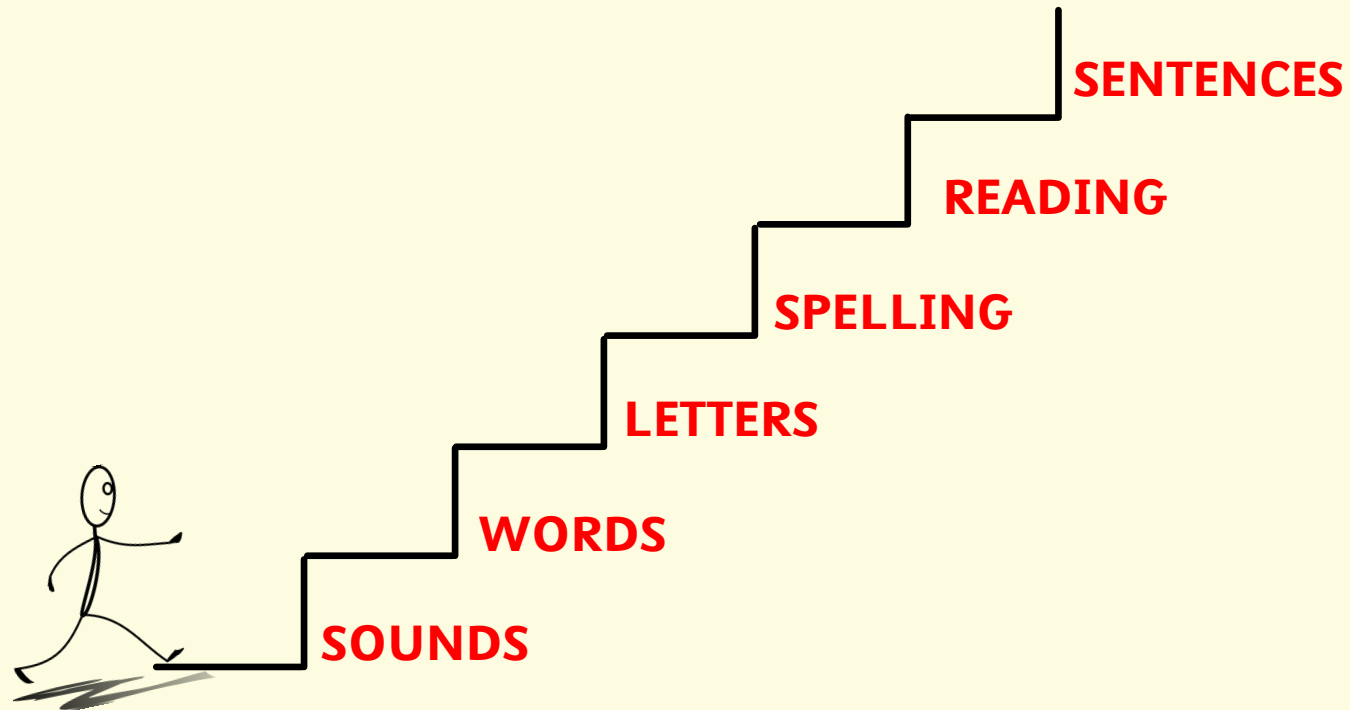


ALL Primary Languages Conference Online 2020
Phonics in Progress
Sue Cave



KS2 Programme of Study

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

What is language?

"A language is a system of communication which consists of a set of **sounds** and **written symbols** which are used by the people of a particular country or region for talking or writing." Collins

What is phonics?

"A method of teaching how to read that emphasizes the relationship between **letters** and **sounds**." Cambridge Dictionary

Language = Sounds and Letters = Phonics

Which sounds to teach?

oi ie ch ö qu

- Identify the sounds which either do not exist in English or are represented by different letter strings.
- French - 26 sounds
- Spanish - 20 sounds

ôû é r ñ aü

See the lists for French and Spanish - www.cavelanguages.co.uk/french-phonics

Map the phonemes in your scheme of work

Key Sounds	Autumn Term	Spring Term	Summer Term
a - â - à			quatre danser cinq/quatre marcher
an - am - en - em			
q - qu			
ch			
e before 1 cons. - e in 1 syll.			
è - é - e+ 2 cons. - e+ final c/t/l/t - ei - ai - aï			
é - er - es - ez			
eu - oe - oeu			
g - gu before e/i/y			
g before e/i/y - j			
gn			
i - î - y			
ien			
in - im - ain - aim - ein - eim - yn - ym			
o not at end of word			
o - ô - au - eau			
oi - oï			
on - om			
ou - ôù - où			
r - rr			
ç - c+ e/i/y			
th			
u - û			
un - um			
ll after i - ll after vowel - ll after vowel			
s between vowels - s/x before vowel			
Physical French Phonics			

