

Embedding phonics  
in  
language learning



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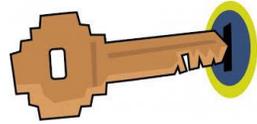
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## Objectives



- To consider the importance of incorporating phonics in language learning
- To explain a method and process of teaching phonics
- To demonstrate a kinaesthetic way of teaching French phonics
- To demonstrate classroom activities to teach phonics
- To consider how to get started in Primary and Secondary

## KS2 & KS3 Programme of Study

### Key Stage 2

Teaching should enable pupils to understand and communicate ..... using their knowledge of phonology

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Explore the patterns and sounds of language....link spelling, sound and meaning of words

### Key Stage 3

- Transcribe words and short sentences that they hear with increasing accuracy
- Speak coherently and confidently with increasing accurate pronunciation and intonation

There are specific references to the teaching of pronunciation in the KS2 and 3 Programmes of Study.

# Review of MFL Pedagogy

Teaching Council 2016

- Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and **spelling systems (phonics)** of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use in order to build the skills needed for communication.
- Teachers should select textbooks on the basis of how well they support a planned approach to teaching vocabulary, grammar and **phonics**. They should be supplemented by additional, attractive resources, including ICT and reading resources.

<https://www.tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf>

## Why teach phonics?

The representation of sounds through letters is a **code**.



Phonics provides the key to break the code and gives **independence to language learners**.

Do you **explicitly** teach this code?

In its simplest form, language is a series of sounds with accompanying letter strings. By not teaching these connections, you are doing your learners a great disservice. By revealing 'the code' of the language, you give learners the ability to be independent communicators.

The simultaneous teaching of sound, written word and meaning is very demanding for beginners



Even if you remove the spelling

*Examples in Hungarian*

Presenting the sound of the whole word to learners (in particular beginners) for new items of vocabulary is challenging. The learner might be unfamiliar with some of the sounds and then has to recall the order of these sounds. In addition, the meaning of the word needs to be learnt. If the written word is presented at the same time, the learner will resort to pronunciation using knowledge of their first language.

# Embedding phonics 7 step process

## ORACY

Step 1 – Identify and practise the individual sounds in a words

Step 2 - Blend the sounds to produce the whole word

Step 3 – Connect the meaning of the word to its sound

## LITERACY

Step 4 – Identify and practise the graphemes for each sound

Step 5 – Read, say, spell and write the word

Step 6 – Connect the meaning of the word to its written form

Step 7 – Put words together to say and read a sentence

This 7 step process makes the learning of the pronunciation and spelling of the new vocabulary much less challenging and results in confident and accurate speakers who eventually will be able to make an accurate attempt at spelling the word.

## Step 1 - Identify and practise the individual sounds in a word



First of all identify the key Hungarian sounds in the words to be learnt. The key sounds are ones which may not exist in the learner's first language or exist but have different letter strings. Decide upon an action for this sound and find an image to represent it. Model the action and pronounce the sound indicating the image at the same time. This visual and kinaesthetic method is a powerful learning tool. Practise the pronunciation of these sounds – see later for ideas for activities.

**Step 2 - Practise blending the sounds to create the whole word**



**Step 3 - Practise connecting the meaning of the word to the sound of it**

Provide all the sounds in the correct order for each word using letter strings for those sounds which are the same in L1 and L2. Encourage the learners to blend the sounds to pronounce the word. By allowing the learner to utter the word first, this makes the learning more powerful as the learner is aware of each sound and its order. Once familiar with the sound of each word, practise through listening and recognition activities.

**Step 4 - Identify and practise the graphemes for the individual sounds**



a



ny



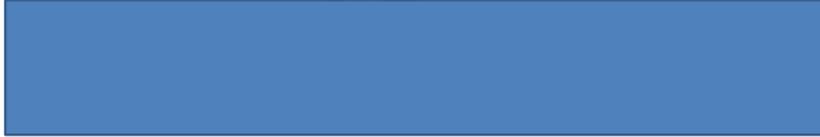
u



g

Provide the letter strings for each sound as it will be in the word to be learnt. Practise these – see later for activities.

