Transcript: **PVG revisited: Phonics**

Length of Talk: 18 minutes

Presenter: Rachel Hawkes

# Slide 1

# Hello, this is Rachel Hawkes, and this is part one of CPD 8/TRG 4 of 2020: Revisiting PVG and meaningful practice.

# Slide 2:

# The session has these three core objectives. In this first part of the session, we are going to focus on phonics, with a view to increasing the familiarity with the NCELP Y7 phonics resources for French, German and Spanish. This is a fairly short session, a brief snapshot of some of the main phonics task types, in particular the practice tasks that follow the introduction of the SSC (the sound-symbol correspondence), the source word and the cluster words.

# Slide 3:

It is expected that teachers will already be familiar with the SSC introduction resources, but just for reference there are links to the full sets of these here, which are on the NCELP Resource Portal. If you are new to NCELP, you will find it useful to access the earlier sessions on Phonics, which are on the Teacher CPD page, here:  
  
[Phonics: Part 1 – Research and rationale screencast (link to Resource Portal)](https://resources.ncelp.org/concern/resources/5t34sj80w?locale=en)  
[Phonics: Part 2 – NCELP approach to teaching phonics screencast (link to Resource Portal)](https://resources.ncelp.org/concern/resources/gb19f609g?locale=en)

# Slide 4:

This slide explains the types of activity featured, and how it is intended that they should be used. The remainder of the slides in this session are taken from lesson resources that are all on the NCELP portal.

# Slide 5:

In this example, taken from Term one week 5 of the Y7 French SOW, students play pair work ‘tennis’ with the phonics cluster words, focusing on the “é” sound.

Clicking on the Début buttons starts a one-minute timer on the screen, and students say the words out loud alternately with a partner, building up speed.  
They call them out in any order, but they are not allowed to repeat the one they said in their last turn, nor the one their partner has just said. The teacher can circulate in the class to listen out for evidence of their SSC knowledge.

# Slide 6:

Phonics practice tasks are included in every lesson in Year 7, and are typically short. This word cloud task occurs early in term 1, after students have been taught SFC (Silent Final Consonant) and the SSC “EU”.

Partner A reads out words 1-5 in French and Partner B translates into English - partner A agrees or disagrees. Swap roles - partner B reads words 6-9.

Students should then choose any of the words at random to read out, their partner giving the English. They should do six words each, alternating: A says French, B gives the English. B says French, A gives the English.   
  
This sort of read aloud task can focus on previously-taught OR unknown words OR a combination.

# Slide 7:

This listen and write task is from the second half of the autumn term of Year 7. Students can be asked to listen multiple times, or within a mixed ability class, it might work better to have students listen once and see how many of the stages they can complete. Again, this transcription task can focus on previously-encountered or unknown words. To develop phonics knowledge it’s important that over time students do have opportunities to transcribe and read aloud unfamiliar words, as otherwise they might be remembering the spelling or sound of whole words that they already know.  
  
The NCELP phonics tasks often use the cluster words. These words are additional to the core expected vocabulary learning of 360 words in Y7, so there is no reason to expect that students will know them. However, they are high-frequency words and over time some students will acquire them incidentally. The additional challenge of translating into English here shouldn’t be seen as a test, but as an *additional* opportunity to explore word meanings. Students shouldn’t feel under pressure to know the meanings.

# Slide 8:

This is a starter task from the end of the first half-term of Spanish. It is a pair work task. Student A chooses an SSC (CUE, CUA or CUI) and says it aloud to their partner. Student B has to listen and write that SSC, then complete it with one of the fragments found in the middle of the slide to make a word.

Students then swap roles. This is a multi-modal task as learners are required to speak, listen and write as they work together.

# Slide 9:

This transcription exercise from week 2 of the German SOW uses previously-taught words, but combines them in short sentences. Students may have the audio repeated as many times as needed.  
When feeding back, students read aloud what they have written, which also reinforces SSC knowledge, so this task combines transcription, and read aloud.

# Slide 10:

This is a paired odd one out task from the start of term two. Pairs take it in turns to say their set of words to their partner who has to listen for the odd one out and write it down in Spanish.

