



# Teaching reading in Key Stage 2: leading learners towards independence

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What is reading?





# National Curriculum: Aims

The national curriculum for languages aims to ensure that all pupils:

- **understand and respond to** spoken and **written language from a variety of authentic sources**
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and **continually improving the accuracy of their pronunciation** and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- **discover and develop an appreciation of a range of writing in the language studied.**

National Curriculum in England: languages PoS. DfE, 2013

# National Curriculum: subject content

Pupils should be taught to:

- 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
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

National Curriculum in England: languages PoS. DfE, 2013



# English Programmes of Study

## Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension

National Curriculum in England: English PoS. DfE, 2013

# Word reading

Turning written words in spoken words;  
reading aloud.



# Phonics

KS3

## **The modern languages grading issue is only the tip of the iceberg**

**Robert Vanderplank** (Director of Oxford University Language Centre)

**The Guardian, 15/10/2013**

"...my recent experience of examining a doctorate on decoding skills in French in key stage 3.

It was an excellent piece of research but what it revealed to me was as disturbing as the year 12 piece of writing. Between years 7 to 9, pupils' ability to "decode" written text (that is, converting the written symbols of an alphabetical writing system into the sounds they represent) did not improve and pupils in year 9 were just as likely to pronounce words wrongly as they were in year 7. There appeared to be no sustained and systematic teaching of either decoding skills or pronunciation with obvious consequences for both speaking and listening."

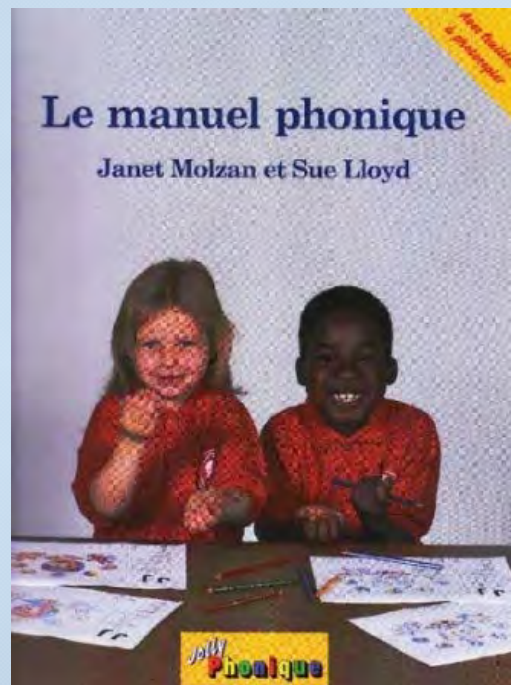


# Phonics

Catherine Cheater SoW  
[www.goldendaffodils.co.uk](http://www.goldendaffodils.co.uk)



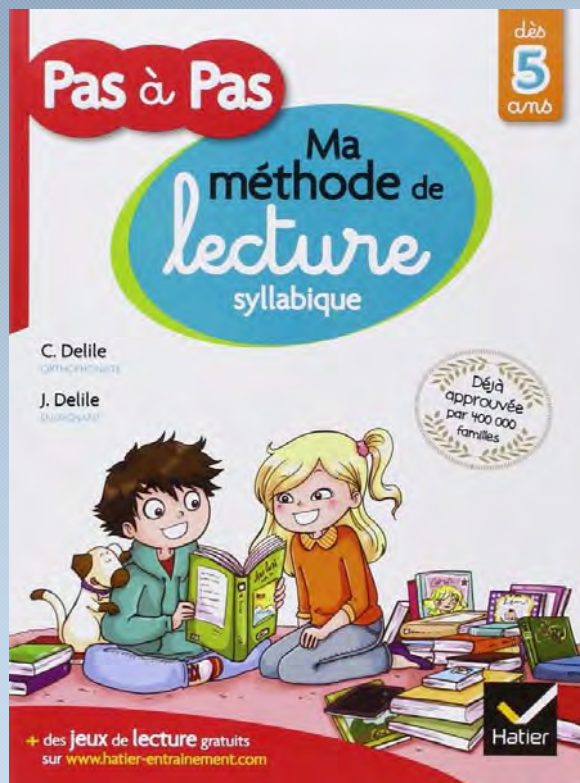
- ISBN-10: 1870946987
- ISBN-13: 978-1870946988



Un lion  
Un cochon  
Un caméléon  
Un mouton



# Phonics



- ISBN-10: 2218978784
- ISBN-13: 978-2218978784

**Pas à Pas**

**Ma méthode de lecture syllabique**

dès 5 ans

Une méthode traditionnelle et progressive pour apprendre à lire pas à pas.

