

Progression within phonics and progress with phonics

with Nathalie Paris

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« Progression within phonics and progress with phonics »

In this workshop we will review different ways in which phonics are taught at primary and secondary levels; we will reflect on progression within phonics learning; we will then explore how phonics enable our pupils to make progress in all areas of their language learning; finally, we will consider phonics as a part of transition from KS2 to KS3.

Objectives:

- 1) Review different ways in which phonics are taught
- 2) Reflect on progression within phonics learning
- 3) Explore how phonics enable progress in all areas of learning
- 4) Phonics and transition

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1) Review different ways in which phonics are taught

Intro: what do you think are the most difficult sounds? <https://www.thelocal.fr/20180215/french-language-pronunciation-words--top-ten> maybe play video!

NO ONE SIZE FITS ALL! Hopefully will reflect on our practice and find new ideas!

MINIMAL SLIDES

What basic rules do you tell your children right at the beginning to sound more French? Discuss in small groups. Basic rules of French pronunciation first: we do not pronounce a consonant if it is the last letter of a word; an “e” is also silent as the last letter of a word.

How do you currently teach French pronunciation/phonics? Discuss in small groups. Hands up for primary/class teacher/specialist teacher/secondary/other/ad hoc/planned into scheme/own thing/bought scheme/all in one go/discrete lessons/incorporated into other lessons. There is not a right way of doing it that works for everyone, otherwise we would know about it!



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1) Review different ways in which phonics are taught

NEW OFSTED FRAMEWORK: intent implementation impact; progress = all of those!

As Clare Seccombe reminds us: “According to Michael Wardle of Ofsted: intent = curriculum design; implementation = (method of) delivery; impact = results (for the children). Ofsted have also said elsewhere that they don't intend schools and teachers to have to do loads more paperwork around the 3 Is - it's basically a different way of labelling what you already do.”

For phonics:

Intent: where it is present in the curriculum

Implementation: how it is taught

Impact: are the children making progress in phonics and how does it support other areas of learning? Can they decode?

WE WILL LOOK AT INTENT AND IMPLEMENTATION FIRST –UPDATE 23/09/19: progress in phonology, grammar and vocabulary!



1) Review different ways in which phonics are taught

Incorporated into schemes of work

Nadine Chadier: <http://www.accentlanguages.co.uk/french-vowels/> <https://accent-on-pronunciation-french.teachable.com/?fbclid=IwAR2G6KoSn2gYRBI5o96FMewUN9OdVHPI59KkaeSueUfOUeePZFzfuk7f28Y>

Sue Cave: Physical French Phonics <https://www.little-linguist.co.uk/physical-french-phonics-brilliant-publications.html>
<https://www.cavelanguages.co.uk/french-phonics> @physicalfrenchphonics on Instagram for the 7-step process to embedding phonics in language learning pdf

Marie-Odile Guillou: pdf French complex sounds

Noelia recommends

<http://phonetique.free.fr/indexphonvoy.htm?fbclid=IwAR0eow1QybdVo9YsEsJFNfDwAdzkfD3gMt0TRtKper9h7crKA2-0W7Cz7AI> and planètes phoniques http://www.trainingforlearning.co.uk/planetes_phonique.htm

Virginie Truche-Gordon in LiPS La phonétique animée <http://jeannesauvegrade1fi.weebly.com/phoneacutetique-animeacuttee.html>

<https://slideplayer.fr/slide/10055180/>

Julie Prince “Sounds and words” book ordered – also includes Spanish and German

Le manuel phonique?

