

# PHONICS

**accelerate language  
learning by teaching the  
sounds of the language**

# Learning the 'sounds' of the language...

- develops pronunciation
- builds pattern-finding and link-making
- increases autonomy
- improves confidence in performance
- facilitates comprehension

# Support from new curriculum: 1 key concepts

- 1.1b Applying linguistic knowledge and skills to understand and communicate effectively
- 1.2a Understanding how a language works and how to manipulate it
- 1.2b Recognising that languages differ but may share common grammatical, syntactical or lexical features

# Support from new curriculum: 2 Key processes

- 2.1a identify patterns in the TL
- 2.1b develop techniques for memorising words, phrases and **spellings**
- 2.1d use previous knowledge, context and other clues to work out the meaning of what they hear or read
- 2.2d use correct pronunciation and intonation
- 2.2k deal with unfamiliar language, unexpected responses and unpredictable situations

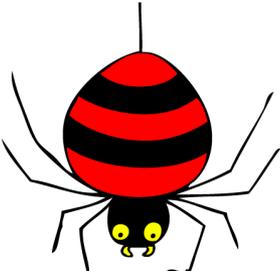
# **Support from new curriculum:**

## **3 Range and content**

### **4 Curriculum opportunities**

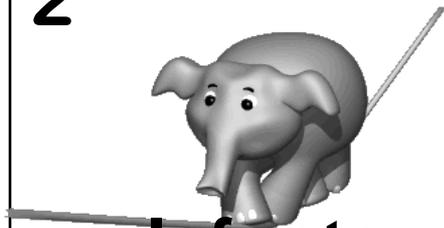
- 3a the spoken and written forms of the TL
- 3b the interrelationship between sounds and writing in the TL
- 4c use an increasing range of more complex language

1



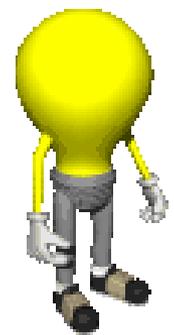
araña

2



elefante

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idea

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olvidar

5



universo

6



cerdo

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ciclista

8



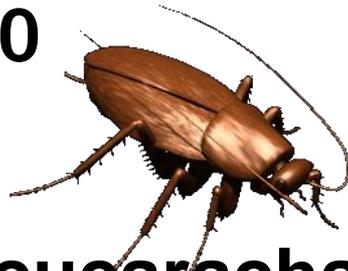
casa

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coche

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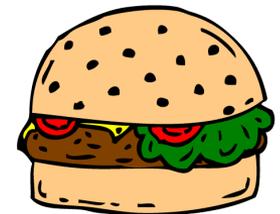
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gimnasia