Year 3

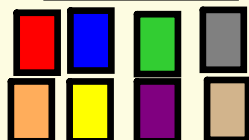
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é - er - es - ez			
eu - oe - oeu			
g - gu + e/i/y			
g before e/i/y - j			
gn			
i - î - y			
ien			
in - im - ain - aim - ein - eim - yn - ym			
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th			
u - û			
un - um			
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Physical French Phonics			

Year 4

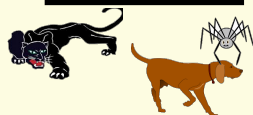
Select vocabulary to teach accordingly

Excel version for French and Spanish

8 Colours

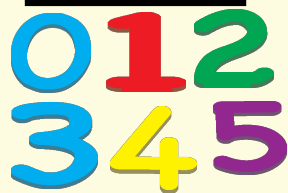


3 animals



French

6 Numbers



Months of the Year

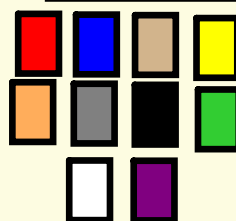
janvier février mars avril mai juin
juillet août septembre octobre
novembre décembre

Days of the Week

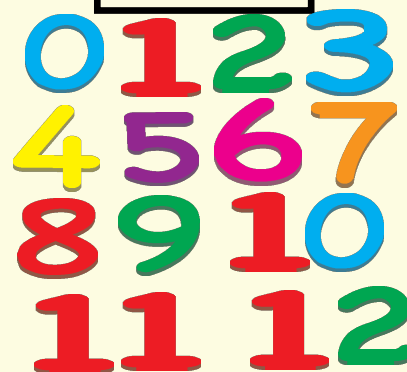
This vocabulary includes
all the key phonemes

Spanish

10 Colours



11 Numbers



Family Members

madre	abuela
padre	abuelo
niña	hermana
niño	hermano

Do your learners realise that letters in other languages can make different sounds?

German

jeder
projekt

kaiser
mai

deutsch
scheu

schne||
a||ein

French

bonjour
jaune

mai
Calais

bleu
neuf

vanille
abeille

Welsh

ji-binc
jocan

ailenu
braich

dweud
euog

llygaid
cyllell

Spanish

julio
el reloj

el aire
bailar

el euro
euforia

el castillo
me llamo

Examples from Language Detectives day resources - <https://www.cavelanguages.co.uk/sharing-good-practice>

Sounds are ephemeral - how to get your learners to recall and produce them?

Mandarin



U
u



Teaching the sound for **U** in French.



Making comparisons to English sounds is often misleading unless this phoneme exists in both languages.

For example 'it sounds like oo' - is incorrect. This sound does not exist in English.

Providing a reference document with example words in the foreign language with the letter within it requires the learner to learn and recall the sounds in the word accurately.

For example, it is found in this word:



une lune



Providing an action and an image to accompany the sound and identifying and practising the sound in isolation results in accurate production as well as a method to recall it.



u

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In conjunction with this provide explanations as to how to produce the sound or if the equivalent phoneme exists in English give an example.

u

"Form your lips as though you are going to whistle then try to say the sound for the letters 'ee' in English."

How to embed phonics in the language teaching process.

Years 3 and 4 Introducing new vocabulary

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

Teaching 5 colour adjectives in French




Step 1 - practise the sounds -



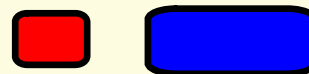
Step 2 - blend the sounds -



Step 3 - activities to recognise the sound of the word with its meaning

Step 4 - practise the letter strings for the sounds  r  ou  g before e

Step 5 - predict the spelling and read aloud



Step 6 - activities to recognise the written word


Step 7 - put words into sentences to say and write

Repeat this process for subsequent new vocabulary, slowly building up knowledge of the sounds and accompanying letter strings.