Suzi Bewell for Links into Languages 10 minute guide to accelerated language learning using phonics

<https://www.tes.com/teaching-resource/10-minute-guide-to-accelerated-language-learning-6219725?fbclid=IwAR1cTQAA7Bn4UoXxg9ZooAiO2r270mkphKGHu2T3ouR7kDyqb9xmuYuX4w0>

Rachel Hawkes: <http://www.rachelhawkes.com/Resources/Phonics/Phonics.php> useful resources for reference

ALL: all about Sue Cave <https://www.all-languages.org.uk/product/article-embedding-phonics-language-lessons/>

RESEARCH FACEBOOK GROUPS AND GILT



1) Review different ways in which phonics are taught

Sue Cave and Jean Haig: “Physical French Phonics – A Sound, Action and Spelling System for Teaching French Phonics”

<https://www.little-linguist.co.uk/physical-french-phonics-brilliant-publications.html>

<https://www.cavelanguages.co.uk/french-phonics>

Summary: with CD, for specialists and non-specialists; a sound, action and spelling system (SAS); recap page 5

Example activity: pick a consonant page 21; phonic hangman page 27

Lynn Erler and Julie Prince: “Sounds and words - Supporting language learning through phonics” (NB it also includes Spanish and German)

https://www.amazon.co.uk/gp/product/1907496890/ref=ppx_yo_dt_b_asin_title_o03_s00?ie=UTF8&psc=1

Summary: with CD, for specialists and non-specialists; support, extension and revisiting activities; recap page 64

Example activities: syllable tennis page 23; arguing football stars page 33

Gianfranco Conti and Steve Smith: “Breaking the Sound Barrier – Teaching Language Learners How to Listen”

<https://www.amazon.co.uk/Breaking-Sound-Barrier-Teaching->

[Language/dp/109697388X/ref=sr_1_1?keywords=breaking+the+sound+barrier&qid=1568970352&s=gateway&sr=8-1](https://www.amazon.co.uk/Breaking-Sound-Barrier-Teaching-Language/dp/109697388X/ref=sr_1_1?keywords=breaking+the+sound+barrier&qid=1568970352&s=gateway&sr=8-1)

Summary: for all teachers; over 200 suggested activities; includes research; based on the principle of Listening as Modelling (LAM); recap introduction page 7

Example activities: from chapter 3, contrast response page 41; gapped letters (can be done with a story) page 42



1) Review different ways in which phonics are taught

Very interesting blog! <https://frenchteacher.net.blogspot.com/2019/07/the-ncelp-rationale-for-teaching-phonics.html?fbclid=IwAR0FhXJirO6D5v4PmFmFsdSVdYfc8FV2hHjwUfnYDQ6MxgaQRKfZd8ytMLI>

Check how this sits with it: [Steve Smith](#) Do you focus strongly on pronunciation, phonics and reading aloud? There are good reasons for doing so, and not just to sound more authentic. From Nation and Newton (2009)

"Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005). However, that is not the only reason for developing a stable pronunciation of a new language. There is a very important mechanism involved in working memory called the phonological loop. In essence, the phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory. A good example of this is the way we say a telephone number over and over to ourselves in order to keep it in memory while we go about dialling the number. If learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop (Ellis and Beaton, 1993; Baddeley, Gathercole and Papagno, 1998; Singleton, 1999: 148–151). "

[Kedi Simpson](#) Makes sense - although I suspect that Derwing and Munro don't mean that it can't enter the phonological loop (penultimate line), but that it can't move from phonological loop (ie working memory) to longer term memory because each time it enters the phonological loop, it sounds different.



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2) Reflect on progression within phonics learning

In small groups, discuss the way you/they teach phonics: how progressive is it? Does it matter?

Should we start with the most frequent sounds? The easiest rules?

How it is done in the 3 main books:

2) Reflect on progression within phonics learning

Sue Cave and Jean Haig: “Physical French Phonics – A Sound, Action and Spelling System for Teaching French Phonics”

<https://www.little-linguist.co.uk/physical-french-phonics-brilliant-publications.html>

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Sounds to Words to Sentence 7 Step Teaching Process

Step 1 - Identify and practise the individual sounds in a 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



2) Reflect on progression within phonics learning

Lynn Erler and Julie Prince: “Sounds and words” book – also includes Spanish and German

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Sounds & Words – Supporting language learning through phonics



