

French

Spanish

Top 10 Tips for

Teaching Phonics in Language Learning

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English

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Sue Cave

Languages Consultant and Trainer



German

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Objectives

Consider:

1. why teach phonics
2. which sounds to teach
3. systematic progression in curriculum design
4. how to teach the sounds
5. explicit teaching of phonics
6. embedding in teaching and learning
7. activities for beginners
8. developing confident students
9. providing classroom support
10. importance of IPA symbols



/ɛ̃/



/k/

/ɲ/



/θ/

/ɑ:/



/u:/

1. Teach phonics! Why?

KS2 Programme of Study

KS3 Programme of Study

OFSTED

New GCSE specifications

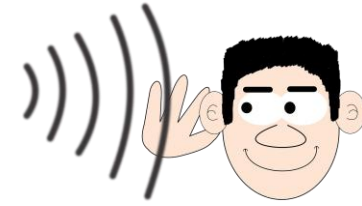
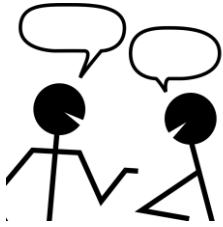
TSC Pedagogy Review

- Language consists of sounds and letters
- The representation of sounds through letters is a **code**.



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

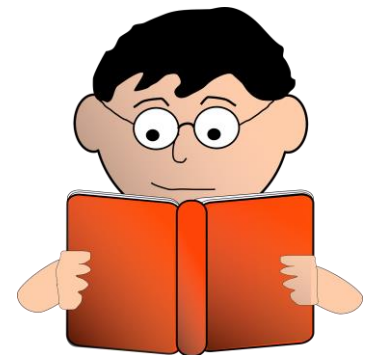
How will your learners become independent and confident with knowledge of phonics?



- Will **reduce the cognitive load** of concentrating on pronunciation and thus improve fluency and content
- Be able to **pronounce unfamiliar words with confidence** and a high degree of accuracy without recourse to their teacher
- **Develop intelligible pronunciation** which will result in effective spoken communication
- Enhance their ability to **listen and understand** by being able to connect what they hear to the written word
- Reuse and spell spoken language confidently in **writing**
- **Read aloud** with confidence and enable processing of it



Teach phonics!



2. Which sounds to teach?

Teaching modern foreign languages to learners whose first language is English

- Sounds which do not exist in the English language

French examples:

in

oi

r

- Sounds which are found in English but have different letter strings in the target language

French examples:

th

ll

after a vowel

Teaching English to speakers of other languages

- All the 44 sounds of English

Spanish – 20 of 24

Key Sounds
a
b - v at begin. of word/after nasal cons.
b - v after vowel/non-nasal cons.
c before a/o/u - k - qu before e/i
c before e/i - z
ch
d at begin. of word/after nasal cons./after l
d after vowel/after non-nasal cons. (not l)
e
g before a/o/u/before cons. - gu before e/i
j - g before e/i
i - y as conj./at end of word
i before vowel not accented
ll - y (not at end of word/as a conj.)
ñ
o
r (not at beg. of word-after n,l,s-before cons)
r at beg. of word/after n,l,s/before cons.
u
u before a,e,o (not que/gue) - ü

Key sounds



Find these documents here

www.cavelanguages.co.uk/phonics

French – 26 of 36

Key Sounds
a - â - à
an - am - en - em
q - qu
ch
e+ 1 cons. - e in 1 syll.
è - ê - e+ 2 cons. - e+ final c/f/l/t - ei - ai
é - er - es - ez
eu - œ - œu
g - gu +e/i/y
g+ 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 - oî
on - om
ou - ôu - où
r - rr
ç - c+ e/i/y
th
u - û
un - um
ll after i - il after vowel - ill after vowel
s between vowels - s/x before vowel

German – 35 of 40

Key Sounds
a + 2 cons.
a + 1 cons. - aa - ah
ai - ay - ei - ey
au
b at end of syllable
eu - äu
ch - ch in chen - g in ig
ch after a/au/ou/u
chs - x
c - ck - g after a/ei/ie (end of word) - k
d (at end of syllable) - dt
e + 2 cons. - ä + 2 cons.
e + 1 cons. - ee - eh - ä + 1 cons. - äh
e (end of word)
f - ph - v
i + 2 cons.
i + 1 cons. - ie - ieh - ih
j
n before k - ng
o + 2 cons.
o + 1 cons. - o(end of word) - oo - oh
ö + 2 cons.
ö + 1 cons. - öh
qu
r - beginning of words/after cons./between vowels
r - between vowel + cons. /-er (end of word)
s - ss - ß
s before vowel
s before p/t beginning of word - sch
u + 2 cons.
u + 1 cons. - u (end of word) - uh
ü + 2 cons. - y
ü + 1 cons. - üh - y
w
z - tz after short vowels

Key sounds

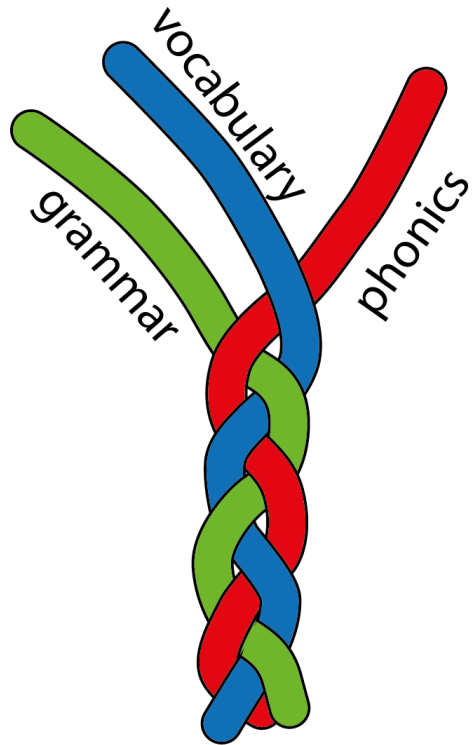


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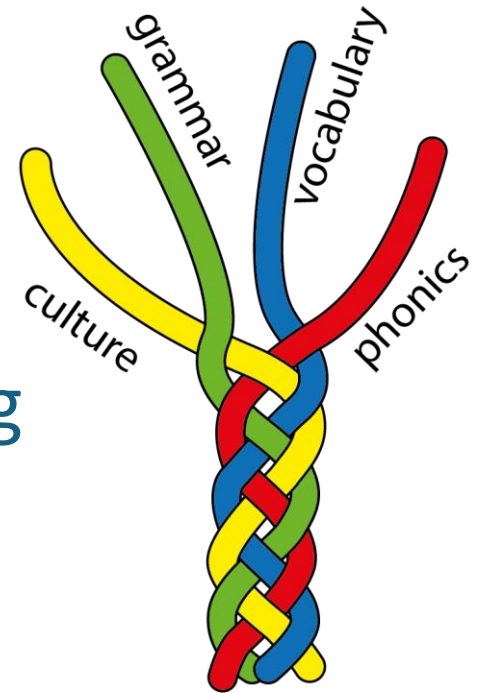
English - 44

12 Vowels	8 Diphthongs	24 Consonants
æ	aɪ	b
ɑ:	eɪ	k
e	ɔɪ	d
ə	eə	f
ɜ:	ɪə	g
ɪ	ʊə	h
ɪ:	aʊ	dʒ
ɒ	əʊ	l
ɔ:		m
ʊ		n
u:		ŋ
ʌ		p
		r
		s
		ʃ
		ʒ
		t
		tʃ
		θ
		ð
		v
		w
		j
		z