**Step 5 - Practise reading, saying and writing the word**



**Step 6 - Practise connecting the meaning of the word to its written form**

Encourage the learner to predict the spelling of each word using recently acquired knowledge of letter and sound connections. Then give the learner practice in reading and recognising the word.

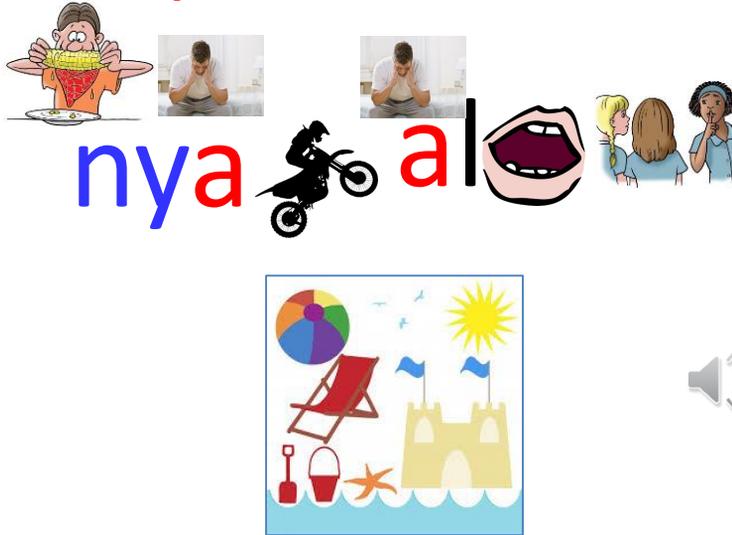
## New vocabulary - new sounds

### Step 1



As new vocabulary is encountered, present the learner with any new sounds with which they are not familiar and practise as before.

## Steps 2 and 3 - as before



Present the sounds in the new words using images for the new sounds and letter strings with visual support for those already encountered.

## Step 4



r



s



á

Introduce as before the letter strings for the new sounds.

## Steps 5 and 6 - as before



nyaralás



Encourage the learners to spell the new words.



napnyugta



nyaralás

The learners should now be able to read aloud the new vocabulary with a high degree of confidence and accuracy. It may be that support still needs to be given with visual images for any less secure sounds.

## Language Learning - Phonics Word to Sentence

### ORACY

- Step 1** - Identify and practise the individual sounds in a word
- Step 2** - Practise blending the sounds to create the whole word
- Step 3** - Practise connecting the meaning of the word to the sound of it

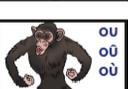
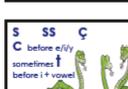
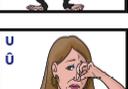
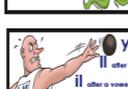
### LITERACY

- Step 4** - Identify and practise the graphemes for the individual sounds
- Step 5** - Practise reading, saying and writing the word
- Step 6** - Practise connecting the meaning of the word to its written form
- Step 7** - Practise putting words together to say and read a sentence

The final step is to put these words in a sentence and practise any sound changes which might occur depending on the language. E.g. In French – liaison can take place which will change the sound of the final silent letters.