**Bien reconnaître les lettres.**

**Savoir déchiffrer les syllabes.**

**Lire des mots, puis des phrases.**

**Lire des histoires.**

**astuce**

Sur chaque page, des astuces pour aider votre enfant.



# Phonics



a a A

chat



Regarde bien la lettre **a**.

a a a a a a a a a a  
a a a a a a a a a a

ASTUCE

Le second dessin du a imprimé ressemble au a écrit à la main : chat = chat.



Trouve **a** dans ces mots.



**a** Nina



**a** balle



**a** sac



**a** rat



**a** table



**a** vache



**a** cane



**a** valise

ASTUCE

Si la lettre **a** est « mariée » à une autre lettre, on n'a plus le son « a » : ah, au, ai...

i - i I



i i a i i a i a i a  
i i a i i a i a i a

Montre **i** dans les mots.



**i** lit



**i** livre



**i** radis



**i** souris



**i** nid



**i** niche



**i** pile



**i** fourmi

## Infos parents

La lettre **i** peut être mariée à une autre lettre. Dans ce cas, elle ne représente plus le son « i » (Ex : ai, in, ai, ei...). Ces groupes de lettres, plus difficiles, seront appris plus tard.



# Phonics



l
l
L

**Lis ces syllabes.**

le	la	li	lé	lu	lè	lo	la
le	la	li	lé	lu	lè	lo	la

**Lis ces mots en marquant les syllabes.**

lève	sale	volé	olive
lave	sali	allé	salu é
levé	salé	joli	avalé

**Lis ces mots.**

le lit	le sol	le vélo
le lilas	la salle	la vallée

**Lis cette phrase.**

Il a vu, il a lu, il a su.

Il a vu, il a lu, il a su.

**Révision**

li	jo	su	va	la
vi	je	sé	lè	vo

**ASTUCE**  
Le l minuscule ressemble au i majuscule : il et J/K/J.  
Le l majuscule est au début d'une phrase ou d'un nom propre.

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eu
œu
eu
œu

**Lis ces syllabes.**

jeu	feu	reu	leu	sœu	bœu	vœu	nœu
jeu	feu	reu	leu	sœu	bœu	vœu	nœu

**Lis ces mots.**

neuf	jeudi	peu reux	un œuf	un danseur
seul	le feu	heu reux	ma sœur	un vendeur
deux	je peux	les cheveux	un nœud	la hauteur
jeune	il peut	la couleur	un bœuf	la largeur

**Lis ces phrases.**

J'ai fait un vœu pour toi. Maman a fait cuire deux œufs.

Jeudi, j'irai chez le coiffeur. Il vit heureux au milieu des bois.

Il est revenu à neuf heures. Sa sœur est mariée à un pêcheur.

Le lapin a eu peur du chasseur. Elle a un nœud dans les cheveux.

Il mange deux tartines de beurre à son petit déjeuner.

Il mange deux tartines de beurre à son petit déjeuner.

**Révision**

veu	ven	vei	noi	nou
nœu	pei	pen	peu	pou

**ASTUCE**  
Deux et œuf changent de prononciation s'il y en a plusieurs. On dit : « dé veu, dé zeu ».

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<http://www.hatierpasapas.com/lecture/>