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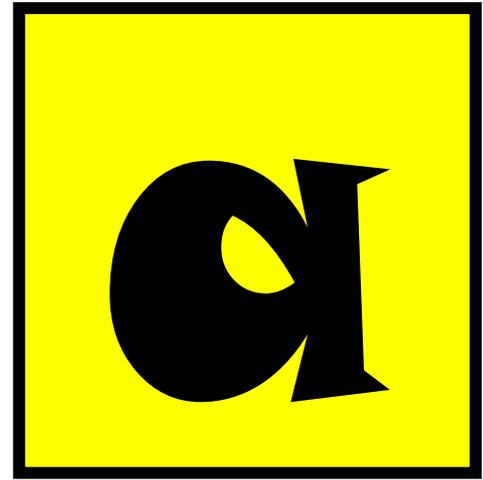
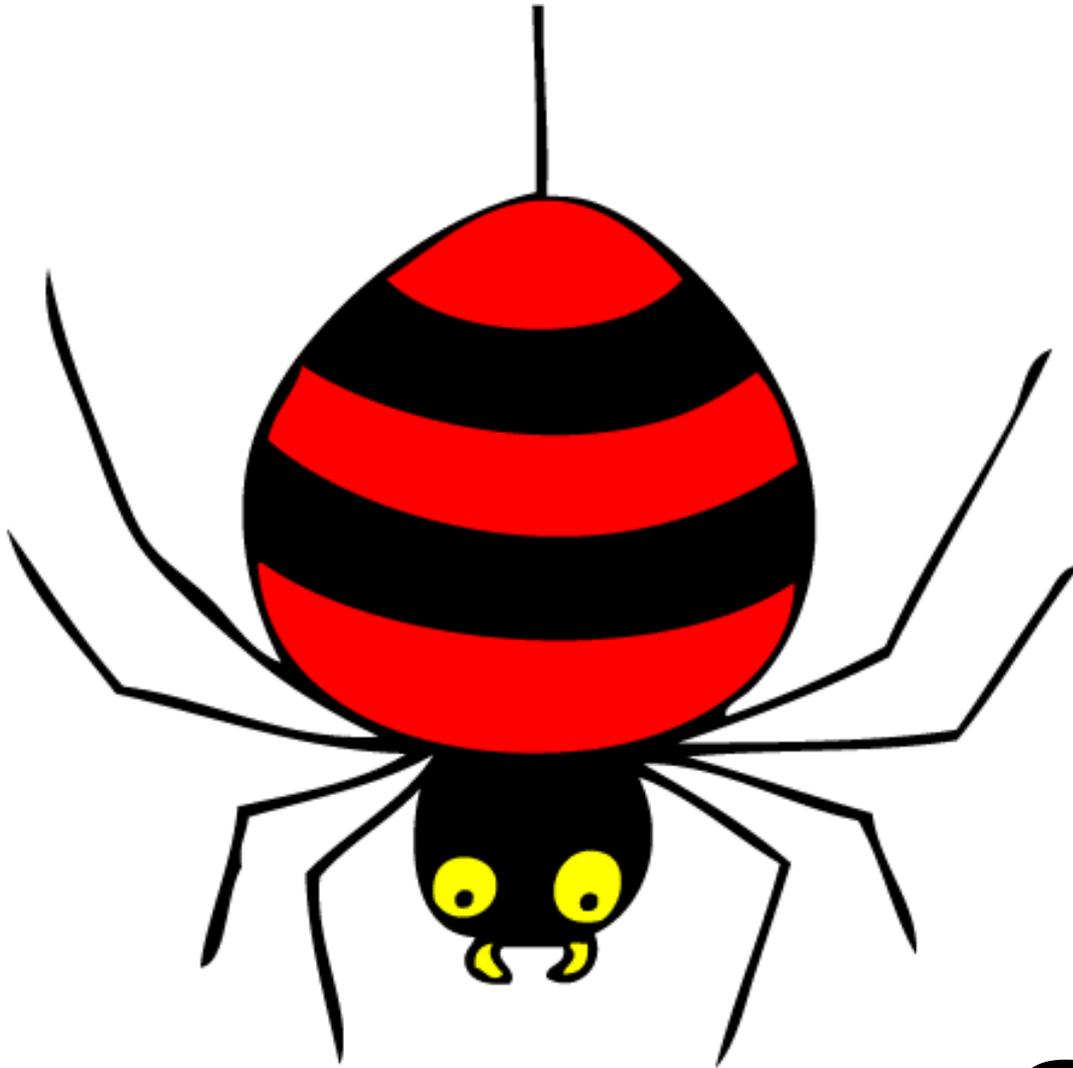


