

Phonics: A sound foundation for language learning at KS2 and KS3

Why?

- Develops pronunciation
- · Builds pattern-finding and link-making
- Increases autonomy
- Improves confidence in production and performance
- Facilitates comprehension

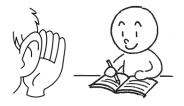
Curriculum 2014: Programme of Study for KS2 and KS3

KS2

- 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*

KS3

- transcribe words and short sentences that they hear with increasing accuracy
- speak coherently and confidently, with increasingly accurate pronunciation and intonation



How does it work in practice?

- Teach the key sounds as key language
- · Use words that can have a picture and a gesture associated with them
- Use the original phonics words to make a 'bridge' to other similar words when reading, listening, speaking and writing
- Build in planned tasks that develop the sound-writing relationship
- · Respond to spontaneous opportunities to build the links

Read aloud tasks

- Word card games
- Rhyming poems
- Tongue twisters
- Categorising
- Reading comic strips
- Song / story (with or without gap-fills)

Transcription tasks

- Cognate recognition
- Syllable squares
- Transcription
- Integrated transcription

Next steps

- Think about a specific class you teach which is not as good at pronouncing from text or as confident when they speak as you would like
- Decide what sort of intervention is needed (e.g phonics key words teaching? Just more practice with anticipating the spelling?)
- Look at the key language you are teaching that class next week. Which key sounds can you usefully focus on?
- Which activities can you build in to support and develop the sound-writing relationship for that class?

Year 7 Progress: Skills

	Teal 7 110g1e33, 3kills					
	I can read text accurately that has new language in it	I can use strategies to memorise & give a short talk	I can use all the sentence- building support on the CL sheet to write a short text	I can use the language I've learnt to make an activity for my class	I take part confidently in role plays in front of the class	I set myself targets & try to meet them
{	I can remember how to pronounce words correctly over time	I can use strategies to memorise single words & sentences	I can use the linking words on the CL sheet to write a short paragraph	I can adapt the language I know to create a rap/song	I take part 3 times per lesson in whole class interaction (co- teacher)	I ask questions about language & respond to my targets
{	I can repeat new words accurately & make links to phonics	In class & at home I can sort out which words I know and don't know	I know how to use different parts of 'tener', 'ser', & 'hay' to build my own sentences	I can use the language I know to describe a photo	I talk confidently in paired dialogues in class.	I can look up new words confidently in a dictionary
{	I have learnt the phonics & remember the sounds	In class I actively use music, song, gesture & colour to help me memorise	I can adapt model sentences by changing 1 or 2 words to make new meanings	I can use individual words to create a poem following a model	I can memorise & perform a song in Spanish.	I get started straight away on a new task
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Me llamo Carlos Vicente.

Soy de España pero mis padres son de Argentina así que soy medio argentino medio español. Hablo español, por supuesto, inglés y un poco de francés. Vivo ahora con mis padres; vivimos en Valencia, en el este del país. Mi hermana no vive allí. Ella y su amiga viven en Barcelona.