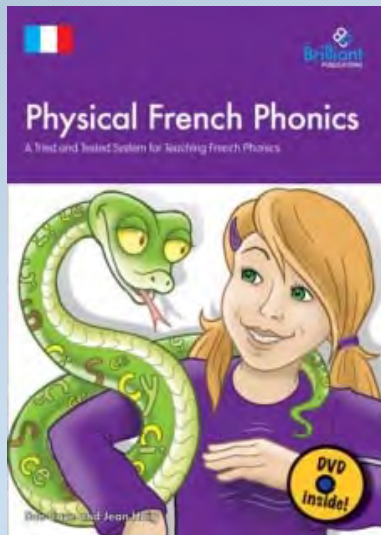
# Phonics

## Physical French Phonics

Sue Cave

Brilliant Publications

ISBN: 9780857475015





# Phonics



Lynn Erler & Julie Prince

ISBN-10: 1907496890

ISBN-13: 978-1907496899



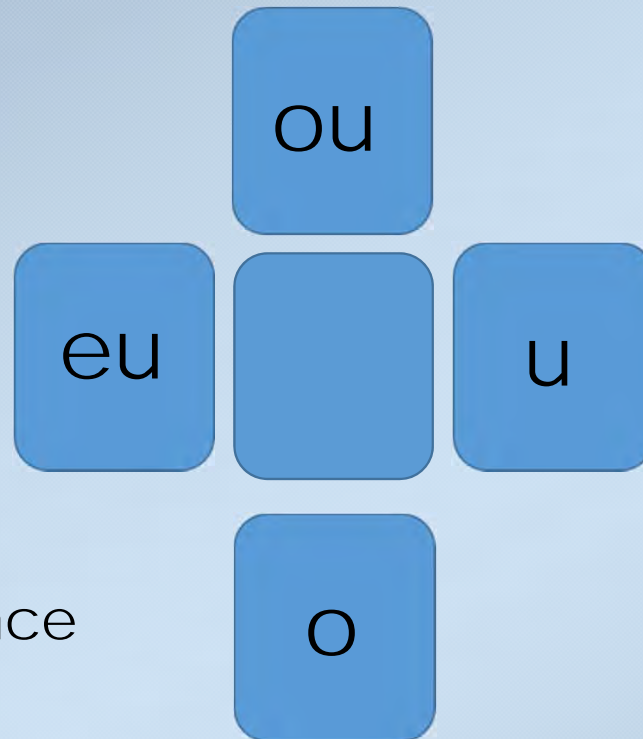
## Phonic Venn Diagrams



# Phonics



## Phonic Dance Mat



Lynn Erler & Julie Prince

ISBN-10: 1907496890

ISBN-13: 978-1907496899





# Phonics

## French Phonics Friends



http://www.linksintolanguages.ac.uk/resources/2558

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**French Phonics to Phrases: A reading scheme for Key Stage 2**

**Theme:** Intensive language learning  
**Keywords:** Assessment, French, Language leaders / peer-to-peer learning, Phonics  
**Sector:** Primary

**Summary**

We created a set of French phonics cards based upon a central idea of giving each phoneme a child character personification. These characters form the French Phonic Friends, whose names include the grapheme for their phonics card. Pupils progressed from learning the sound to segmenting and blending words on the card, to reading phrases.

**What were we trying to achieve?**

Aims of the project:

- To create a reading scheme for KS2 languages based on phonics, with children reading from phonics cards just as they do in the early stages at KS1, and also mirroring the Letters and Sounds work done in Key Stage 1
- To fulfil more effectively the Literacy skill objectives of the Key Stage 2 Framework for Languages
- To use the project to further embed modern foreign languages throughout the week, with children being listened to outside the main French lesson, individually or in small groups
- To involve the wider school community, using parent volunteers to listen to the children read their phonics cards
- To fill a clear teaching and learning need for a method and a resource to teach grapheme-phoneme correspondences to Key Stage 2 learners

19:03 11/03/2015



# Phonics



Tongue twisters.



Si ton tonton tond ton  
tonton, ton tonton sera  
tondu.

Un chasseur sachant chasser sait  
chasser sans son chien de chasse.



Reading aloud

“Sneaky Silent Letters”

# Reading aloud

Méthode de Lecture, Hatier

le lit

faux

un chat

les cochons



# Reading aloud

Sounds & Words, Erler & Prince

le lit~~x~~

faux~~x~~

un chat~~x~~

des~~x~~ chats~~xx~~

# Reading aloud

Spot the difference

Dans le sac il y a un grand lion bleu.

Dans le sac il y a des grands lions bleus.





# Reading aloud

Spot the difference

Dans le sac il y a une grande abeille bleue.

Dans le sac il y a des grandes abeilles bleues.



# Reading aloud

## Silent letter count up



Estimate

Locate

Really?!?



# Reading aloud

Abracadabra, voici le A !  
Et en numéro deux, c'est le E.  
Puis arrive le I, tout riquiqui.  
Qui sort de mon chapeau ?  
C'est le O !  
Turlututu, qui est apparu  
De mon chapeau pointu ?  
C'est le U !  
Mon oiseau tient dans son petit  
bec  
La dernière voyelle, le Y !  
A, E, I, O, U avec Y,  
Allez toutes à la bibliothèque !

S. Claudel © 2013

A ne va pas.  
E n'est pas mieux.  
I est au lit.  
O bien au chaud.  
U n'en peut plus.  
A E I O U  
Ils sont tous fichus.  
Seul Y  
Mange un gros bifteck.

Louis Delorme