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Achieving Languages for ALL through innovative teaching strategies, with a focus on the teaching of phonics.

# Languages for ALL

1500 students in the school – **everyone** studies a language to GCSE (French, Gujarati or Spanish)

Last year 72% of a cohort of 235 achieved an A\*- C grade in French.

# Meeting all learners' needs

- ☐ Mixed ability for only 1 term
- ☐ Set by data not by behaviour
- ☐ Intelligent 'setting'
- ☐ Clear under-achievement policy, mentoring and intervention is strong
- ☐ Work and activities appropriate to the group
- ☐ High expectations of all groups of students
- ☐ As far as possible same teacher for 5 years – strong relationships and safe environment for learning

# Purposeful lesson planning

Clear **purpose** of each lesson. Key objectives shared:

- ☐ Passive / active?
- ☐ Reading / listening?
- ☐ Writing?
- ☐ Speaking?
- ☐ Each lesson has a Big Question and students are aware of what they need to achieve and why

# Resources tailored to the group

- ❑ Same schemes of work – different outcomes
- ❑ Same topic – different defined vocabulary
- ❑ Same grammar points – different depth of understanding
- ❑ Same skills – different weighting in lessons
- ❑ Worksheets and powerpoints are carefully structured and planned
- ❑ Imaginative resources and activities
- ❑ Stretch and challenge for all students

# Competition, Fun and Games!

- ☐ Engagement
- ☐ Pace
- ☐ Variety
- ☐ Enjoyment
- ☐ 'Lively'
- ☐ Supportive and collaborative
- ☐ No pronounced gender difference
- ☐ Different learning styles
- ☐ Memorable

# Teaching French phonics

- ☐ Systematic introduction to French phonics, progressive and cumulative
- ☐ Builds confidence to read any word they look up in a dictionary / translator!
- ☐ Real-life French – what they WANT to say
- ☐ Offers the opportunity for exposure to culture, literature, poetry...
- ☐ Enhances children's literacy skills
- ☐ Improving speaking skills

I feel so much more confident  
now in French and these  
phonics have helped.  
*Karan (Year 9 set 2)*

I love learning the phonics,  
especially the potato song!  
*Shyam (Year 7)*

Learning how to read and  
correctly pronounce the words  
has definitely helped me to do  
well in my speaking exams.  
*Ella (Year 11 set 1)*

I never wanted to put my hand up in class  
before because I was worried I would say  
the words wrong. Knowing the French  
phonics has given me the confidence to  
take part in lessons much more.  
*Heeral (Year 8 set 1)*

I love French and the phonics  
has helped me loads. I feel  
more confident which makes  
me participate more.  
*Simran (Year 8 set 2)*

I think that it actually really  
helps doing this. It makes me  
feel more confident.  
*Anonymous (Year 7)*












# Scheme of work



## Phonic Friends

(originally created by Jane Somerville)



		
un lac	un sac	un âne
		
un ananas	une balle	une patte
		
une banane	Papa	Maman

Name	Date modified	Type	Size
sound files	29/09/2015 13:49	File folder	
1 a LeTS introduce phonics	08/10/2015 13:16	Microsoft PowerP...	4,091 KB
1 a oht grid	09/07/2013 10:38	Microsoft Excel W...	158 KB
1 a sound cards [a]	12/06/2013 11:53	Microsoft PowerP...	463 KB
a	25/06/2014 21:07	Notebook File	234 KB
UNE PATATE words	07/09/2014 10:14	Microsoft Word D...	14 KB

## Virelangues 1

Si ma tata tape ta tata

Ta tata sera tapé



If my auntie hits your auntie  
your auntie will be hit

## Une Patate

Une patate, avec des yeux, avec un nez, avec une bouche.

Une patate, avec des bras, avec des jambes et un chapeau.

Une patate qui aime danser qui aime danser qui aime danser  
qui aime danser qui aime danser qui aime danser....

Deux patates, avec des yeux, avec des nez, avec des bouches.

Deux patates, avec des bras, avec des jambes et des chapeaux.

Deux patates qui aiment danser qui aiment danser qui aiment danser  
qui aiment danser qui aiment danser qui aiment danser...

Trois patates qui aiment danser qui aiment danser....

# 1 a LeTS Introduce Phonics

# Year 9 learning [ille]

*move to 2 minutes in*



[eey]



Camille

# Year 8 learning the French [r]

[Clip 1](#): Learn the actual sound – explain in English and let students practise the sound!

[Clip 2](#): Put the sound in a word and practise saying as many words as possible.

[Clip 3](#): Give students time to practise the tongue twister and learn it off by heart.

[Clip 4](#): Listen to the tongue twister being said by an expert and then everyone say it together.

# Teaching French phonics to enable cross-phase liaison

- ❑ Scheme of work and resources created, appropriate for non-specialist primary teachers
- ❑ Twilight network meetings for primary MFL coordinators
- ❑ Training offered to non-specialist teachers for delivering the scheme of work
- ❑ Opportunity for primary teachers to observe year 7 lessons in secondary schools



# Twilight network meetings and CPD for primary teachers



[CPD resources for non-specialist primary teachers](#)



# Next steps for improving cross-phase liaison

- ❑ [Video clips](#) made available of best practice teaching of phonics
- ❑ 'Lesson Study' pairings in primary schools
- ❑ Coaching and mentoring offer for feeder primary schools
- ❑ Language Teacher Programme (Olevi ITP/OTP)



# Resources created by the Ensemble project

<http://www.letslearn.org.uk/tandS/ensemble.php>



Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Posters Phonics Final

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