3. Systematic progression in curriculum design

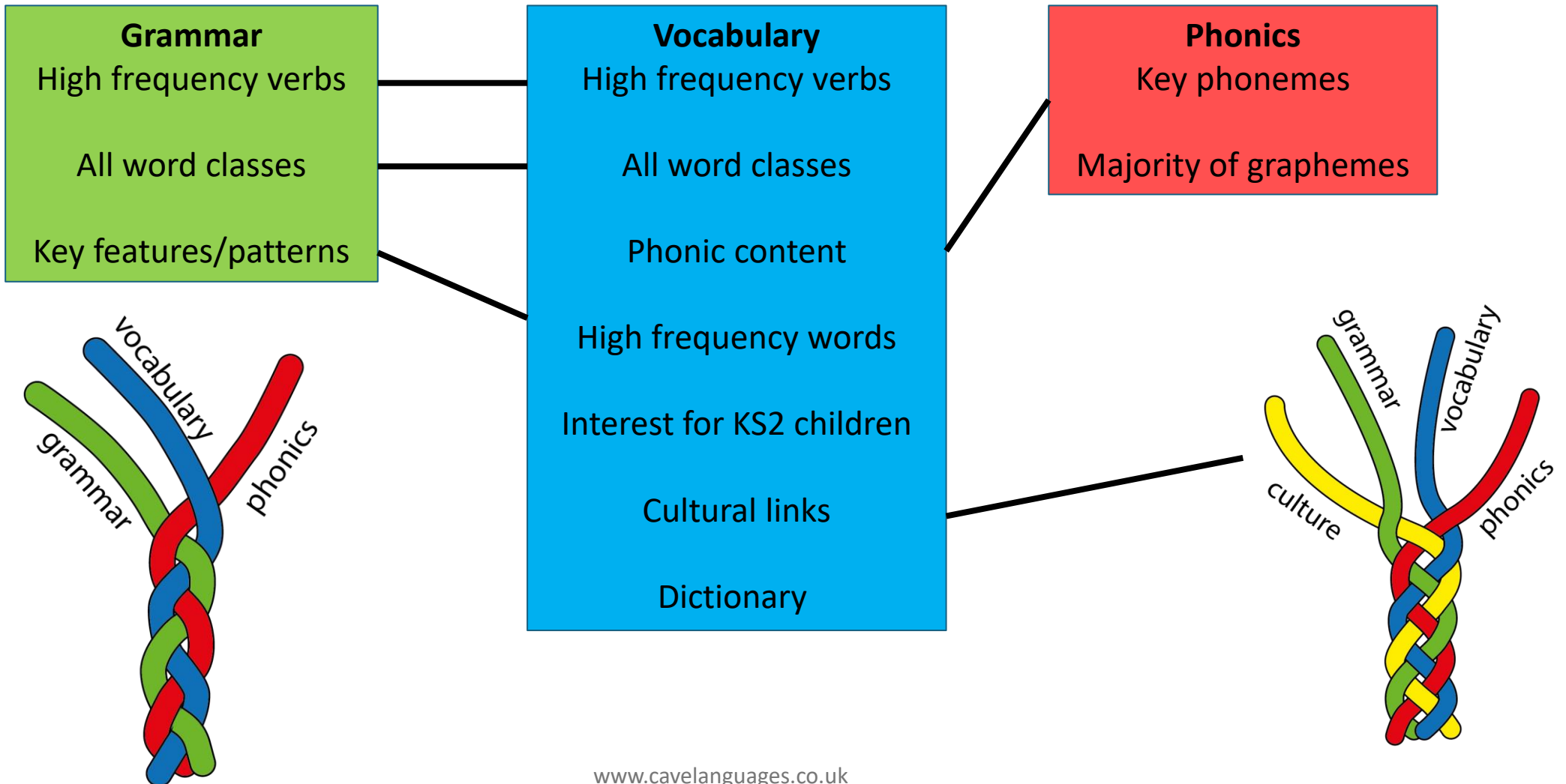


Strands of language learning



The interplay of phonics, grammar and vocabulary

Key Stage 2



Stage 1 Lessons 1 – 30

AUTUMN TERM Stage 1 Lessons 1- 8 Christmas lessons 1-4		SPRING TERM New Year lessons 5-6 Stage 1 Lessons 9-18		SUMMER TERM Stage 1 Lessons 19-30	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Greetings x 2 Monsieur/Madame Classroom commands x 8 Saying how you feel x 5 Colour x 5 Christmas nouns x 7	Indefinite article - un Imperative vous form -er verbs	Numbers 0-6 Comment t'appelles-tu? Je m'appelle Consonne/vowelle	Pronouns – je/tu	Numbers 0-10 Verbs x 3 Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait Merci Pencil case items x 6	1 st and 2 nd person singular – er verbs present tense 1 st and 2 nd person singular – vouloir present tense Indefinite article – un/une

Year 3

Stage 1 Lessons 31 - 53

Stage 2 Lessons 1 - 12

AUTUMN TERM Stage 1 Lessons 31 - 42		SPRING TERM Stage 1 Lessons 43 - 53		SUMMER TERM Stage 2 Lessons 1 - 12	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
J'ai/Tu as Dans ma trousse Items of clothing x 5 Je mets/Tu mets Qui/Non Des	Gender of nouns Plural nouns 1 st and 2 nd person - avoir 1 st and 2 nd person - mettre	C'est Days of the week Numbers 11-20	Plural nouns	C'est Ce n'est pas Qui est-ce? Couleurs x 6 De quelle couleur est-ce?	Negative - ne... pas 3 rd person singular être Position of colour adjective
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns Rising intonation-question Elision	Silent letter rules a/c before e/c before i/ch/e + 2 cons./ e in 1 syllable/ è/ eau/ - es/ou/i/g/in/o not at end/oi/on/r/u/y	Counting nouns beginning with a consonant Elision	Silent letter rules a/an/c before e/ch/e + 1 cons./e + 2 cons./ei/en/ eu/ji/in/o not at end/ on/ou/ou/r/u/un/z	Short positive and negative sentences Rising intonation- question Question word Formation of negative sentence Elision Liaison	Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / ou/r/s between vowels/un/
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
Stories Je m'habille et je te croque Rhymes/Songs Beau front Eiffel Tower	Eiffel Tower	Stories Par une sombre nuit de tempête Rhymes/Songs 11 à 20 Days of the week 1,2,3 je m'en vais au bois	Bi-lingual dictionary - meanings 2 times table	Rhymes/Songs De quelle couleur est-ce? Une souris verte	French speaking countries in Europe

S	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	Silent letter rules a/au/e + 2 cons./e in 1 syllable/eu/g/i/g before e/i/ou/r/u	Rising intonation-question Simple sentence – 1st and 2nd person singular + verb+ adverb Formal and informal form of you Introduction to gender of nouns	Silent letter rules a/an/au/c before i/ch/e + 2 cons./e in 1 syllable/é/ou/i/g before e/i/in/o/oi/q/ou/r/u/z
VGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
	Bi-lingual dictionary – meanings Epiphany Festival Dance - galette Traditional rhymes	Stories Je veux manger Rhymes/Songs Meunier tu dors 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai	Traditional rhymes

Year 4

Stage 2 Lessons 13 - 51

AUTUMN TERM Stage 2 Lessons 13 - 24		SPRING TERM Stage 2 Lessons 25 - 39		SUMMER TERM Stage 2 Lessons 40 - 51	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns x 12 Feminine animal nouns x 9	Gender of nouns Position of colour adjectives Agreement of adjectives in singular 3 rd person singular - être	Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le la l' les Mon, ma, mes	1 st /2 nd /3 rd person singular and 3 rd person plural - être Plural nouns Position of adjectives of size Agreement of adjectives in singular and plural with nouns and pronouns Possessive adjective Definite article	Er Movement verbs x 6 Le la l' les Pets x 8 Family members x 4 J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	Imperative - er verbs - vous form 1 st , 2 nd , 3 rd person singular and plural - er verbs Definite article 1 st /2 nd person singular - avoir Negative - ne...pas + de Pronouns - 1 st and 2 nd person singular, 3 rd person singular and plural
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Formal and informal - you Question form using rising intonation Question word Sentence with noun and colour adjective Liaison Elision	Silent letter rules a/â/ai/an/c before e/ ch/e in 1 syllable/e + 2 cons./e + final t/è/é/ij/ i/ ign/ill after vowel/ gn/ll after i/o not at end/ on/gu/ qu/r/r/s between vowels/th/u/ un/	Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives Liaison Elision	Silent letter rules a/ai/an/c before e/ch/e in 1 syllable/e + 1 cons./e + 2 cons./e + final c/è/é/ij/ gn/ es/-es/g before e/ gn/ll ign/ill after vowel in/ i/ll after i/gu/on/gu/ gn/qu/r/s between vowels/s before vowel/th/ u/un/y	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision	Silent letter rules a/ai/an/au/ch/e in 1 syllable/e + 1 cons./è/é/ - es/-es/g before e/i/ign/ ill/in/ij/o not at end/ gn/oi/on/gu/r/s/u/un/
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
Stories Va t'en grand monstre vert Rhymes/Songs Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon	Bi-lingual dictionary - gender of nouns Traditional song	Rhymes/Songs Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem	Bi-lingual dictionary - nouns in singular and plural Traditional songs and game	Stories Bon appétit Monsieur Lapin Qui conduit? Pourquoi?	



