choice of which objective to choose. At the end of the lesson students have to self assess as to whether they have completed the objective. |
| Jill | Seating a higher ability student with a lower ability student | This works well particularly for tasks which involve collaborative work such as paired speaking and reading tasks. Some students were a little resistant at first as they would prefer to sit in their friendship groups. |
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| Juha | Card game. The object is to play higher card than the previously played. Player one starts by saying one word when playing his/her card. Each player then adds one word thus forming a longer and longer coherent sentence. | This was the last lesson before Christmas holiday and the objective was not to learn anything new, just have fun in English. The students enjoyed themselves the whole lesson and built amazingly long sentences. |
| Satu | Usage of a stress ball (Ø 8cm) to help a boy who can’t concentrate | Worked well. Better concentration. |

**Other ideas from Germany**

Differentiation

Our job as a teacher is to support each student depending on its individual way of learning. We all know how difficult it is to find the right way to offer a variety of learning arrangements from which students in heterogeneous learning groups can chose. In order to the different abilities of students you can create tasks on different levels while keeping the same topic for all students. Three levels will be OK. The first level is for students with difficulties in learning. You can chose simpler tasks and give more support. Level 2 is for students who learn faster. Therefore you can take medium-sized applications. The last level is for advanced learners with more complex tasks and sophisticated equipment. Students can decide on their own which level they want to take.

Example:

You want to repeat animal words. Students know sports vocabulary from lessons before.

Level 1:  
a) You prepare a sheet with different words of both subjects. ( cat, rabbit, football, dog, volleyball, skating, running, monkey, mouse,...) Sometimes it can be useful to have cards/ photos of both word groups.  
The students have to write them into a table -Animals-Sports  
b) Students have to complete sentences with words from a)  
My favourite sport is..  
My favourite animals are..  
I like...  
I don't like...   
I am scared of...

Level 2:  
a) You have the same words. The students have to find the family words ( headings ) and have to fill in a table.  
b) Students have to answer questions using words from the beginning.

What's your favourite sport?  
What are your favourite animals?  
Which animal do you like/ don't like?  
What are you scared of?

Level 3:  
a) The students have to find words on both subjects themselves and have to fill in a table.  
b) You prepare a text to complete or students write a text about animals or sports.

**Learn from errors**

For students who need some special help it is important to learn from their mistakes.  
How about an error log in the form of a table? After writing tests write your errors in an appropriate column, mark the error and write the correct form beside it.

**Work with a portfolio**

A portfolio is a special folder in which you can present your own progress in learning.  
Begin with you and your relationship to languages. What method of learning is the best for you?  
At the end of each lesson evaluate yourself.

**Learning partnerships**

Sometimes it is easier for students to learn together with students of the same age. At our school you get help of students if you want to improve your knowledge. At the beginning of the school year teachers help you to find a partner to give support in all subjects you need.

**You have difficulties in writing**

Some students have difficulties in writing and it is not easy for the teacher to read the hand writing. Sometimes it is useful for the student to use a laptop and to write tests on it. In this way a student is more relaxed.