guitarra

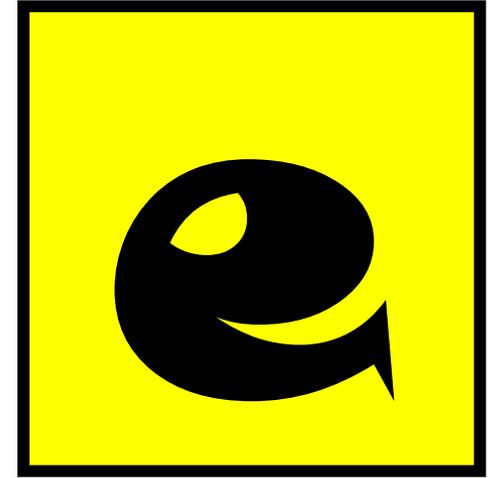
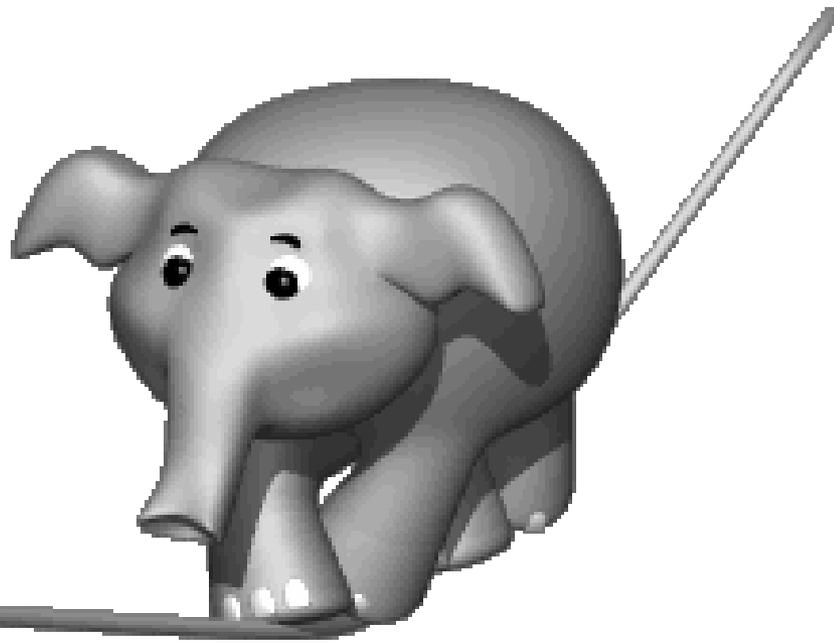
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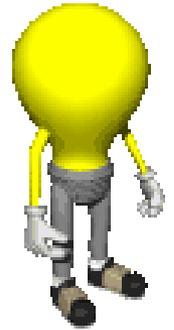
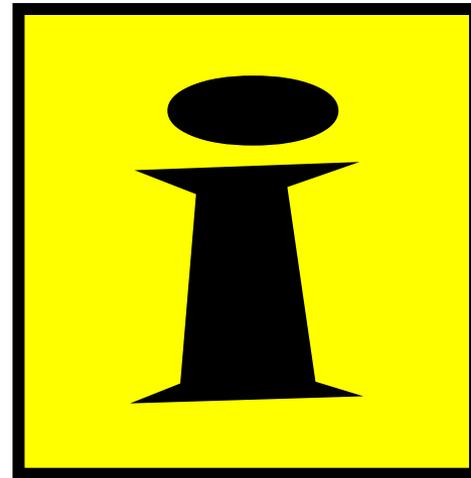
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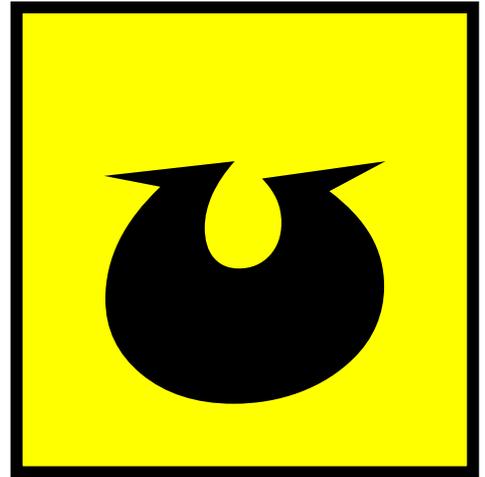
**elefante**