Year 6

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Year 5

Recycling of phonemes and graphemes

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YEAR 6

AUTUMN TERM Shape Book - 5 lessons Colour Poem - 5 lessons		SPRING TERM Monster description - 8 lessons Mini-book 'Moi et toi' - 10 lessons		SUMMER TERM Guess the animal - 7 lessons Ours brun story - 6 lessons	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
C'est Shapes - un rectangle, un triangle, un cercle, un carré Grand/petit Colours x 11 Comme Le, la, l' les	Indefinite article Gender of nouns Position of adjectives Size adjectives before noun Agreement of adjectives in singular Definite article Singular and plural nouns	Parts of the body x 15 Animal parts x 3 Colours x 11 Grand, petit, gros, long Frisé, court, mi-long Fort, drôle, intelligent S'appeler Pets x 8 Un frère, un demi-frère, une sœur, une demi-sœur Mon anniversaire C'est, ou, très, assez, mais Months of year Aimer Numbers 1 - 31	Indefinite/definite article Singular and plural nouns 1 st , 2 nd , 3 rd person singular/plural - avoir/être Position of colour adjectives and adjectives of size Adjectival agreement singular and plural Pronouns 1 st , 2 nd , 3 rd person singular and 3 rd person plural Negative ne...pas + de Er verbs - 1 st , 3 rd person singular and 2 nd person singular and plural Possessive adjective - 1 st person	Er Verbs x 7 C'est/Qui Animals x 12 Habitats x 9 Animal parts of body x 4 Avoir/Être Grand, petit, joli, gros, jeune, long, beau, vieux Colours x 11 Dans/Par ici	Infinitive Qui - relative clause 3 rd person singular - er verbs/avoir/être Negative - ne...pas + de 3 rd person singular - avoir/être Position of adjectives Agreement of adjectives 3 rd person plural - er verbs
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Question - rising intonation Elision Liaison	Silent letter rules a/an/au/c before e/e in 1 syllable/e + 1 cons./e + 2 cons./é/-es/ey/g/g before e/i/j/o/o not at end/oi/on/gu/r/s between vowels/u/un/	Sentence with adjective of size, noun and colour adjective in singular and plural, positive and negative Question form - rising intonation Question words Familiar and formal use of you Elision/Liaison	Silent letter rules a/â/ai/ain/am/an/c before i/ch/e in 1 syllable/e + 1 cons./e + 2 cons./è/ é/ é/é/ign/ign/-es/-er/gu/- es/g before e/i/ign/in/ i/ll after i/o not at end/o/ô/ gn/oi/on/gu/ gn/qu/r/s between vowels/u/un/y/y	Sentence with noun and adjectives and subordinate clause with verb in 3 rd person singular and preposition Elision	Silent letter rules a/ai/an/ch/e in 1 syllable/e + 1 cons./e + 2 cons./é/é/ign/ign/-es/- er/gu/g before e/ign/i/ill after a vowel/in/o not at end/on/gu/qu/r/s between vowels/u/y

Mapping French Phonics

Key Stage 2

Key Sounds	Autumn Term	Spring Term	Summer Term
a - â - à			quatre
an - am - en - em			danser
q - qu			cinq/quatre
ch			marcher
e before 1 cons. - e in 1 syll.		je	
- ê - e+ 2 cons. - e+ final c/f/l/t - ei - ai - aî		vert	plaît
é - er - es - ez			zéro
eu - oe - oeu		bleu	
g - gu before e/i/y		gris	
g before e/i/y - j		rouge/jaune	
gn			
i - î - y		gris	
ien			
in - im - ain - aim - ein - eim - yn - ym			cinq
o not at end of word		comment	
o - ô - au - eau		jaune	zéro
oi - oî			trois
on - om			
ou - ôu - où		rouge	
r - rr		rouge	
ç - c+ e/i/y			cinq
th			
u - û		tu	
un - um			un
ll after i - il after vowel - ill after vowel			
s between vowels - s/x before vowel			



Year 3

www.cavelanguages.co.uk/phonics

Key Sounds	Autumn Term	Spring Term	Summer Term
a - â - à			
an - am - en - em		vendredi	
q - qu			
ch			
e before 1 cons. - e in 1 syll.		mercredi	
- ê - e+ 2 cons. - e+ final c/f/l/t - ei - ai - a	règle	seize	
é - er - es - ez	des		
eu - oe - oeu			
g - gu +e/i/y			
g before e/i/y - j			
gn			
i - î - y	stylo		
ien			
in - im - ain - aim - ein - eim - yn - ym			
o not at end of word			
o - ô - au - eau	pinceau		
oi - oî			
on - om	crayon		
ou - ôu - où			
r - rr			
ç - c+ e/i/y	pinceau		
th			
u - û			
un - um			
ll after i - il after vowel - ill after vowel			
s between vowels - s/x before vowel			rose

Year 4

Key Sounds	Autumn Term	Spring Term	Summer Term
a - â - à	âne		
an - am - en - em			
q - qu			
ch			
e before 1 cons. - e in 1 syll.			
- ê - e+ 2 cons. - e+ final c/f/l/t - ei - ai - a	araignée/furet	avec	
é - er - es - ez		assez	nager
eu - oe - oeu			soeur
g - gu +e/i/y			
g before e/i/y - j			
gn	araignée		
i - î - y			
ien	chien		
in - im - ain - aim - ein - eim - yn - ym			
o not at end of word			
o - ô - au - eau			
oi - oî		boîte	
on - om			
ou - ôu - où		où	
r - rr			
ç - c+ e/i/y			
th	panthère		
u - û			
un - um			
ll after i - il after vowel - ill after vowel	anouille/chenille		
s between vowels - s/x before vowel		des éléphants	

Year 5

Map phonemes and graphemes in your curriculum to ensure inclusion

Key Sounds	Autumn Term	Spring Term	Summer Term
a - â - à			
an - am - en - em		jambe/novembre	
q - qu			
ch			
e before 1 cons. - e in 1 syll.			
- ê - e+ 2 cons. - e+ final c/f/l/t - ei - ai - aî		tête	
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		main	
o not at end of word			
o - ô - au - eau		drôle	
oi - oî			
on - om			
ou - ôu - où		août	
r - rr			
ç - c+ e/i/y			
th			
u - û			
un - um			
ll after i - il after vowel - ill after vowel			
s between vowels - s/x before vowel			