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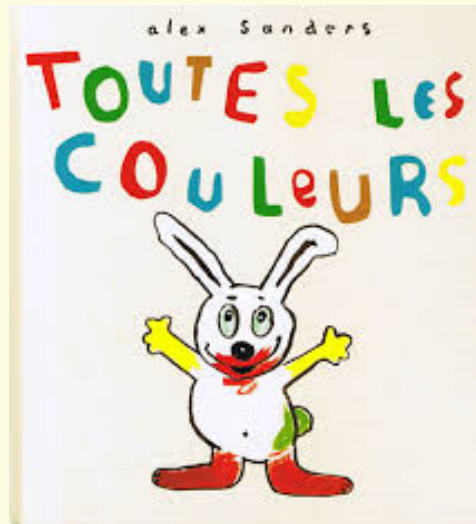

Use songs, stories and rhymes for further reinforcement

ou




ou

ou




ou



ou

ou



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Introducing new vocabulary Years 5 & 6

Step 5 - pronounce the word, predict the spelling and read aloud



une chenille

Encourage prediction of pronunciation
and spelling of unfamiliar words.

Step 6 - activities to recognise the written word

Step 7 - put words into sentences to say and write

C'est une chenille verte.

Practising and recognising liaison.

Developing understanding of silent letter rules.

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Practising phonemes which are more problematic