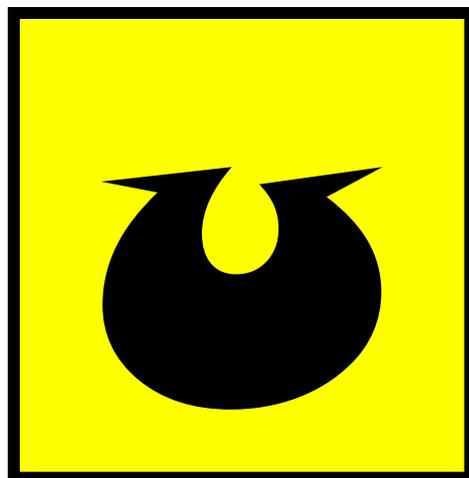
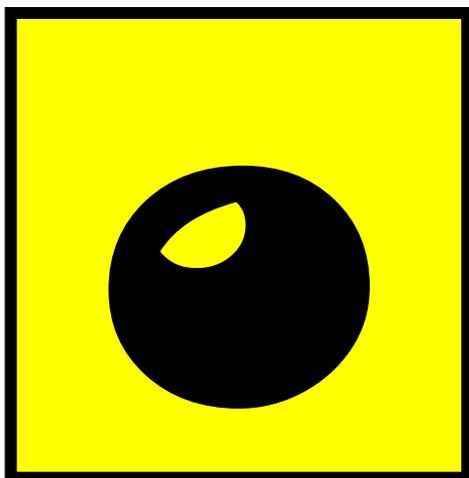
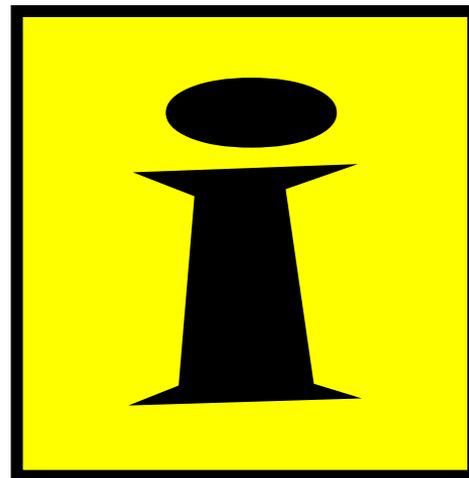
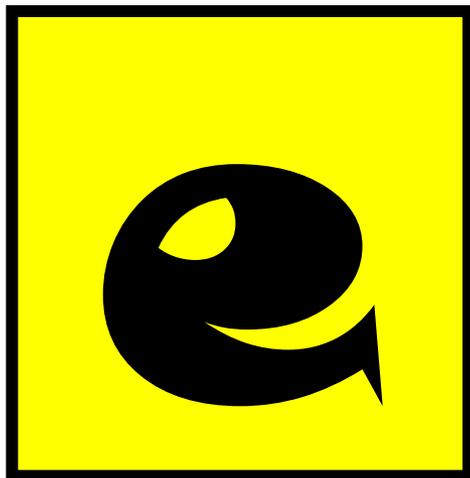
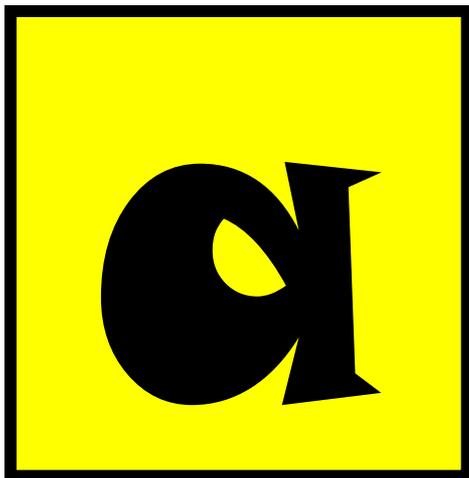
**idea**