Year 6

Mapping documents for Spanish, German and English

Key Sounds	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM
a	Spanish						
b - v at begin. of word/after nasal cons.							
b - v after vowel/non-nasal cons.							
c before a/o/u - k - qu before e/i							
c before e/i - z							
ch							
d at begin. of word/after nasal cons./after l			ai - ay - ei - ey				
d after vowel/after non-nasal cons. (not l)			au				
e			b at end of syllable				
g before a/o/u/before cons. - gu before e/i			eu - äu				
j - g before e/i			ch - ch in chen - g in ig				
i - y as conj./at end of word			ch after a/au/ou/u				
i before vowel not accented			chs - x				
ll - y (not at end of word/as a conj.)			c - ck - g after a/ei/ie (end of word) - k				
ñ			d (at end of syllable) - dt				
o			e + 2 cons. - ä + 2 cons.				
r (not at beg. of word-after n,l,s-before cons)			e + 1 cons. - ee - eh - ä + 1 cons. - äh				
r at beg. of word/after n,l,s/before cons.			e (end of word)				
u			f - ph - v				
u before a,e,o (not que/gue) - ü			i + 2 cons.				
			i + 1 cons - ie - ieh - ih				
			j				
			n before k - ng				
			o + 2 cons.				
			o + 1 cons. - o(end of word) - oo - oh				
			ö + 2 cons.				
			ö + 1 cons. - öh				
			qu				
			r - beginning of words/after cons./between vowels				
			r - between vowel + cons./-er (end of word)				

English

12 Vowels	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM	TOPIC/TERM
æ	a	ai											
ɑ:	a	ar	au										
e	a	ae	ai	e	ea	ei	eo	ie	u				
ə	a	ar	er	i	ough	our	ur						
ɜ:	ear	er	ir	or	our	ur	yr						
ɪ	e	i	ie	o	u	ui	y						
i:	ay	e	ee	ea	ei	eo	i	ie	ey	oe	y		
ɒ	a	au	o	ou	ow								
ɔ:	a	ar	au	aw	augh	oar	oor	or	ore	ough	our		
ʊ	o	oo	ou	u									
u:	ew	o	oe	oeu	oo	ou	ough	ue	ui				
ʌ	o	oo	ou	u									
8 Diphthongs													
aɪ	ais	eigh	i	ie	igh	is	uy	y	ye				
eɪ	a	ai	aigh	au	ay	ea	ei	eigh	er	et	ey		
ɔɪ	oi	oy	uoy										
eə	air	are	ayer	ear	ere	eir							
ɪə	ear	eer	ere	ier									
ʊə	our	ure											

German

Available on Cave Languages website – www.cavelanguages.co.uk/phonics



Common words which contain the key phonemes

French

Numbers

zéro
un
trois
quatre
cinq

Colours

marron
vert
bleu
gris
rouge
jaune

Days

mardi
mercredi
dimanche

Months

juin
juillet
septembre
octobre
décembre

Animals

une araignée
une panthère
un chien

Spanish

Colours

amarillo
blanco
azul
verde
negro
gris
rojo

Numbers

cero
uno
dos
siete
ocho
nueve

Family

niño
hermano

Common words which contain the key phonemes

German

Numbers

eins
vier
fünf
sechs
sieben
acht
neun
zehn
elf
zwölf

Family

Schwester
Bruder
Mutter
Vater
Sohn

Animals

Maus
Katze
Kaninchen
Pferd
Löwe
Kuh

Days/Months

Dienstag
Mittwoch
Januar

Colours

grün
gelb
dunkel

English

Animals

cat
zebra
dog
horse
wolf
deer
cow
fish

People

father
girl
mother
boy
tourist
judge

Fruits

pear
peach

Numbers

three
five
ten

Colours

pink
blue
beige
yellow

Find the lists here: www.cavelanguages.co.uk/phonics



4. Selecting a method to teach phonics



Sounds are ephemeral

How do you help pupils to recall and produce sounds?



Make comparisons to English sounds?



Provide example words with sounds within them?



Use a kinaesthetic method linking an action and image to each sound



oi - **noir**



i - **six**

French



au - **jaune**



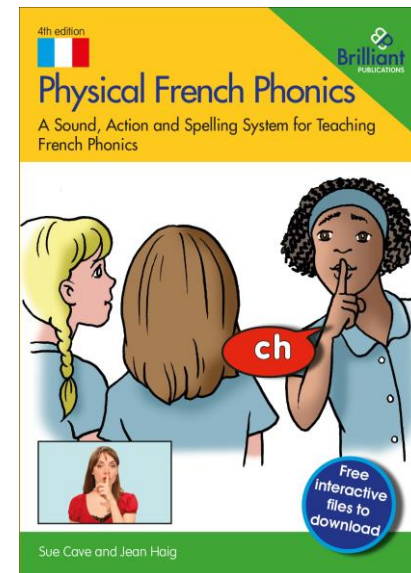
u - **tu**

Actions and Images

Ask your students to say what the sound reminds them of and agree on an action and find a corresponding image



www.brilliantpublications.co.uk



www.physicalfrenchphonics.co.uk

French Phonics Images

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Spanish

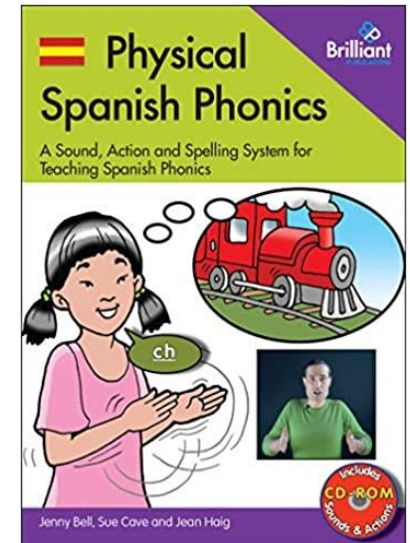
ll - amarilllo



c - cinco

Actions and Images

Ask your students to say what the sound reminds them of and agree on an action and find a corresponding image



Spanish Phonics Images

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/ɑ:/



English

a- f**a**ther

/ɔ:/



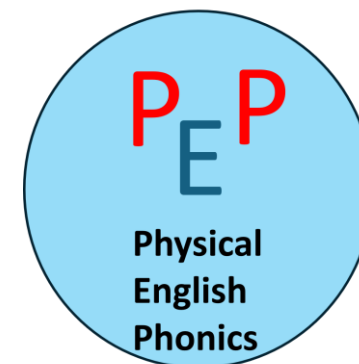
aw - s**a**w

Images

Physical English Phonics - YouTube

Actions and Images

Videos demonstrating the actions for all the vowels, consonants and diphthongs are available on the YouTube channel 'Physical English Phonics'



www.youtube.com/@PhysicalEnglishPhonics

Describe the physical process of making the sound

French



u

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

Physical French Phonics Images

© Sue Cave, Jean Haig and Brilliant Publications Limited

Spanish



b/v

Purse your lips and gently blow out.

Physical Spanish Phonics Images

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See descriptions of French sounds in BBC KS2 Bitesize - <https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

English

Describe the physicality of making the sound



/i/

Mouth – almost closed, lips stretched
Tongue – high, at front of mouth
Vocal chords - vibrate



/f/

Teeth – place top teeth on bottom lip
Air – force through teeth

5. Explicit teaching of phonics

“Letters in another language might make a different sound”

Same letter – different sound

English

i in six



French

i in six

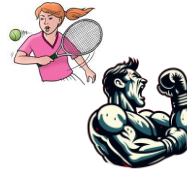


cough



ou in

though



rough



through



house



ought



thorough



ou in rouge



“Letters in another language might make a different sound”

German	French	Welsh	Spanish
jeder projekt	bonjour jaune	ji-binc jocan	julio el reloj
kaiser mai	mai Calais	ailenu braich	el aire bailar
deutsch scheu	bleu neuf	dweud euog	el euro euforia
schnell allein	vanille abeille	llygaid cylllell	el castillo me llamo



