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| **Text title** | L’arc de 7 couleurs magique |
| **Author** | Mymi Doinet |
| **Suggested teaching**  | Year 7, term 1.2, week 1 |
| **Number of lessons** | 2 lessons of 50-60 minutes |

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| **Text composition** |  |
| Total number of words (including words that are repeated) | 69 |
| % known words (if following NCELP SOW) | 26% |
| % words in most frequent 1000 words\* | 58.5% |
| % words in most frequent 2000 words\* | 67.7% |
| % words in most frequent 3000 words\* | 70.8% |
| % words outside of most frequent 5000 words\* | 23.1% |

\*Word-frequency data source: Londsale, D., & Le Bras, Y. (2009). *A Frequency dictionary of French: Core vocabulary for learners.* London: Routledge.

**Phonics**Note: The SSC (symbol-sound correspondences) shown are those that students have already met (as per NCELP SOW) **before** the suggested teaching slot.

Words from the text are listed more than once where they include multiple SSC.

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| **SSC** | **Words from the text** | **SSC** | **Words from the text** |
| SFC | fuit, girafes, chics, vert, sorbet, les, tropiques, violet, volcans, dans, aux, couleurs | on | papillon, donc |
| a | sable, girafe, Afrique, Jamaïque, papillon, magnifique, arc, magique, Pacifique, martinique | ain/in | indigo |
| i | chics, Afrique, Pacifique, papillon, tropiques, violet, ciel, Mexique, girafe, Martinique, magnifique | è/ê | rêve, vert |
| eu | bleu | ai |  |
| e | de, le, ce,  | oi |  |
| au/eau/o | aussi, aux, indigo, violet | ch | chics |
| u |  | ç |  |
| ou | rouge, ou, couleurs | qu | Mexique, Afrique, Jamaïque, tropique, Martinique, fantastique, véridique, magnifique, magique |
| SFE | rouge, comme, orange, Mexique, sable, Afrique, jaune, Jamaïque, Martinique, fantastique, véridique, rêve, magnifique, magique | j/g(soft) | girafe, rouge, orange, jaune, Jamaïque |
| é(er/et)e | véridique, sorbet, violetc’est, est\* | -tion |  |
| en/an | orange, volcans, fantastique, dans  | -ien |  |
|  |  | -un | un |

\*

Note from Y7 SOW: <é> -->/e/. As part of the introduction of this phoneme, teach that <et>, <ez>, <ée>, <er> (and the article les) have the same pronunciation. Later, as learners encounter them, they can learn that 'des, mes, tes, ses, ces' also follow the same pronunciation pattern.

**Vocabulary**

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| **Recycling of prior vocabulary (as per NCELP SOW before suggested point of teaching)** | un, les, est, ce, c’est, le, l’ |
| **Understanding (Near) cognates** | fruit, Mexique, Afrique, girafe, chics, sorbet, Jamaïque, bleu, Pacifique, indigo, tropiques, violet, volcans, Martinique, fantastique, arc, couleurs, magique |
| **Encountering new vocabulary** | rouge, comme, du, sable, d’, jaune, vert, vague, de, papillon, qui, donc, aussi, rêve, ou, véridique, dans, ciel, aux\*, sept, du |
| **Extending / deepening vocabulary knowledge** |
| *Previously met* | *In the text / lesson resources* |
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\*Students haven’t yet seen ‘à’ in the French SoW (by week 8, term 1.1, Y7)
à / au / aux is introduced in term 2.1, week 2, with the English meaning ‘to’, but in the poem, ‘aux’ is used to refer to a characteristic, a bit like ‘tarte aux pommes’
Students could be asked to suggest what ‘aux’ might mean here.

**Grammar**

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| **Previously met** | **In the text / lesson resources** |
| singular indefinite articles : un, une (Y7, term 1.1, week 5)  | un fruit, un sorbet, un papillon, un rêve |
| definite articles: le, l’, les (Y7, term 1.1, week 7) | le sable, les girafes, les vagues, les volcans, le ciel, l’arcsee slide 15 grammar activity |
| abstract/concrete nouns (from previous literacy knowledge) | slide 16 activity (includes high-frequency words and near-cognates that are not in the poem itself) |
| Post-nominal placement of adjectives (Y7, term 1.1, week 4) | girafe chic |
| regular plural marking on nouns (Y7, term 1.1, week 6) | les vagues, les volcans, les couleurs, les girafes |
| subject-verb inversion in questions will be introduced in Y7, term 2.1, week 6 | Est-ce un rêve ou est-ce véridiqueStudents might be asked what happens when ‘est’ and ‘ce’ are swapped around. They might recognise that c’est (previously taught) has been inverted. |
|  | de + le = du, un fruit du Mexique |