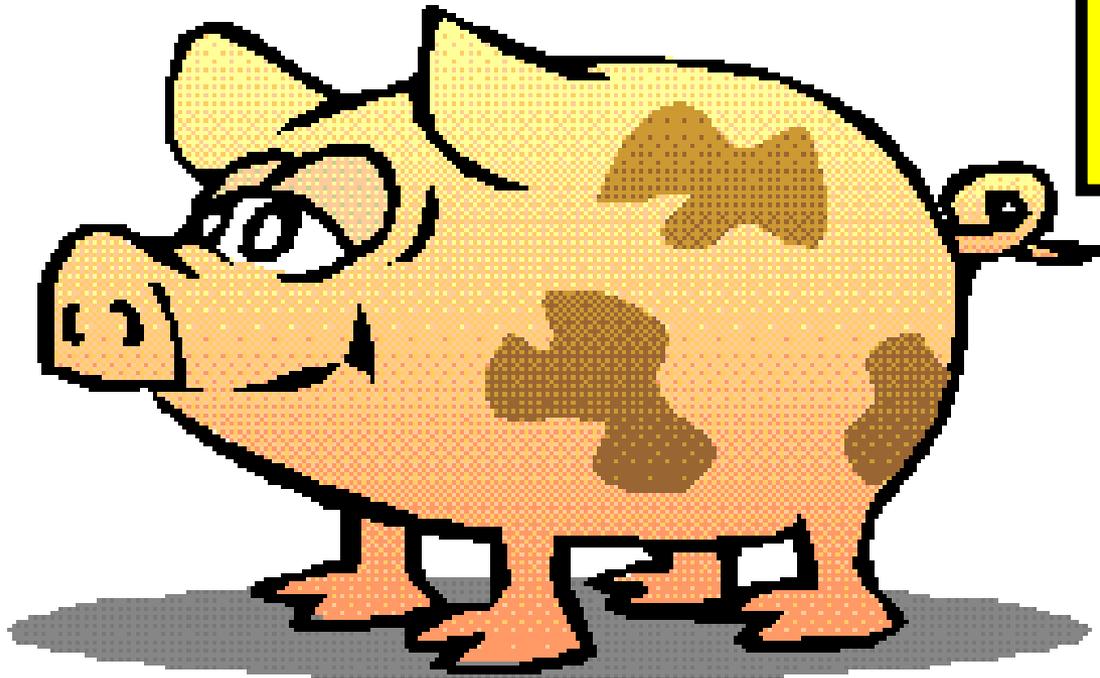


**olvidar**



**universo**





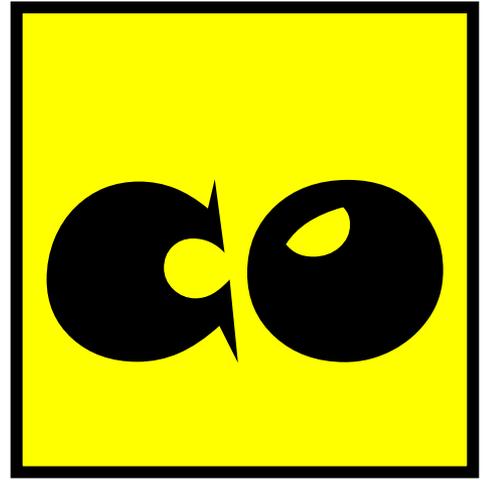
cerdo



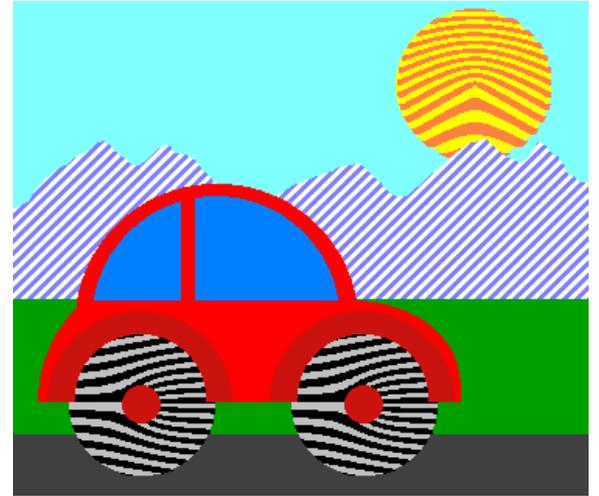