Same letter – different sound

Same sound – different letters

Compare to other languages which your students might be learning



juillet

siete

yellow

Januar

Compare to other languages which your students speak

6. Embedding phonics in teaching and learning of vocabulary

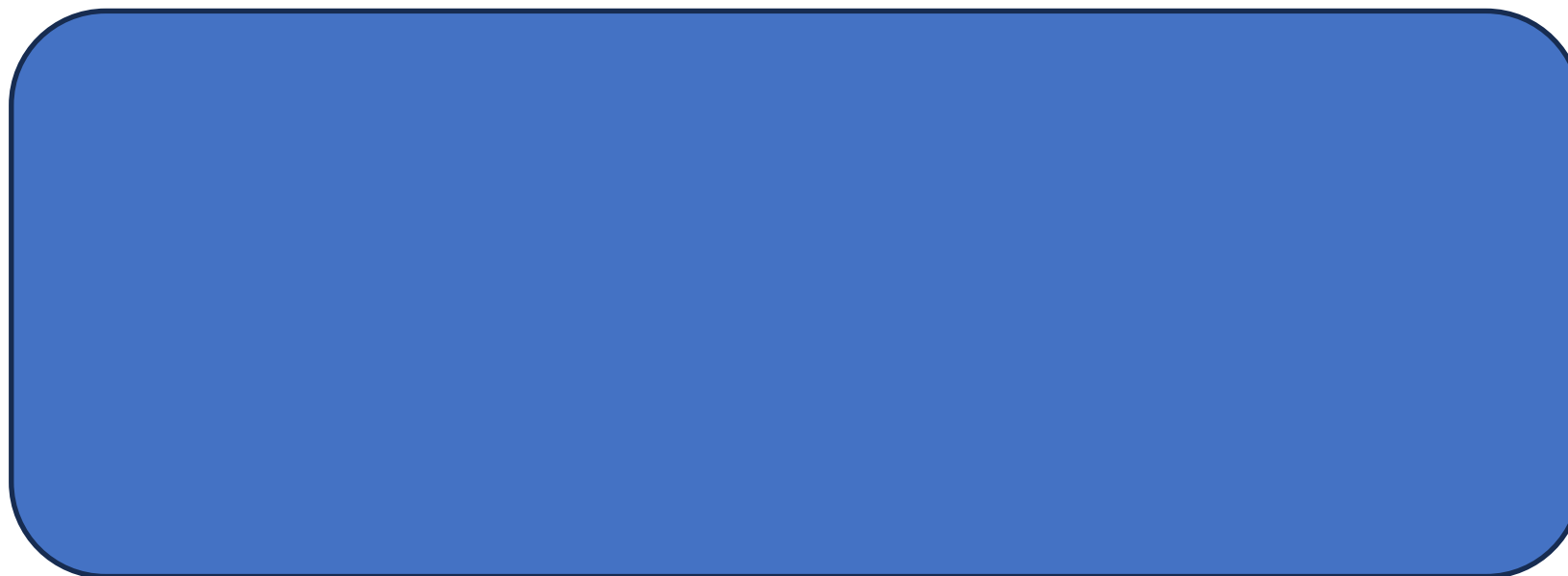
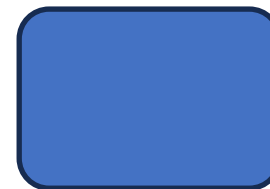
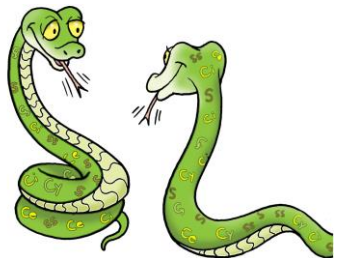
Teach the whole word or start with the sounds within it?



Example in Hungarian



Goodbye!



Introducing vocabulary to beginners

Sounds to Words to Sentence
7 Step Teaching Process for Beginners

- Step 1 – Identify and practise the individual sounds in the word
- Step 2 – Blend the sounds to produce the whole word
- Step 3 – Practise connecting the meaning of the word to its sound

- Step 4 – Identify the graphemes for each sound in the word
- Step 5 – Spell, read aloud and write the word
- Step 6 – Practise connecting the meaning of the word to its written form
- Step 7 – Speak and write sentences using grammatical knowledge



Example – Teaching 5 French colour adjectives



Step 1 – practise the sounds



Step 2 – blend the sounds



Step 3 – activities to recognize the sound of the whole word with its meaning

Step 4 – practise recognizing the letter strings for the sounds



Step 5 – predict the spelling and read aloud



Step 6 – activities to recognize the written word

Step 7 - practise saying and writing the words in a sentence

Physical French Phonics Images

© Sue Cave, Jean Haig and Brilliant Publications Limited



Beginners

Embedding phonics in language learning

- Repeat this 7-step process for subsequent new vocabulary.
- Each time new language is introduced there will be fewer sounds and corresponding letter strings to learn until all have been encountered.
- Practice and retrieval will be an integral part of most lessons
- This is a slow process at the start which should not be rushed. It will pay dividends in future language learning.

Intermediates

Language Learning - 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

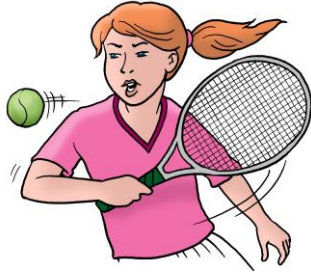
- Step 4** - Identify and practise the graphemes for the individual sounds
- Step 5** - Practise reading, saying and writing the word
- Step 6** - Practise connecting the meaning of the word to its written form
- Step 7** - Practise using the word with other words to create a sentence



Start here



u



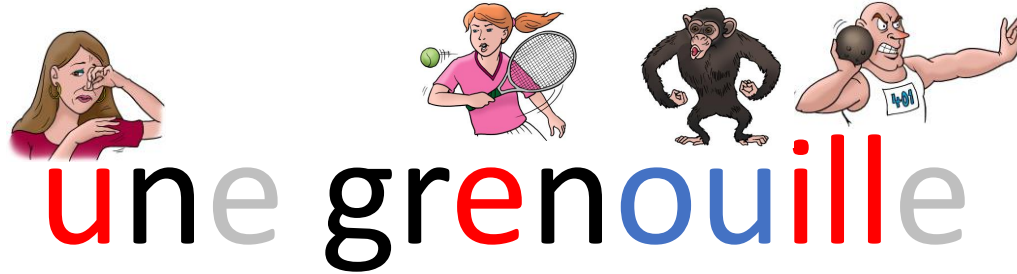
e
before 1
consonant



ou



ill
after a vowel





Beginner Intermediate Advanced

Intermediates

- Time needs to be built into any new unit (or introduction of new vocabulary) for pupils to revisit any of the sounds which the teacher has noticed that they find challenging to recall or produce
- Visual and kinaesthetic prompts can be used to support recall of tricky letter strings
- Students should become increasingly able to decode, read aloud and spell unfamiliar words with accuracy and independence.
- Select vocabulary to allow encounters with new graphemes

Remedial

- For intermediate or advanced learners who have not followed the 7-step process, identify and practise the individual sounds, as needed, which are difficult to recall and produce
- Rectifying mispronunciation acquired in prior learning can be challenging but rewarding





Example of embedding phonics in a primary
French lesson
Sue Cave



[Cave Languages - YouTube](#)

Videos on YouTube

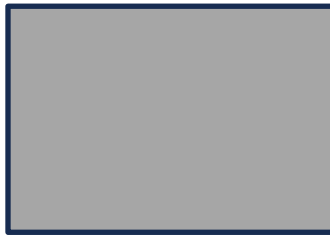
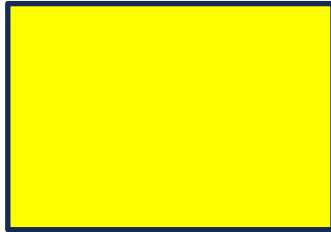


Using Physical French Phonics in Secondary School
Tracy Williams



[Physical French Phonics - YouTube](#)

7. Classroom activities for beginners with a phonic focus



Show me a *colour card* with the sound in it

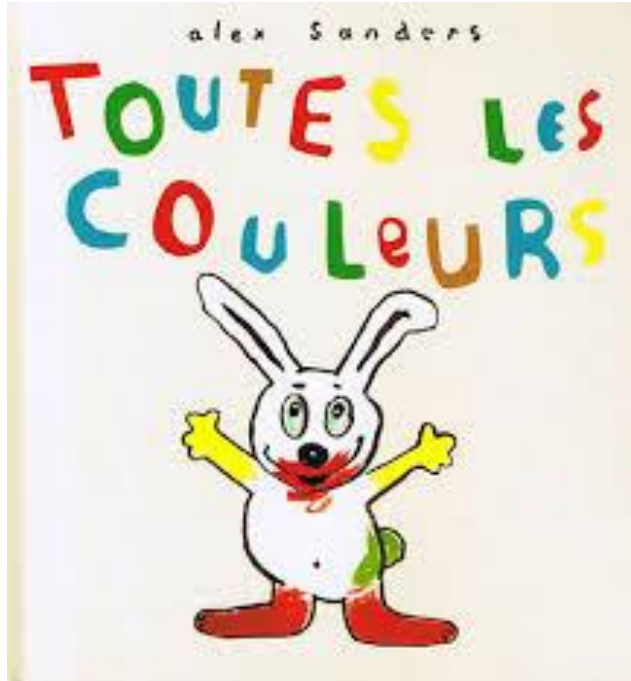
Recognise sounds in new vocabulary



Which sound is it?
Perform the correct action.

