



French – Colours 2 – 6 lessons

Here is an example of the planning for the French Phonics Classroom resources – Colours 2

Attach. - Additional resources in ‘paper clip’ section of S/board file including the workbook pages

French phonic actions – demonstrations of actions can be found on ‘Physical French Phonics’ DVD

Assessment – letters and numbers refer to teacher assessment sheet on Cave Languages website – <http://www.cavelanguages.co.uk/sharing-good-practice>

highlighted activities=opportunities for assessment

Overview	Context/Outcomes	Plan	Evaluation
1	Learning Objectives <ul style="list-style-type: none">Develop French phonic awareness Context <ul style="list-style-type: none">Colours Success Criteria <ul style="list-style-type: none">Produce sounds and actionsBlend the sounds to say coloursDevelop strategies for memorisation	Starter <ul style="list-style-type: none">Objectives of lesson – slide 2Ask the chn if they know any colour adjectives Main <ul style="list-style-type: none">Slide 3 - explain that you are going to introduce some new sounds in French and use actions to help them remember them. Explain that these are the sounds in 6 colour words. Ask chn if they have prior knowledge of colours in French. Which actions do they know already?	

	<p>Assessment</p> <ul style="list-style-type: none"> R/w-c 	<ul style="list-style-type: none"> Slide 3 - say each sound performing the action, encourage chn to repeat and do action. Say a sound and chn do the action then do the action and chn say the sound Slide 4- introduce each colour word by sounding out each phoneme in turn and then model the word by blending the sounds. Repeat 6 colours lots of times in different voices ask chn to copy. Ask the chn how they will recall the meaning of these words. Can they make a connection between the word and its meaning. Say 3 colours in sequence and encourage the chn to repeat them after you. Then repeat but this time hold up your hand indicating that the chn should not repeat the 3 colours until you put down your hand <p>Differentiation</p> <p>Challenge</p> <ul style="list-style-type: none"> Invite chn to name 3 colours in sequence <p>Resources</p> <ul style="list-style-type: none"> S/board file Colours 2 <p>Weekly follow-up</p> <ul style="list-style-type: none"> Play the sequence game again 	
2	<p>Learning Objectives</p> <ul style="list-style-type: none"> Become more confident about recognising familiar spoken words Develop awareness of blended sounds in words Develop strategies for memorisation <p>Context</p> <ul style="list-style-type: none"> Colours <p>Success Criteria</p> <ul style="list-style-type: none"> Listen and recognise the 6 colours Name the colours <p>Assessment</p> <ul style="list-style-type: none"> S/L – a S/L-d 	<p>Starter</p> <ul style="list-style-type: none"> Objectives of lesson – slide 5 Review the sounds and actions on slide 3 <p>Main</p> <ul style="list-style-type: none"> Slide 6 - play Splat! game. 2 chn stand at the board, say a colour and chn try to be first to touch the correct colour Slide 7 - sing the colours to the tune of Happy Birthday Slide 8 - use the expression 'montrez-moi' then invite the chn to show objects in that colour. Then chn do the same in pairs. Slide 9 – introduce the sentence starter – voici – here is. Do they recall the 'oi' sound from au revoir. Blend the sounds. Do they recall the word for 'and'? Practise the sound. Slide 10 - encourage the chn to make a sentence using Voici/et and 2 colours. Invite the chn to hold up two objects and say a sentence as above. Practise in pairs. 	

		<p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • An alternative to naming the colour is to point to something of that colour when word said <p>Challenge</p> <ul style="list-style-type: none"> • Volunteering to give colour sequence <p>Resources</p> <ul style="list-style-type: none"> • S/board file Colours 2 • Flashcards colours (attach) <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play Splat again 	
3	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Become more aware of the sound of the language at text level in a story • Developing phonic awareness • Create a simple sentence <p>Context</p> <ul style="list-style-type: none"> • Here is/and <p>Success Criteria</p> <ul style="list-style-type: none"> • Recognise the letters for some sounds • Say a sentence using a scaffold <p>Assessment</p> <ul style="list-style-type: none"> • S/L - d 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 11 • Slide 12 – review the words for here is/ and <p>Main</p> <ul style="list-style-type: none"> • Slide 13 – show the letters which make the sounds in the words for here is/and. Discuss whether these letters make these sounds in English. Say a sound and invite the children to write the correct letter in the air with their finger • Slide 14 – ask the chn to predict the spelling of the two words • Slide 15 – can they ‘read’ aloud these sentences? • Slide 15 – tell the chn that you are thinking of a sentence using two colours and the chn try to guess the combination. This could be a team game or the number of guesses limited. The chn then can play the game with a partner <p>Differentiation</p> <p>Challenge</p> <ul style="list-style-type: none"> • Make comparisons between the sound of letters in English and French <p>Resources</p> <ul style="list-style-type: none"> • S/board file Colours 2 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play the guessing game again 	