» Progression

The progression throughout this book is based on the learners’ progress in phonic skills, starting, in Chapter 1, with recognising particular phonemes when heard and then being able to say the phonemes themselves. From there the children progress to being able to hear the difference between two similar phonemes, for which activities are suggested in Chapter 2. In Chapter 3 we move on to matching the phonemes to written letters and letter strings and finally, in Chapter 4, the learners progress to using their phonic skills to help them read and write words, phrases and sentences. The rate at which children progress will vary between year groups and even between individual learners (which is why we have included support and extension suggestions for each activity). With older children (Year 5 upwards) you will be able to progress more quickly but, if this is the first time you have done phonics work with them, we still suggest you begin with some of the activities in Chapter 1 to ensure the foundations are in place.



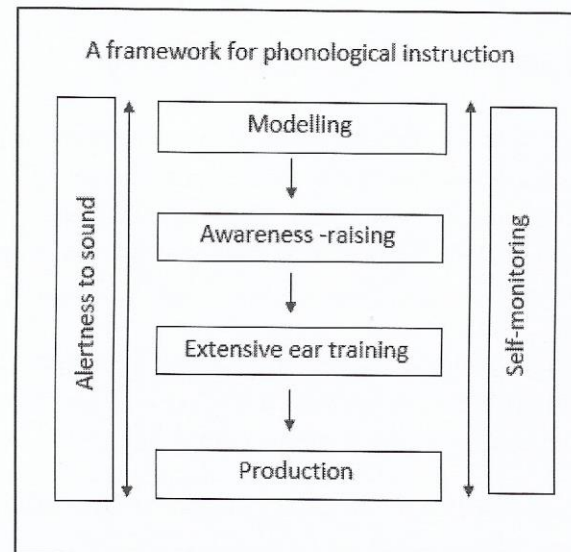
2) Reflect on progression within phonics learning

Gianfranco Conti and Steve Smith: “Breaking the Sound Barrier – Teaching Language Learners How to Listen”

2. Creating the right climate

Creating a climate of alertness to sound begins with the business of modelling and raising students’ awareness of L2 phonemes and how they differ from similar L1 phonemes in sound and articulation. As our framework for phonological instruction shows (**Figure 3.1**), modelling and awareness-raising need to be followed by extensive receptive practice.

Figure 3.1 A framework for phonological instruction



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3) Explore how phonics enable progress in all areas of learning

In case you needed evidence...

THEY ARE PART OF IT ALL!

WE CANNOT SEPARATE IT ALL!

References to “Breaking the sound barrier”?

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NOW LOOK AT THE IMPACT

INCLUDE NEW OFSTED FRAMEWORK: intent implementation impact; progress = all of those!

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Impact = can they do this by the end of Y6/Y9?

Programmes of Study (KS2 and KS3) in mind

KS2:

- 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

KS3: Linguistic competence

- **transcribe** words and short sentences that they hear with increasing accuracy
- express and develop ideas clearly and **with increasing accuracy**, both **orally** and in writing
- speak coherently and confidently, with increasingly **accurate pronunciation** and intonation

In primary the focus is on reading, speaking and listening skills.

In secondary the focus shifts to listening, speaking and writing.

IT IS UNDERLYING IN ALL LEARNING

At primary level: what I have heard repeatedly from secondary teachers: if they come to us and know nothing but how to decode the language then it will help greatly.

I personally did not learn any phonetics until university and asked myself why I had never been told any rules earlier!!



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4) Phonics and transition

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IDEAS FOR TRANSITION / BASELINE TESTS

- Agree on a method / way of learning phonics
- A transition unit based on phonics (could be my project!)
- Test phonological knowledge as baseline test

This was...

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LISTENED TO THIS <https://mfltwitteratipodcast.com/podcast/ep-7-wheelofnames-skittles-connectlingo-music-songs-phonics-and-techtalk-interview-with-paco-fernandez/>

RESEARCH FACEBOOK GROUPS AND GILT – done