Recognise sounds in songs, stories and rhymes

Put *your hands on your head* every time you hear the sound 'ou'



ou



ou



ou

Physical French Phonics Images

© Sue Cave, Jean Haig and Brilliant Publications Limited

Recognise letters in new vocabulary

oi eu an qu ch

Splat the grapheme

oi	an	ch
eu	qu	ou

Phonics bingo

Spell the new vocabulary

r _____

Which letter is missing?

Long line for a sound made from two or more letters

Short line for a sound made from one letter

Grey line for silent letter. (French)

g

l

b

g

eu

r

ou


e

Spell the words


8. Further practice and consolidation to build confidence and independence

Identify and practise sounds which are more challenging to recall and produce

vert violet
seize merci
treize oreille
sept mais










X

4 in a row


X

zéro carré
les assez
sautiez nez
frisé voler

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

0			13
	The		
But	16		Quite
7		Thank You	

Identify and practise sounds which are more challenging to recall and produce

Differentiate sounds



A

1. marr**on**

2. **on**ze

3. **cin**q

4. m**ain**

5. **son**t

B

1. p**ain**

2. **lon**g

3. sap**in**

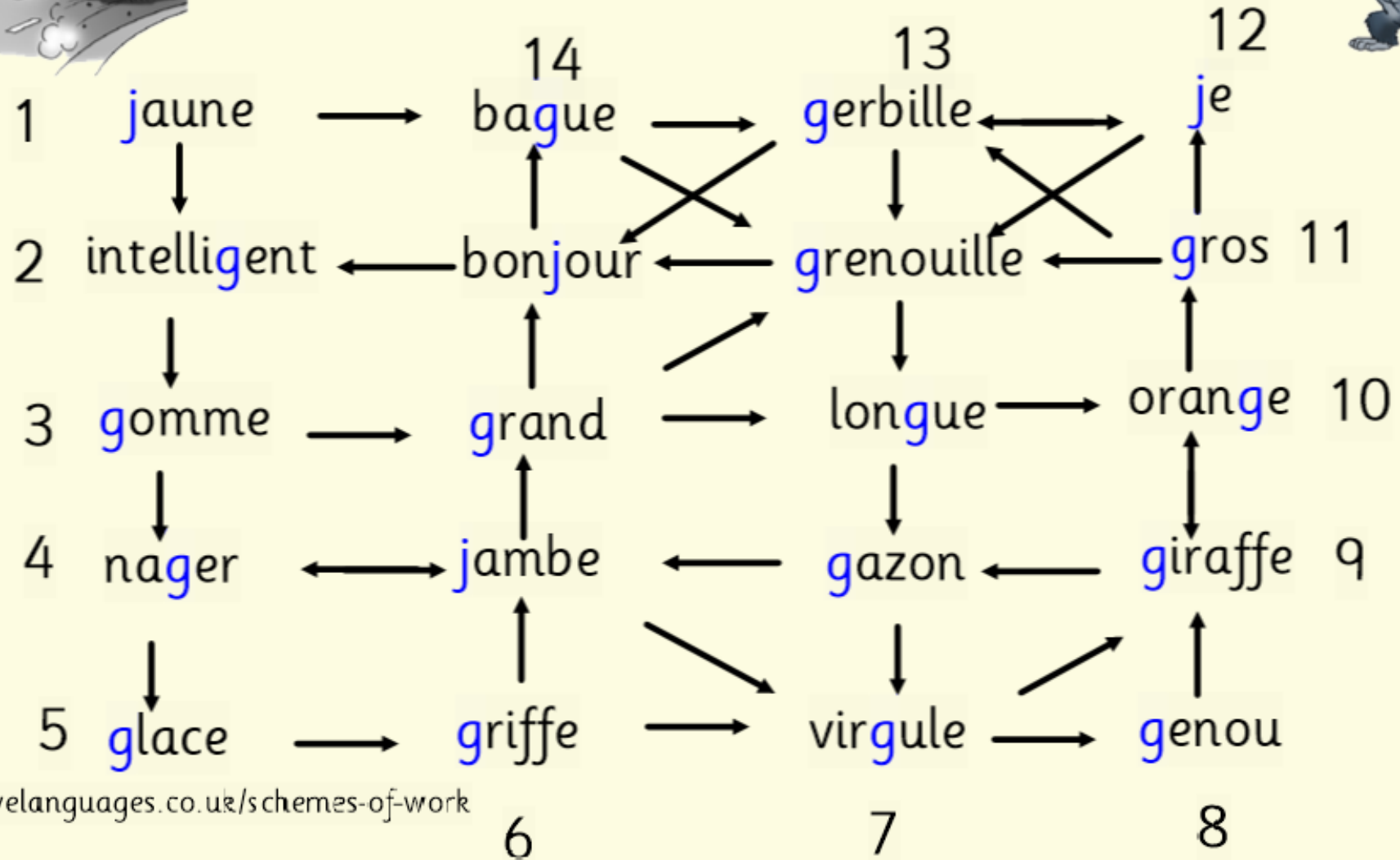
4. n**on**

5. ju**in**

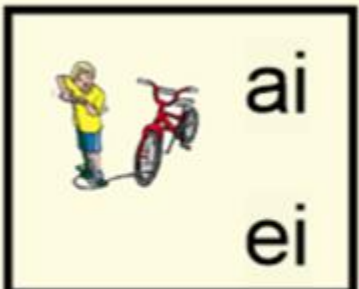
Identify and practise sounds which are more challenging to recall and produce




Follow the sound




Provide opportunities to read aloud unfamiliar words



ai
ei



gai une aile
épais la haie
faire une paire
l'air se taire



un balai la reine
la laine la peine
une chaise une veine
une caisse une baleine

Lesson starter – select unfamiliar words to read aloud which have the same sound within


Petit ballon

Petit ballon grandit grandit... Little balloon grows and grows

De plus en plus s'arrondit Gets rounder and rounder

Le voici si grand que: Now it's so big that

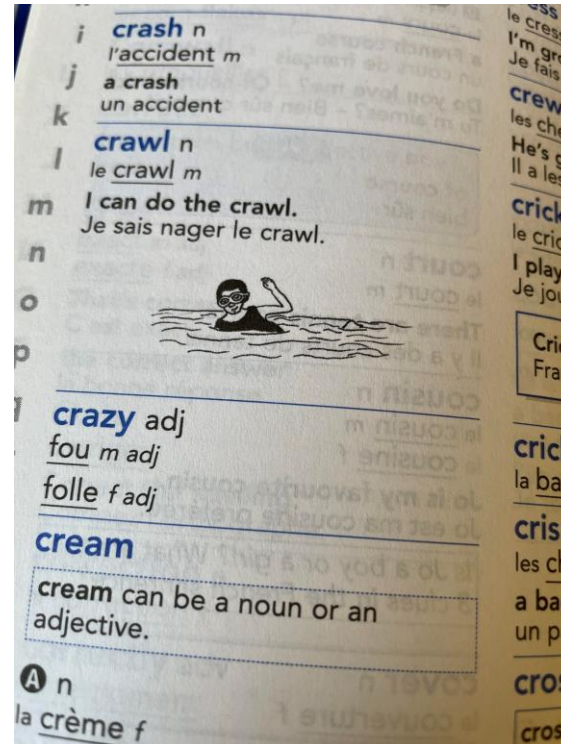
BANG! Il éclate! it bursts!