# Physical French Phonics

## A sound, action, spelling system for French Pronunciation

 <b>a</b> à â	 <b>an am en em</b>	 <b>c k q qu</b>	 <b>ch</b>	 <b>e</b> before 1 consonant <b>e</b> in 1 syllable words	 <b>è é ei</b> before 2 consonants <b>e</b> before final c/t/d/r before y + vowel
 <b>é</b> -er -es -ez et (and)	 <b>eu</b> oe œu	 <b>g</b> gu before e/i/y	 <b>g</b> before e/i/y j	 <b>gn</b>	 <b>i y</b> ï
 <b>ien</b>	 <b>in im ain aim</b> ein eim yn ym	 <b>o</b> but not at the end of a word	 <b>o ô au</b> eau	 <b>oi oï</b>	 <b>on om</b>
 <b>ou</b> oû où	 <b>r rr</b>	 <b>s ss ç</b> C before e/i/y sometimes t before i + vowel	 <b>i î ff th</b>	<b>OU often before a vowel = w</b>	
 <b>u û</b>	 <b>un um</b>	 <b>y</b> after i after a vowel ill after a vowel	 <b>z s</b> between vowels S and X before a vowel or slash	<b>oin = w</b> 	
				<b>i often before a vowel =</b> 	

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All the key French sounds can be encountered through the teaching of some commonly taught words

- 8 colours   • 5 numbers
- Days of the week  
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
- Months of the year  
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre
- 3 animals 

Through the teaching of these common items of vocabulary above, all 26 sounds will be encountered, although not all the corresponding letter strings. This language is commonly taught in most schemes of work. If taught early in the language learning process, these words could be points of reference

# How to teach 8 colours

## 7 step process

### Step 1 – practise the individual sounds



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Use the following activities to practise the sounds:

The teacher says a sound and the learners try to be the first to do action then vice versa.

Splat! the correct image when a sound is heard

First to show small image cards

Arrange the cards in order – 3 at a time as named

Pause and say – say 3 sounds in order and learners repeat them back after a pause.

Step 2 - blending the sounds      Step 3 - practise the meaning and sounds

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## Step 2

The learners blend the sounds as described on slide 9.

Step 3 – practise the pronunciation of these words through these activities

Charades – guess the colour from the sequence of actions for the sounds in one of the colours

Say a sound and pupils show the colour card with the sound in that word or Splat the colour card in groups

Distribute beanbags and say a sound. Pupils throw into the centre of the room the coloured beanbag if they think their colour has the sound within it.

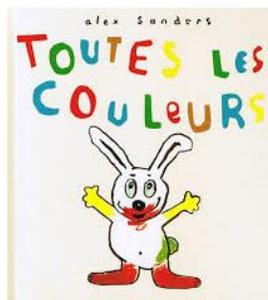
Say the first sound of a word and bat with imaginary bat and the pupils 'bat back' the second sound and so on

Use other activities e.g. with flashcards to reinforce the meaning of the words

## Programme of Study

- explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words

Listen for the sound 'ou'



Select stories to practise particular sounds and encourage the learners to perform the corresponding action every time the sound is heard. e.g. Toutes les couleurs

Step 4 - recognising the graphemes



eu



r / rr



ou



-et

e before 2  
consonants



j / ge



g



au



i



a



o



an



on

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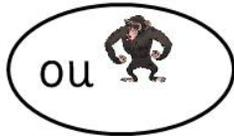
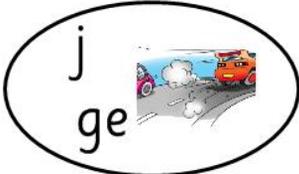
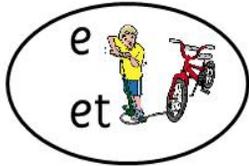
Make comparisons of the sound of the letters between L1 and L2. Say a sound and learners write and show the correct letter strings on a mini w/board.

Step 4 – activities to practise grapheme recognition

Name a sound and the pupils write the letters on a w/board and show you Splat the grapheme in pairs

Hire and fire – distribute cards with a grapheme on each. Invite the pupils to stand at the front of the room with the cards displayed to the class. Say the sounds randomly and the pupil holding the corresponding grapheme must raise the card in the air. If they do not raise it instantly or raise the incorrect one, they should be replaced by another pupil.