**ciclista**

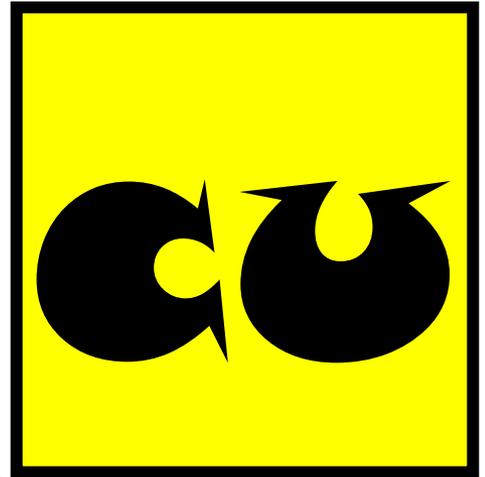
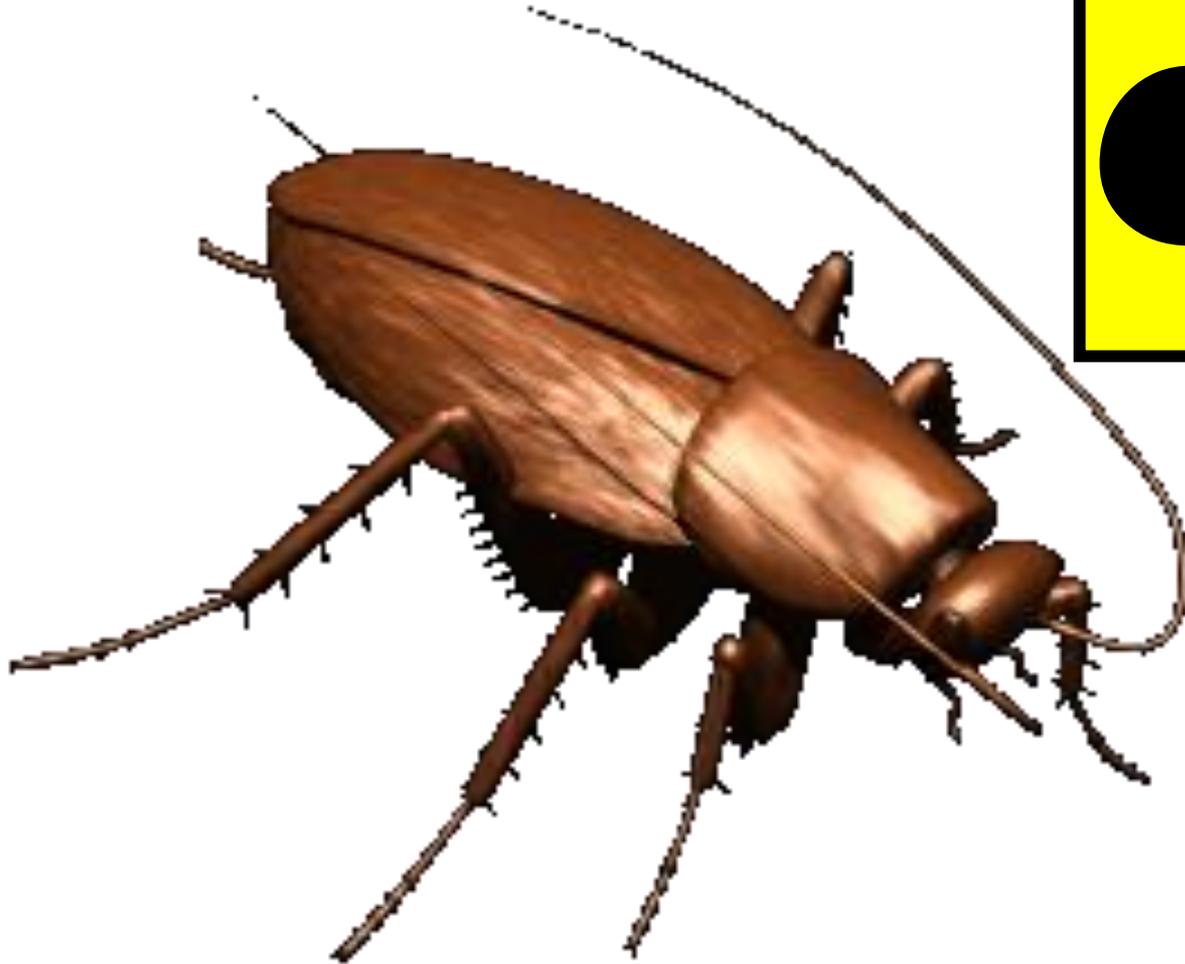


**casa**

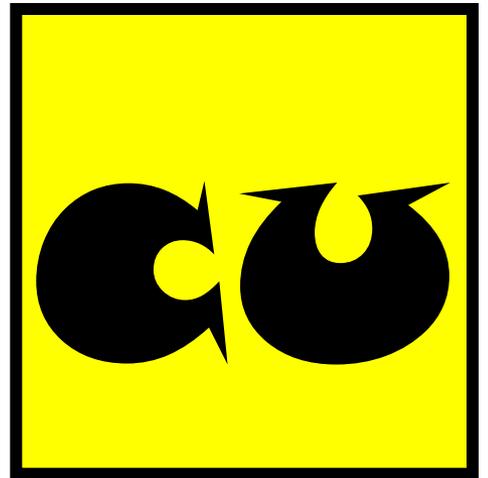
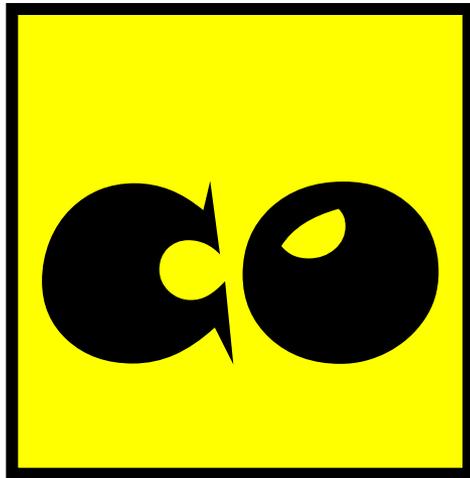