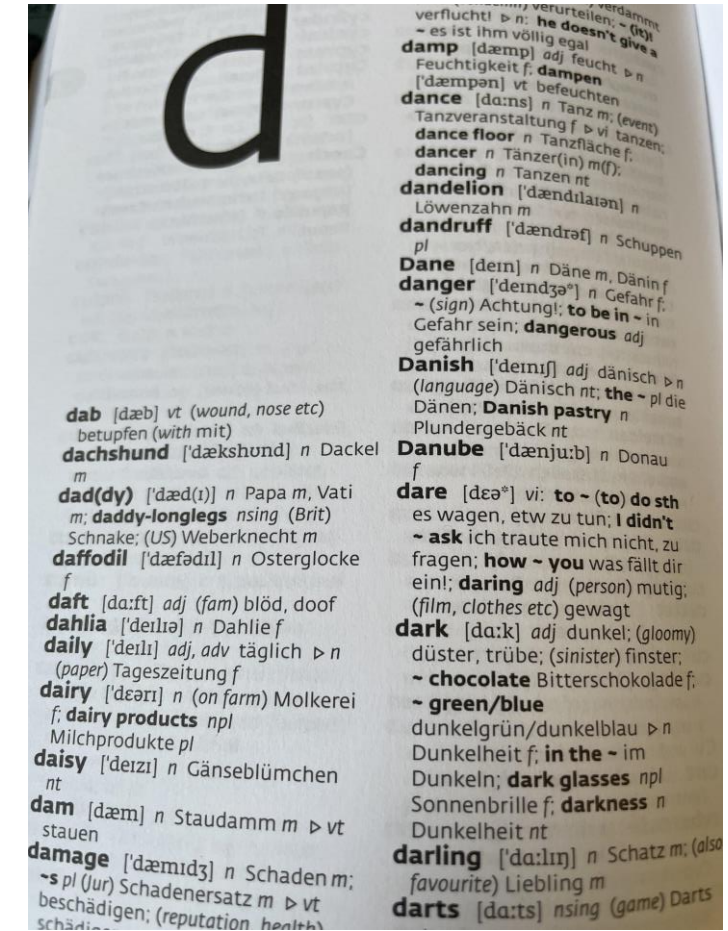
Encourage students to read aloud unfamiliar texts, songs, stories and rhymes

Provide opportunities to read aloud unfamiliar words

Students will become more and more confident about decoding and pronouncing words from a bi-lingual dictionary for creative and independent speaking and writing



Beginners French Dictionary
[Collins First Time French Dictionary]



Intermediate German Dictionary
[Collins German dictionary – Pocket Edition]

9. Provide classroom support

Beginners – provide learning mats limited to the graphemes which they have encountered

 a
 an
 q
qu
 c
h
 e
In 1 syllable

 e
before 2 cons.
 é
 eu
 g
 g
before e/j

 i
 in
 o
not at end
 o
au
 oi


 a
â
 an
en
 q
qu
 s
c
before i
 u


 e
è/ei/ai
before 2 cons.
before final c/t
 é
-es
-er
-ez
 i
y
 o
au
eau
 oi
oî


 s
c
before e/i
 th
 u
 i
y
 in
 o
not at end
 o
au
eau
 oi

 s
c
before e/i
 u
 on
 ou
 r
 un
 y
 z
s
between vowels

Most consonants and 'e' at the end of words are silent.

'h' is a silent letter.

z, s, t, x, z can be sounded when followed by a vowel.

YEAR 3

YEAR 4

More advanced learners – provide all the possible graphemes for each sound

Graphemes - Vowels

Physical English Phonics



a
ai

cat
plait



a
ar
au

father
car
laugh



a i ur
ar ough
er our

zebra pencil augur
dollar thorough
ladder honour



ear or yr
er our
ir ur

pearl word myrtle
term journey
girl burn



e o y
i u
ie ui

rocket women gym
pink busy
sieve guild



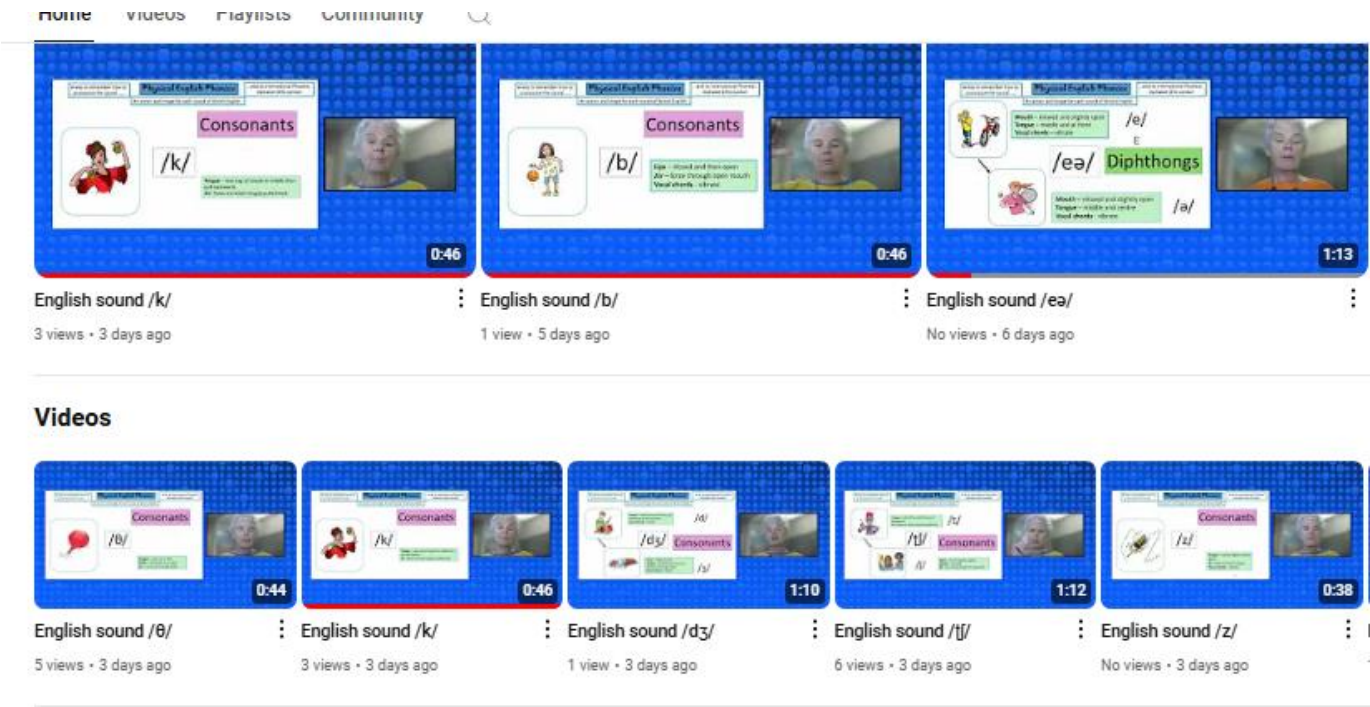
ay ea i oe
e ei ie y
ee eo ey

quay peach ski phoenix
be receive grief lady
bee people key

Wall friezes



Videos demonstrating the sound and action



YouTube – Physical English Phonics

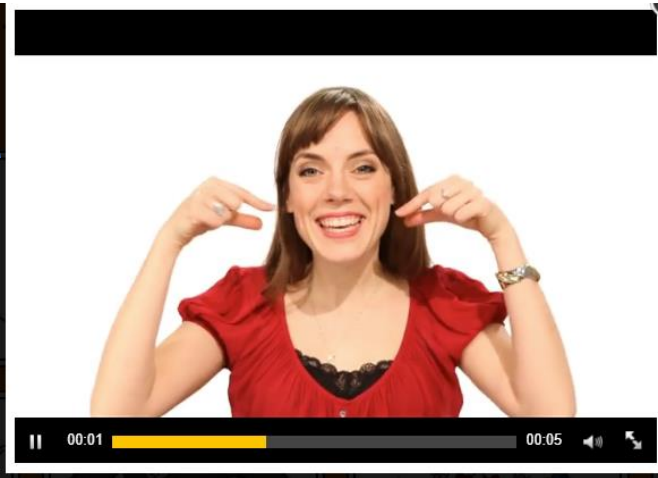


Physical French Phonics

SOUNDS AND ACTIONS FOR EIGHT COLOURS

Click on an **IMAGE** to see a video clip of the sound and action.