# Chantons!



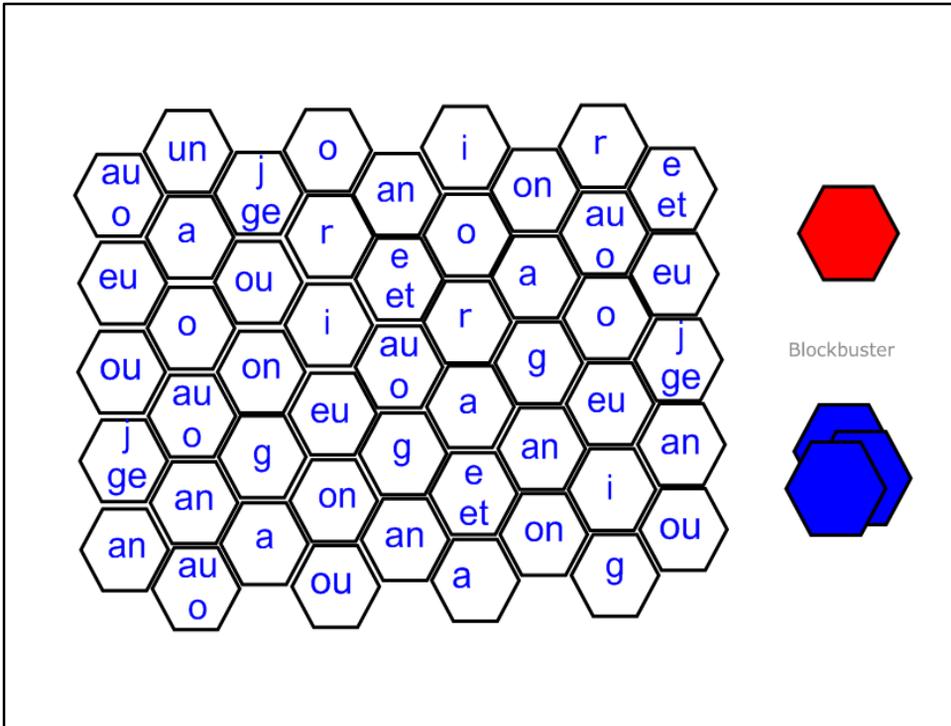
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Select some sounds and set to a tune. In this example 'Twinkle, Twinkle little star' start with 'un'. E.g. un,un/i,i/o,o/on

## Phoneme Bingo

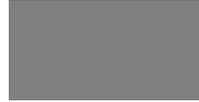
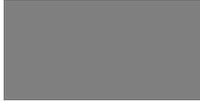
j-ge		s			an	r
				on		
au		o	ou		un	
	a			eu		
g		i	oi			e/-et

Play bingo with the letter strings. The learners select and write down an agreed number, the teacher calls out the sounds and the learner crosses off the letter strings when heard.



Divide the class into two teams. One team is red and one is blue. The red team starts by naming a letter string on one side of the board and the blue on the opposite side. If correctly pronounced, the letter string is covered. The aim is to make a path of adjacent hexagons to the other side of the board before the other team.