é/-es/-er/-ez

zé	car
ro	ré
les	asse
	zez
saut	nez
ez	
fris	vol
é	er



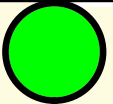





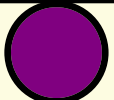

4 in a row



e/ei/ai/e + final t

vert	violet
seize	merci
treize	oreille
sept	mais

www.cavelanguages.co.uk/schemes-of-work

0			13
	The		
But	16		Quite
7		Thank You	

Differentiate sounds

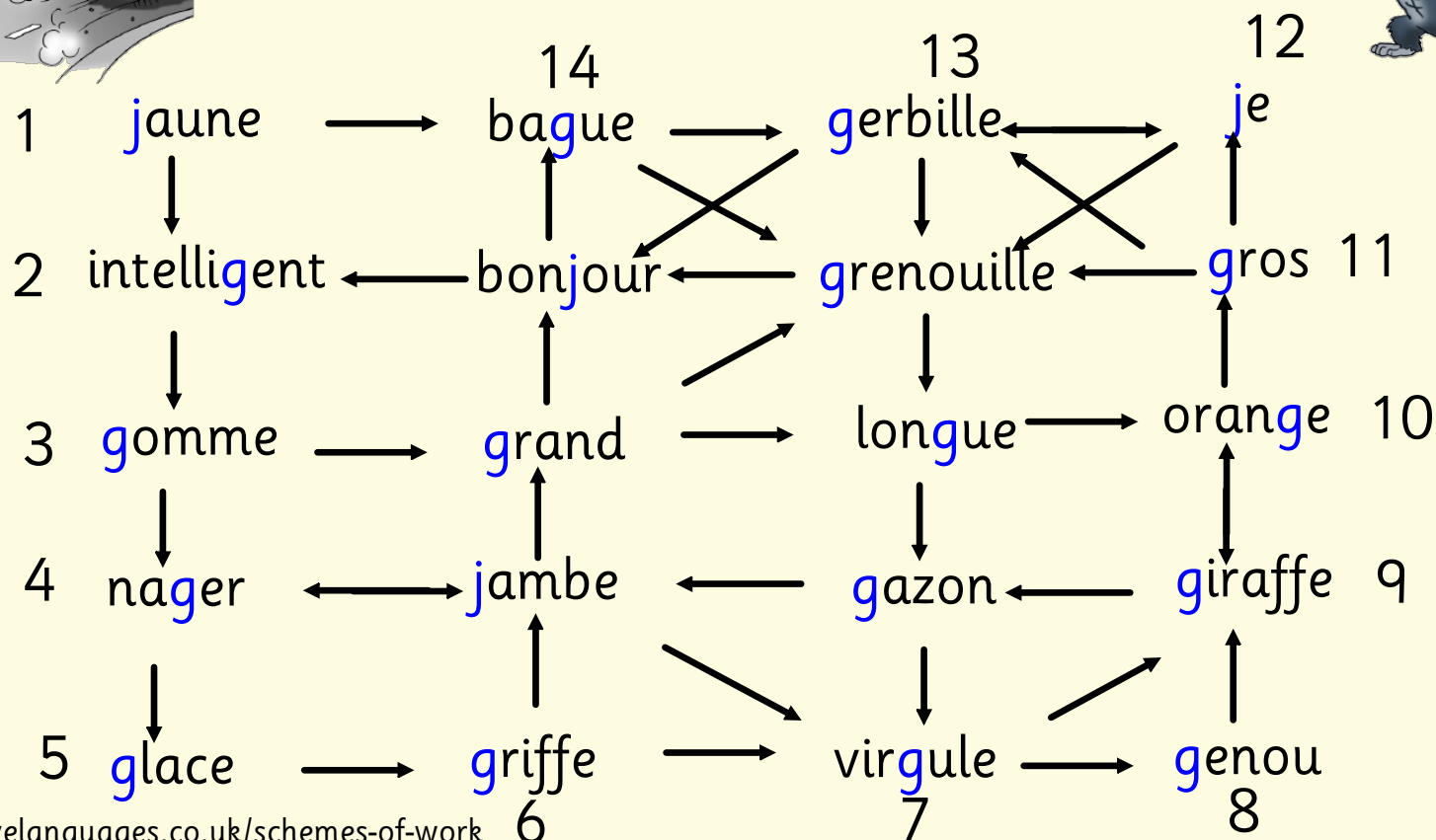


A	B
1. marron	1. pain
3. cinq	3. sapin
2. onze	2. long
4. main	4. non
5. sont	5. juin

www.cavelanguages.co.uk/schemes-of-work



Follow the sound



www.cavelanguages.co.uk/schemes-of-work

3 petits chats



BBC Bitesize KS2

Trois petits chats

Trois petits chats, trois petits chats

Trois petits chats, chats, chats



Chapeau de paille, chapeau de paille



Chapeau de paille, paille, paille



Paillason, paillason



Paillason, son, son



Somnambule, Somnambule



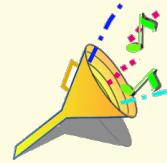
Somnambule, bule, bule



Bulletin, Bulletin
Bulletin, tin, tin



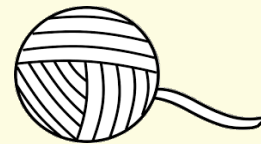
Tintamarre, Tintamarre
Tintamarre, marre, marre