 **Additional meaningful practice across modes and modalities**

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| **Activity** | **Mode** (Comprehension / Production) | **Modality**(Oral/Written) | **IncludedY/N** | **Details** |
| Read aloud known/unknown words | Production | Written | Y | Slide 11 : mixed picture and word-based read aloud |
| Transcribe familiar words (and translate) and/or zero-error translation | ComprehensionProduction | Oral | N |  |
| Transcribe (e.g. in gap-fill) unfamiliar words | Production | Oral | Y | Slide 6 : complete the transcription by writing the missing letters (all vowels) |
| Aural 🡪 written translation | Comprehension | Oral | N | Slide 13 : the teacher could use the full written text (or part of it) to do this activity. |
| Dictogloss | ComprehensionProduction | Oral | N |  |
| Bi-modal presentationListen and read | Comprehension | OralWritten | Y |  |
| Spot the difference, then write the differences | ComprehensionProduction | OralWritten | N |  |
| Running dictation (plus translation) | Production(Comprehension) | Oral | N |  |
| Text comprehension tasks – open questions, multiple choice, translation | Comprehension | Written | Y | Slide 9 : match the nouns to the countries with which they are associated in the poem. |
| Comparison of two texts or two versions of the same text (sounds / words / imagery / rhymes / rhythm / style / meaning / tone / performance?) | Production | WrittenorOral | N |  |
| Spoken performance (from memory) | Production | Oral | Y | This could be an activity for stronger students who successfully complete the read aloud on slide 11. |
| Creation of new text(substitution, in the style of, new genre) | Production(based on comprehension) | Written | Y | slide 21 : learners write their own poem |

**Detailed lesson planning
Lesson 1**

**Objectives:**

* to identify the type of text
* to learn some new vocabulary
* to understand the text and respond to it

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| Timing(mins) | Task | Resource | Purpose |
| 5 | Identify the shaded area of each globe.Identify the text as a poem. | PPT slide 2 | Engage studentsIntroduce the text |
| 5 | Take notes in English about the author.Say how the author feels in the photo. | PPT slide 3 | Contextualise poemRevisit previously seen adjectives |
| 5  | Match the sound and writing for new nouns. | PPT Slide 4 | Encounter new words in sound and writing. |
| 10 | Listen to each noun and match it with the correct picture.Listen again and write the whole word (slide 4) OR complete the vowels missing from the word (slide 5) | PPT slide 5 (slide 6 for word completion)Answers on slide 7 | Familiarise students with the nouns in the poemAssociate oral and written forms |
| 5 | New vocab: teach students the 7 colours in the poem. | PPT slide 8 | Understand specific vocabulary items used in the poem |
| 7 | Listen to the poem and match the nouns with each place. | PPT slide 9 | Understand the connections between places and objects in the poem |
| 8 | Categorise vocabulary from the poem according to several SSCs (I, OU, J / GI). | PPT slide 10 | Strengthen SSC knowledge  |
| 5 | Take turns to complete a mixed word & picture-based read aloud. | PPT slide 11 | Apply SSC knowledge in oral productionBuild confidence in oral production at discourse level.Recall vocabulary in real-time conditions |
| 5 | Students describe how the poem makes them feel. | PPT slide 12 | Engage students affectivelyRevisit previously learnt personality adjectives |

**Lesson 2**

**Objectives:**

* Consolidate knowledge of previously learnt vocabulary and noun types
* Strengthen awareness of singular definite vs indefinite article
* Create a new text, correctly using these grammar features

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| Timing(mins) | Task | Resource | Purpose |
| 5 | Categorise vocabulary from the poem according to several SSCs é – an/en – SFCusing an Euler diagram | PPT slide 15 | Strengthen SSC knowledge  |
| 5 | Briefly revisit the colours taught in the previous lesson. | PPT slide 16 | Revisit vocabulary in poem |
| 5 | Revisit other vocabulary in the mixed picture/word-based read aloud.  | PPT slide 17 | Revisit vocabulary in poemPractise pronunciation |
| 5 | Grammar : decide whether each sentence requires ‘un’ or ‘le’. | PPT slide 18 | Deepen understanding of definite vs indefinite article use |
| 5 | Classify nouns as abstract or concrete. | PPT slide 19/20 | Consolidate literacy knowledge from KS2 |
| 30 | Write one’s own poem. | PPT slide 21 | Apply knowledge of singular definite and indefinite article in writing |