## Step 5 – practise spelling the word



**Silent letters**  
Most consonants at the end of French words are usually silent.

**R2**  
SILENT  
LETTERS

**c r f l**  
CaReFuL, these letters can be sounded.

**e**  
The final 'e' is usually silent.

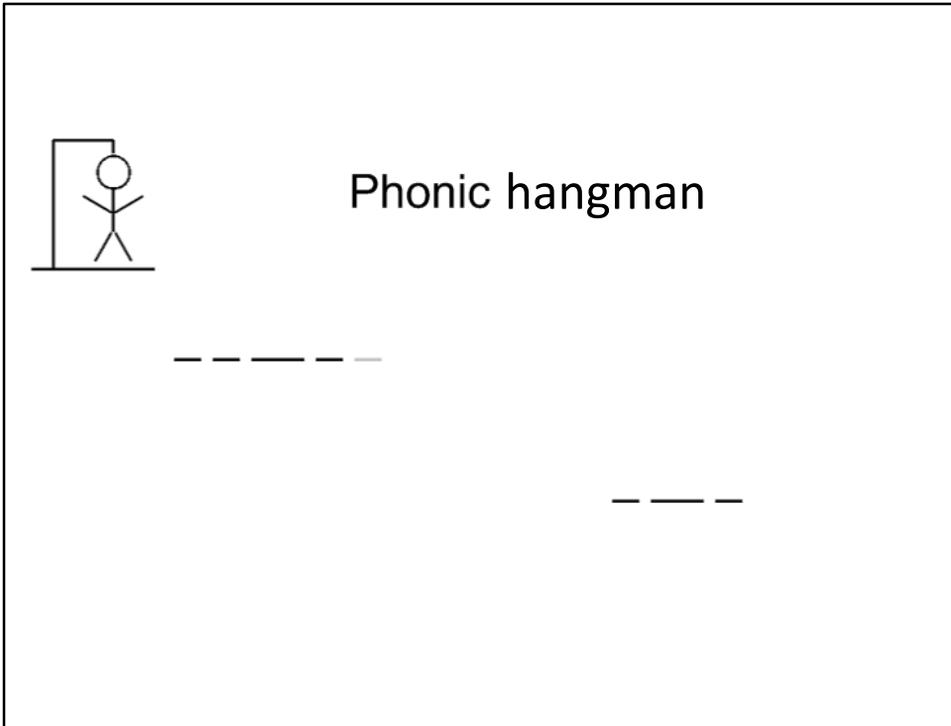
**d n s t x z**  
When followed by a vowel (a, e, i, o, u, y) or silent 'h', these letters can be sounded.

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### Activities to practise spelling the word

Table card game - cut up the words into graphemes and distribute them equally in groups. Each pupil takes in turns to place a card in order to spell each words

Phonic Happy Families – distribute the cut-up words equally in groups. Pupils ask another pupil for a particular grapheme by sound in order to spell the words.



Phonic bingo - provide a long line for a letter string of 2 letters or more and a short line for a 1 letter sound.

Step 6 – practise connecting the meaning, spelling and sound of the word

Key Stage 2

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Key Stage 3
- Transcribe words and short sentences that they hear with increasing accuracy

Step 7 - putting words together

**d n s t x z**

When followed by a vowel (a, e, i, o, u, y) or silent 'h',  
these letters can be sounded.

Liaison is a key feature of French and needs to be taught to avoid confusion over meaning and recognition of words when heard in a sentence.

## Teaching Silent Letter Rules

### Single words

un chat  
un éléphant  
petit  
C'est..

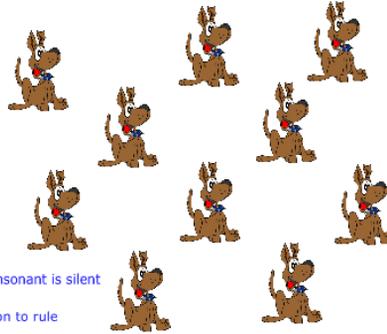
### Words in sentences

C'est un petit chat.  
C'est un petit éléphant.

Note how the words in blue sound different in isolation to when they are in a sentence and liaison occurs.

## Step 7 - putting words together

- un chien
- ★ deux chiens
- ★ trois chiens
- ★ quatre chiens
- cinq chiens
- ★ six chiens
- ★ sept chiens
- ★ huit chiens
- neuf chiens
- ★ dix chiens



★ final consonant is silent

★ exception to rule

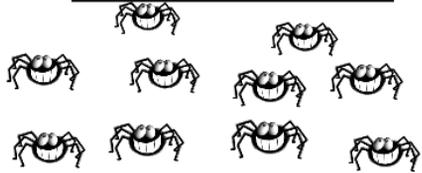
Counting nouns beginning with a consonant

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By pronouncing these numbers with a noun beginning with a consonant, a comparison can be made to the sound of the same numbers when before a vowel (slide 33) and a silent h (slide 34)