As the focus here is on the silent ‘h’, and it’s impossible (or should be!) to hear whether the words start with ‘h’ or a vowel, all the vocabulary used in the task has been seen in previously taught vocabulary sets or phonics practice.

# Slide 11:

So we’re moving on a little bit here, and this task is from mid-way through term two. At this point in the French SOW sound-symbol correspondences are systematically revisited and often contrasted with other similar SSC. This activity requires students to listen for the SCCs, and note the order in which they are presented each time in words which are minimal pairs. Minimal pairs describes words that differ by one phoneme, i.e., one SSC which changes the meaning of the whole word. Through this activity, students learn the importance of connecting SSCs with meaning.

To make the task accessible, students only need to note the order of presentation of each SSC – i.e. 1 or 2 – not the source word itself. The answers are animated and appear on successive mouse clicks, together with the words which were spoken on the recordings. Click on the letters to play the audio. To elicit answers, teachers point at a word and ask: “1 ou 2 ?”.

# Slide 12:

This pirate game is one of my absolute favourites and it also makes use of minimal pairs of unknown words.

Starting on the red square, pupils listen to the words and decide whether they hear /ei/ or /ie/. They follow the arrows indicated by their choice to finish at one of the chests. There is only one correct route per slide, so pupils must correctly identify all words to find the treasure. The order of /ei/ and /ie/ changes (i.e. sometimes /ei/ is on the white square and sometimes on the blue) so the pupils must read the spellings.

Pupils can follow the slide on the projector, or the slide can be printed so they can trace the route with a pen/finger.

Teacher asks ‘Wo bist du?’ Pupils respond ‘Z, W’ etc. to practise the alphabet. Teacher clicks on the chests they say to reveal treasure (or not!)

Audio plays on clicking play. Students may need to hear the audio several times.

On this slide the audio is:

Wien, Biene, Feile, Lieder, Reise

And the treasure is located in chest W!

# Slide 13: Spanish doesn’t have as many minimal pairs are French or German, but it can still be useful to contrast pairs of SSC for practice. “ere” and “erre” or “ele” and “elle” are just two examples, where this works well. This slide has a recognition plus transcription task to differentiate “ere” and “erre”, using individual words.

# Slide 14: This slide continues the focus on “ere” and “erre”, but this time students have to listen to full sentences and tally the number of time they hear each SSC.

# Slide 15:

I selected this example from the second half of the spring term to show how phonics revisiting can be combined with tasks that practise vocabulary. This is one of several slides, where for each pair of words and pictures, students have to write the words in French, which practises written production of the vocabulary and spelling of the SSC. Pronunciation can then be checked when eliciting answers from the class. The answers are animated to show the word with the SSC “é” first, followed by the other word.

# Slide 16: Again from the second half of the spring term but in German this time. This is a read aloud task focusing on this week’s SSC “EU”. Melanie Leupolz does play football for the German national team and Bayern München. However, the drum playing with nine friends is poetic licence, and includes all of the vocabulary from that week’s sequence that happen to contain the SSC EU! Reading aloud at sentence level obviously brings more than one SSC into focus. Here, because of the choice of words, and use of real person in the stimulus, it also doubles as vocabulary revision with an element of cultural interest. Teachers can click the speech bubble to hear the recording.

# Slide 17:

Tongue twisters can also provide good opportunities for reading aloud unfamiliar words, thereby developing phonics knowledge. This one practises long and short ‘a’ sounds in German. We usually record audio for these at two different speeds.

# Slide 18:

In this slide students are reminded of the two possible pronunciations of “zeta” in the Spanish speaking world. In this case, a word from the vocabulary to be revisited this week is being used.  
  
This is an example of how phonics tasks, even in Year 7, can draw attention to sociolinguistic differences, developing students’ awareness of linguistic diversity.

# Slide 19:

In this listening task, students first locate the pronunciation of the speaker, then transcribe the sentence, and finally translate it. The sentences recycle of the phonics source and cluster words, and well as some of the vocabulary that is being revisited in this particular week.

# Slide 20:

I hope you found these phonics resources interesting, and that it’s given you an appetite to explore more of them. This was the first part of a three-part CPD session. Part 2 - vocabulary can be accessed from another link on the NCELP CPD page. Please also browse the [resource portal](https://resources.ncelp.org/?locale=en) for more phonics resources.