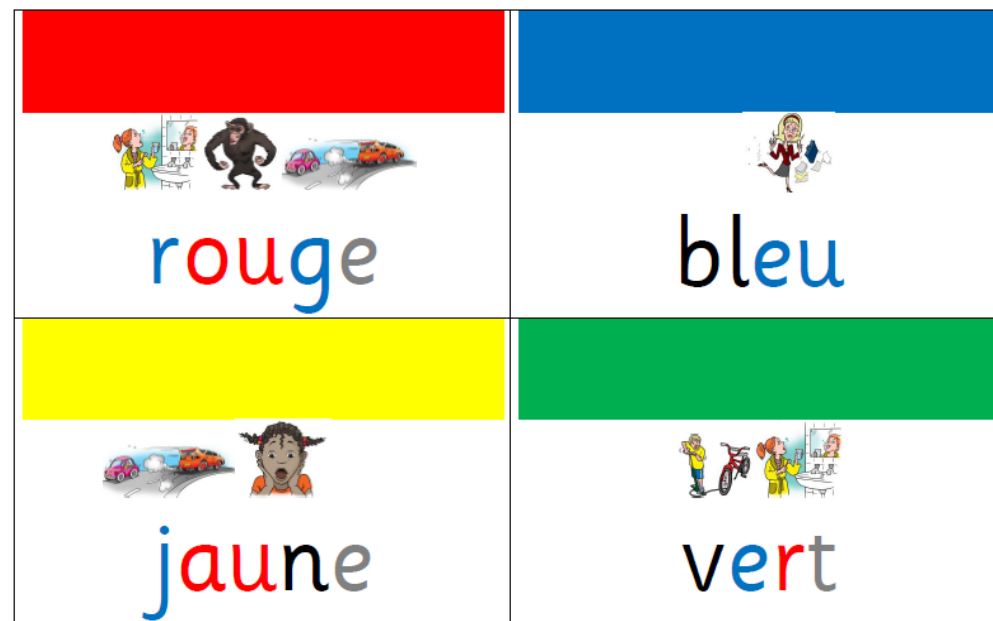
Marabout, Marabout
Marabout, bou, bou



Bout de ficelle
Bout de ficelle, celle, celle

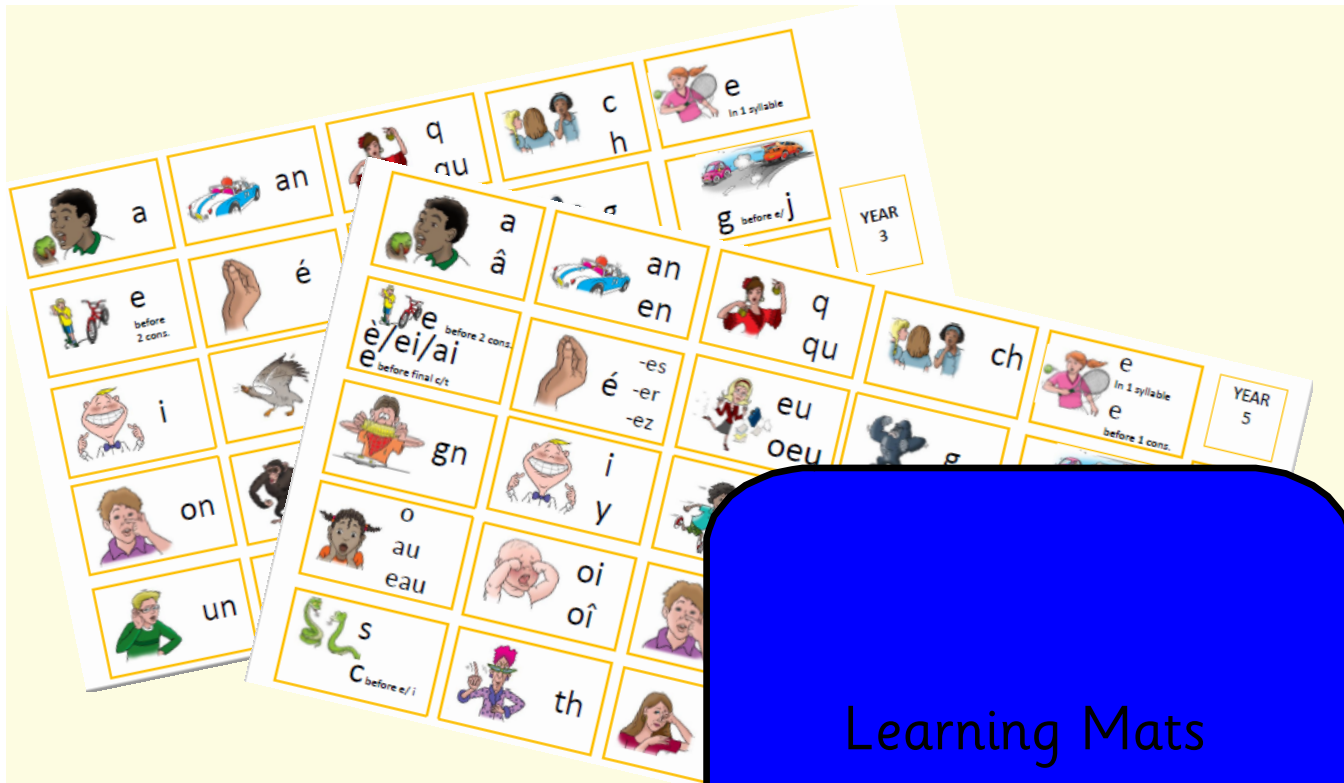


Provide classroom support



Wall friezes

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Learning Mats

4 steps for Pronouncing Unfamiliar Words in French

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


CAREFUL! – 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. bl-an-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

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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

Support to pronounce unfamiliar words

www.cavelanguages.co.uk/french-phonics

Impact on language learning skills

Your learners become:

- More confident about their pronunciation and reading aloud
- Better at recognising words when they hear them
- Better at spelling and writing accurately
- More independent as they have the knowledge, tools and support when using unfamiliar words as they speak and write sentences using dictionaries



Getting started - Moving on



- Identify all the key phonemes of the language which you are teaching
- Select vocabulary to teach in your scheme of work which includes all the phonemes and as many graphemes as possible
- Map the inclusion of the phonemes over Key Stage 2
- Devise actions and find images to represent the sounds
- Consider how to describe the mechanics of making the sound
- Use the 7 step process to as a teaching process and place emphasis initially on the teaching of the sounds
- Develop the phonics teaching process progressively over the 4 years of Key Stage 2
- Provide support and tools to allow learners to become more independent


" if only I had learnt French like this at school"

Frequently heard after up-skilling pronunciation courses for primary teachers which used phonics as its method.



Sue Cave

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 @SueCave4

Phonics presentations and
documents

www.cavelanguages.co.uk/french-phonics

Phonics resources, lessons and plans

www.cavelanguages.co.uk/schemes-of-work



Cave Languages YouTube Channel

Physical French Phonics

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Physical Spanish Phonics

<https://brilliantpublications.co.uk/physical-spanish-phonics.html>