- une araignée
- ★ deux araignées
- ★ trois araignées
- quatre araignées
- cing araignées
- ★ six araignées
- sept araignées
- ★ huit araignées
- neuf araignées
- ★ dix araignées

 x before a vowel  
 s before a vowel

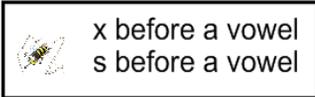


★ final consonant of number is now sounded (before a vowel or silent "h")

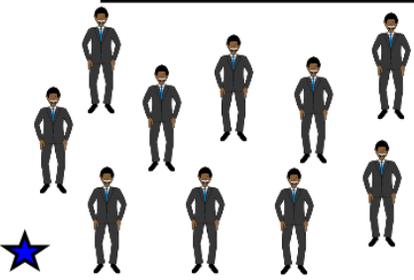
Counting nouns beginning with a vowel

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★ un homme  
 ★ deux hommes  
 ★ trois hommes  
 quatre hommes  
 cinq hommes  
 ★ six hommes  
 ★ sept hommes  
 ★ huit hommes  
 neuf hommes  
 ★ dix hommes



x before a vowel  
s before a vowel



★

Silent letters are sounded as 'h' is silent and next letter is a vowel

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An activity to practise liaison is to play the '11' game. Each learner has to say a sequence of one, two or three numbers with the noun. If an error in pronunciation is made the learner is out, likewise if it falls to them to say the number 11.

	1	2	3	4	5	6	7	8	9	10
										
										
										
										

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Using a grid such as this, the learners select a number of each object. The teacher calls out randomly a number of each noun when the pupil has heard all their selection they are the winner.



## Getting started in Primary



- Become familiar with the phonics of the language which you are teaching
- Devise actions for key sounds
- For French include the teaching of the 8 colours, 6 numbers, days of the week, months and 3 animals in the first year of the scheme of work
- Use the 7 step process to teach new language
- Embed the teaching of phonics in every lesson

Above are the ways to introduce phonics into your teaching in KS2.



## Getting started in **Secondary** Beginners



- Ensure all key sounds are encountered in the first lessons - 8 colours/ 6 numbers/ days of the week/ months of the year/ 3 animals
- Then reinforce constantly the letter/sound connections - embed the teaching of phonics in every lesson
- Provide classroom support with a frieze or sound and silent letter chart
- Use flashcards to practise the sounds



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Here are suggestions as how to get started in Secondary.

## Moving on with Intermediates

- Encourage learners to predict the sound of unfamiliar words using the sound/silent letter chart as support
- Use the 4 steps handout to pronounce unfamiliar words
- Develop the learners' confidence in their pronunciation



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Here are ideas for when the pupils are familiar with all the key sounds.

