**Phonics consolidation and application activity list***Note: The activities listed here are ways to develop SSC knowledge, following their initial presentation and practice within source and cluster words, and preceding any assessment activity.*

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|  | **Activity name** | **Brief description** | **Link to example on portal** |
| **1** | **Listening tally** | Listen and tally a particular SSC (or a pair of similar SSC, e.g., u / ou) from a series of words or sentences  | Slides 8 and 9**:** [**French u/ou**](https://resources.ncelp.org/concern/resources/tt44pm84n?locale=en) |
| **2** | **Listening gap fill**(whole class or paired) | Listen and complete words with the SSC (differentiating between a pair of similar SSC)*NB: This can be completed in pairs, providing read aloud decoding and listening practice simultaneously.* | Slide 8: [**French u/ou [2]**](https://resources.ncelp.org/concern/resources/xw42n7888?locale=en) |
| **3** | **Listening dictation** (whole class or paired) | Teacher or student reads words aloud and student writes them, then check. If this is early in the learning process, it makes sense to check the spelling after each one, and encourage students to correct any errors as they go. It’s also helpful to present this as an activity, not as a test! | Slide 7: [**Spanish SSC a**](https://resources.ncelp.org/concern/resources/qb98mf474?locale=en) |
| **4** | **Aural translation** | Teacher or student reads the word or sentence and student writes the meaning in English.*Note: This activity focuses more on learning the cluster word vocabulary than developing phonics knowledge per se, but given the high frequency of the NCELP cluster words, there is a valid reason for extending phonics activities to support vocabulary learning.* | Slides 8: [**Spanish SSC a**](https://resources.ncelp.org/concern/resources/qb98mf474?locale=en) |
| **5** | **Paired verbal tennis (against the clock – 1 minute)** | Students take it in turns to say different words (not allowed to repeat either each other’s or their own on the next turn). See how many words they can say in one minute. Extension: can they come up with other words they know with the same SSC. *Note: challenge is increased when words with two similar SSC are included in the same task.* | Examples of this in most phonics sequences, e.g., Slide 4: [**French au+eu**](https://resources.ncelp.org/concern/resources/8910jt57v?locale=en) |
| **6** | **Against the teacher (2-3 minutes max.)** | Teacher uses any slide with the cluster word pictures (or English translations). S/he indicates one and says a word. If the picture/translation matches what s/he says, students have to repeat. If not, students remain silent. A point is scored by students every time they are silent for an incorrect match. If they repeat at the wrong time, the teacher scores a point.*Note: This activity is also for vocabulary learning rather than phonics knowledge development.*  | Any of the picture only or English translation slides can be used for this, e.g., Slide 5: [**French SFC [2]**](https://resources.ncelp.org/concern/resources/hh63sv894?locale=en) |
| **7** | **Word cloud** | Partner A reads a word, Partner B identifies it by number. Swap roles.No timer. This is a slower, more careful activity, where it’s useful to include some unfamiliar words. Students will naturally slow down to decode them more carefully. Two or three SSCs can be combined in these unfamiliar words, too, to increase the challenge and re-cycle previous SSC. | Slide 7: [**French EU**](https://resources.ncelp.org/concern/resources/w66343603?locale=en) |
| **8** | **Odd one out** | Partner A reads three words aloud. Partner B (*facing away from the board and without seeing the words*) identifies the odd one out.Do numbers 1-3, then students swap roles. | Slide 9: [**French u/ou [2]**](https://resources.ncelp.org/concern/resources/xw42n7888?locale=en)*Note: These can focus on two similar SSC, too.*Slide 7:[**French au+eu**](https://resources.ncelp.org/concern/resources/8910jt57v?locale=en) |
| **9** | **Listen and tally, then read and highlight**  | Teacher reads a longer passage. Students listen to it (unseen) and tally all instances of one SSC. Then they read the text aloud for themselves and highlight the same SSC. | [**L’éléphant géant**](https://resources.ncelp.org/concern/resources/j6731377h?locale=en)text for the ‘an’ sound |
| **10** | **(Interactive) dictogloss** | Teacher reads a short text several times, too quickly for students to transcribe, at a suitable speed for them to write notes, which might be in a mixture of English and French.Students then work in pairs or small groups to reconstruct the poem.They should be encouraged to ask questions of the teacher, to clarify word meanings on spellings. This gives them an opportunity to put their SSC knowledge into practice, as they have to decode/read aloud what they have noted down in order to ask the teacher about meaning. When they ask for spellings of particular words, the teacher will note whether there are several plausible spellings for those words (eg. the é sound) or whether it’s a case of students needing more practice to establish the knowledge of a particular SSC. | This resource has five different phonics activities, including Slide 7:[**French SSC phonics poem activity**](https://resources.ncelp.org/concern/resources/pk02c973d?locale=en) |
| **11** | **Read aloud** (homework, assessments or in class) | Sets of unfamiliar words for reading aloud provide a flexible task, which can be recorded as speaking homework, completed as a phonics assessment or simply used for paired class practice, with the teacher circulating to listen in. | [**French town names**](https://resources.ncelp.org/concern/resources/kh04dp699?locale=en)[**French sports**](https://resources.ncelp.org/concern/resources/pk02c9767?locale=en)[**French animals**](https://resources.ncelp.org/concern/resources/9z902z84b?locale=en)[**French instruments**](https://resources.ncelp.org/concern/resources/zw12z528p?locale=en) |
| **12** | **Categorise and create!** | Students categorise a set of words (including a few unfamiliar words) according to SSC. They then create their own sentences using the words. | [**French SSC categorise and create: o-u-é**](https://resources.ncelp.org/concern/resources/bn999674d?locale=en) |
| **13** | **Pelmanism (pairs)** | Students turn over cards and pronounce the words to create matching pairs, where applicable (e.g., bougez / enchanté)*Note: for this activity to involve applying SSC knowledge, the language must be one which represents the same phoneme/sound with different graphemes/written symbols. Otherwise students can simply match the cards by sight rather than by sounding out. This makes the game useful above all for French.* | This [**French example**](https://resources.ncelp.org/concern/resources/dn39x152w?locale=en) practises four SSC. The cards practise the following SSC combinations: é (er / et / ez), o (eau / au), en / an, and ain / in. |
| **14** | **Cluster sentence** | Students create a sentence combining their choice of two cluster words. Bonus points for including additional words with the target SSC. |  |
| **15** | **Running dictation** | Students work in pairs or small groups. Taking it in turns they have a limited time to read and retain part of a *short* text (mostly familiar language with a few unfamiliar words), then return to dictate to their partner/group. |  |

**Please see in addition a** [**summary of ideas**](https://resources.ncelp.org/concern/resources/ng451h51g?locale=en) **for teaching phonics.**