FILE 1
Slide 1

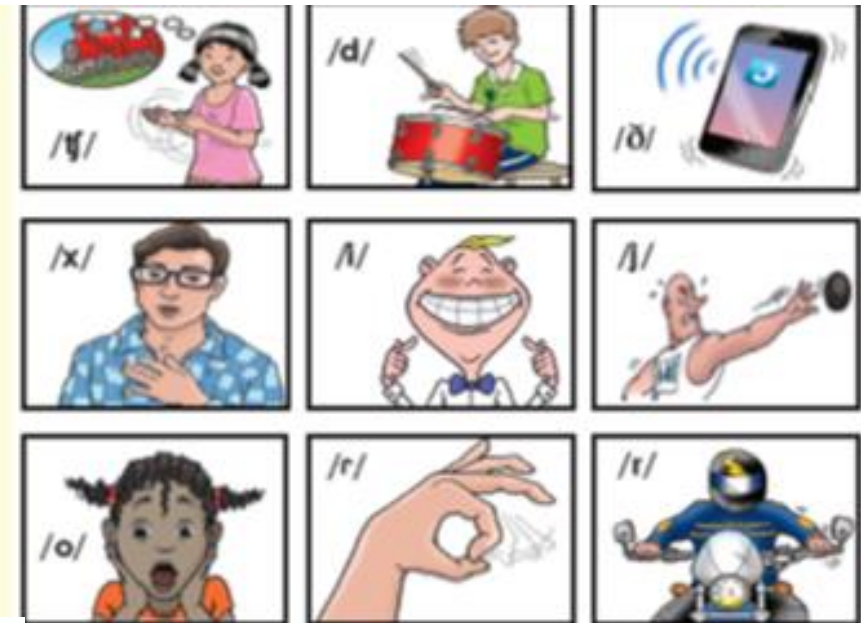


10. IPA symbols with actions and images for more advanced learners

By association of the image for the phoneme to the IPA symbol, words can be decoded with confidence and accuracy from a bi-lingual dictionary



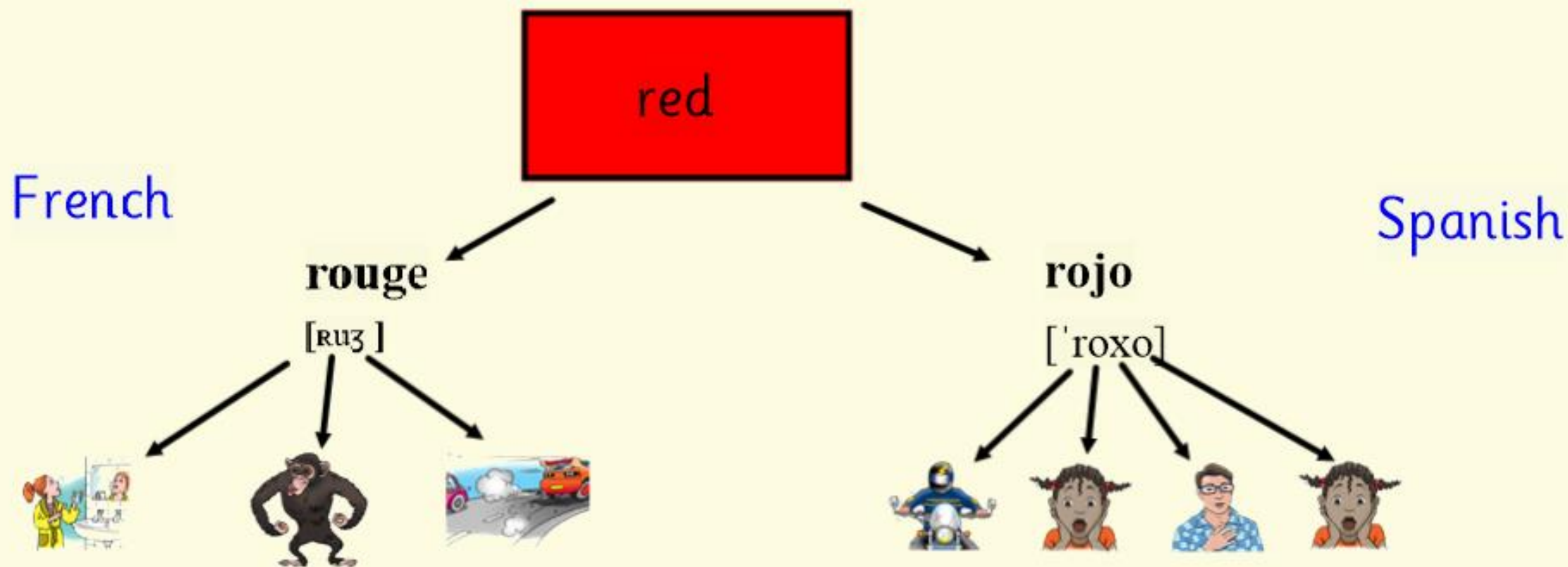
Physical French Phonics
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Decode with a high degree of accuracy



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The decoding of IPA symbols is an essential skill in English due to the complexity and number of graphemes for each phoneme

a

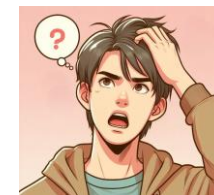


father

th



er



father /'fɑ:ðə(r)/ *noun, verb*
■ *noun* **1** a male parent of a child who is acting as the father to a father. ♦ *You've been like a father*

Oxford Advanced
Learner's Dictionary



/fɑ:ðə/



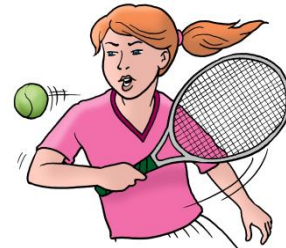
/f/



/ɑ:/



/ð/



/ə/



father

/fɑ:ðə/

Top 10 Tips

1. Teach phonics!
2. Identify the key sounds to teach and the accompanying graphemes
3. Map systematically the phonemes and graphemes in your curriculum to ensure inclusion
4. Select a method for teaching phonics – consider a kinaesthetic and visual method
5. Teach phonics explicitly and start by teaching individual sounds in new vocabulary
6. Embed phonics teaching from beginners' lessons through to advanced learners
7. Include classroom activities with a phonic focus for further practice and retrieval
8. Give students opportunities to demonstrate confidence in their phonic knowledge
9. Provide classroom support in the form of knowledge organisers, friezes and videos
10. Include the teaching of IPA symbols for more advanced learners and particularly in English

E: sue@cavelanguages.co.uk

X: @SueCave4



Sue Cave



www.cavelanguages.co.uk

Phonics resources for French, Spanish, German and English

www.cavelanguages.co.uk/phonics



More about Physical French Phonics/Physical Spanish Phonics

[Physical French Phonics – Book and USB stick - Brilliant Publications](#)



Physical French Phonics videos – YouTube

[Physical French Phonics - YouTube](#)



Physical English Phonics videos – YouTube

[Physical English Phonics - YouTube](#)