4 steps for Pronouncing Unfamiliar Words in French

1. Remove the silent letters at the end of a word e.g. lait

CAREFULI – C-R-F-L can sometimes be sounded

2. Break down the words into groups or individual letters. Two vowels together often produce one sound e.g. l ai t

ai – au – ei – eu – oi – eau – oeu

3. Take care with the letter E

e at the end of word is normally silent e.g. caisse

e in a one syllable word is sounded e.g. le

e before one consonant is sounded e.g. mercredi

e before two consonants is sounded e.g. mercredi

è with a grave accent is sounded e.g. règle

é with an acute accent is sounded e.g. café

4. A vowel or vowels before the letter n or m will make a nasal sound

an – am – en – em e.g. blan-c

in – im – ain – aim – ein – eim e.g. c-in-q

on – om e.g. b-on

un – um e.g. b-r-un

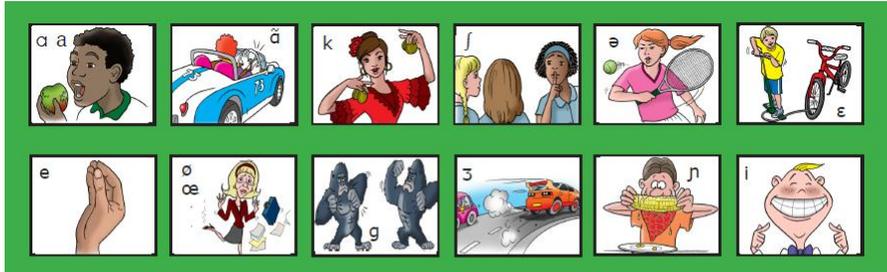
Note:  
No nasal sound if the following letter is a vowel e.g. u-n-e  
No nasal sound if there is a double mm or nn e.g. g-o-mm-e

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Here is a 4 step approach to pronouncing an unfamiliar word.

## Independence for Advanced Learners

- Use a phonetic symbols chart in conjunction with a dictionary to pronounce unfamiliar words with a very high degree of accuracy



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Connecting a sound image to a phonetic symbol allows for easier use of the phonetic symbols in a bi-lingual dictionary.

## Why teach phonics

Learners become:

- More confident about their pronunciation
- Better communicators
- Better at spelling
- Better at recognising words when they hear them
- More independent learners as they have the tools to pronounce unfamiliar words without recourse to the teacher

*Accurate*

*Confident*

*Independent*

See also NCELP – National Centre for Excellence for Language Pedagogy  
<https://ncelp.org/resources/resource-portal/>

These are the reasons why teaching phonics is so important.

# Schemes of Work and Phonic Resources

## Cave Languages French Schemes of Work

(with embedded phonics)

- Key Stage 2
- Year 6
- Mixed-Age



## Lesson plans and Smart Notebook Resources

- To introduce key vocabulary for 26 French sounds

<https://www.cavelanguages.co.uk/schemes-of-work>

If you are looking for schemes of work for KS2, more information about the one for KS2, Year 6 and Mixed-Age classes can be found on the website [www.cavelanguages.co.uk/schemes-of-work](https://www.cavelanguages.co.uk/schemes-of-work). The process of teaching of phonics as described is embedded within them. In addition, if you have a copy of Physical French Phonics, you can access for free the lesson plans and Smart Notebook resources to teach the key vocabulary which includes the 26 French sounds.



One last sound in Hungarian.



Can you pronounce the word for goodbye?

# Physical Spanish Phonics

The image displays the cover of the book 'Physical Spanish Phonics' and several sample pages. The cover features a young girl with pigtails, a red train, and a man in a green shirt. The title is 'Physical Spanish Phonics' with a Spanish flag icon and the 'Brilliant' logo. Below the title, it says 'A Sound, Action and Spelling System for Teaching Spanish Phonics' and lists the authors: 'Jenny Bell, Sue Cave and Jean Hoig'. A red circular badge indicates 'Includes CD-ROM Sounds & Actions'. The sample pages show a grid of 'SOUNDS, ACTIONS AND SPELLINGS' with instructions to 'CHECK YOUR PROGRESS'. One page is titled 'AND SPELLINGS' and shows examples like 'ch' with a girl clapping, 'k' with a boy holding a coin, 'e' with a hand gesture, and 'g' with a gorilla. Another page shows 'C before' and 'c' before' with a red balloon and a girl holding a coin. Two small video windows show a woman and a man demonstrating actions.

**Physical Spanish Phonics** due to be published end of February 2020

Physical Spanish Phonics is due to be published at the end of February 2020. It will be in the same format as Physical French Phonics. The sounds which are the same phonemes as French use the same actions.

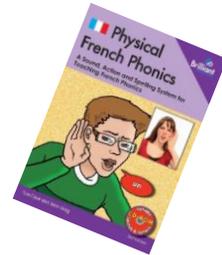
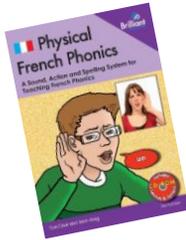


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**Physical French Phonics**

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Please contact Sue Cave at the above address for more information about this presentation.