coche

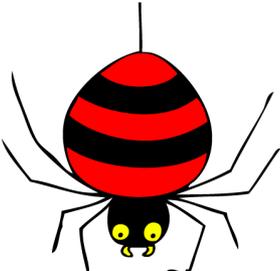




**cucaracha**

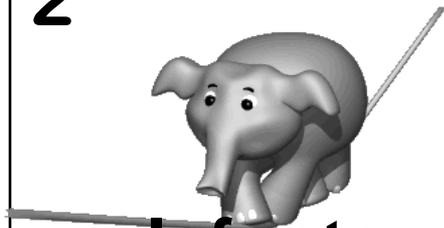


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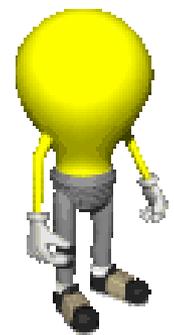
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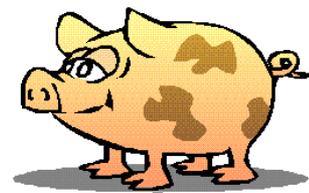
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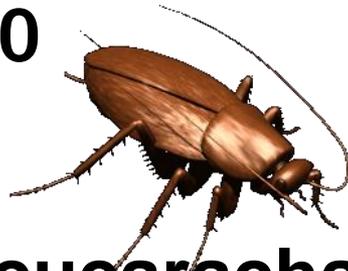
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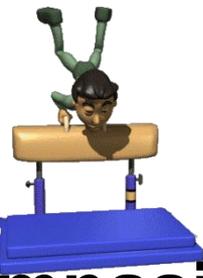
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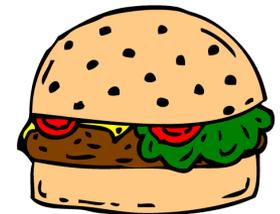
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España

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zumo

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guitarra

16



llave



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res	st	ri	ba	le	2.
tu	le	lla	as	va	3.
na	ón	cia	las	ri	4.
as	cia	ca	mur	is	5.
					6.

ca	a	i	len	as
res	st	ri	ba	le
tu	le	lla	as	va
na	ón	cia	las	ri
as	cia	ca	mur	is

1. Asturias

2. Castilla-León

3. Valencia

4. Islas Baleares

5. Murcia

6. Islas Canarias

# una conversación

**Felipe: Hola. ¿Qué tal?**

**Laura: Muy bien. ¿Y tú?**

**Felipe: Bien. ¿Cómo te llamas?**

**Laura: Me llamo Laura. ¿Y tú, cómo te llamas?**

**Felipe: Me llamo Felipe. ¡Hasta luego, Laura!**

**Laura: ¡Adiós, Felipe!**

**Year 7 Progress: Skills**

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

# SPANGLOVISION!

## How it works

1. 10 year 7 tutor groups = 10 songs
2. Learning, preparing, performing, recording
3. Year 7 voting (not for themselves!)
4. Years 8,9,10,11 voting  
→ Spanglovision winners
5. Winners awarded Cup in assembly

## Skills and active learning

- **Memory**
- **Pronunciation**
- **Confidence and finding their voice**
- **Performance**
- **Creativity**
- **Fun**

## Do, re, mi

Buscar ante todo el origen  
Debemos sin más tardar  
Para leer, estudiar y ser el 'a, be, ce'  
Y a cantar empezar con 'do, re, mi'

Do, re, mi

Do, re, mi, las tres primeras notas  
sabéis

Do, re, mi

Do, re, mi

Do, re, mi, fa, sol, la, si, do

**Do - estrato de varón**

**Re - selvático animal**

**Mi - denota posesión**

**Fa - es lejos en inglés**

**Sol - ardiente esfera es**

**La - al nombre es anterior**

**Si - asentimiento es**

**Y otra vez ya viene el Do**

**(X3)**

Sol do la fa mi do re

Sol do la fa mi do re

Sol do la si do re do

Sol do la si do re do

Sol do la fa mi do re

Sol do la si do re do

Si las notas conocéis

Todos ya bien cantareis

Do - estrato de varón

Re - selvático animal

Mi - denota posesión

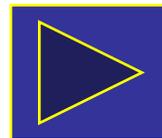
Fa - es lejos en inglés

Sol - ardiente esfera es

La - al nombre es anterior

Si - asentimiento es

Y otra vez ya viene el Do



Do - estrato de varón



Re - selvático animal



Mi - denota posesión

Fa - es lejos en inglés



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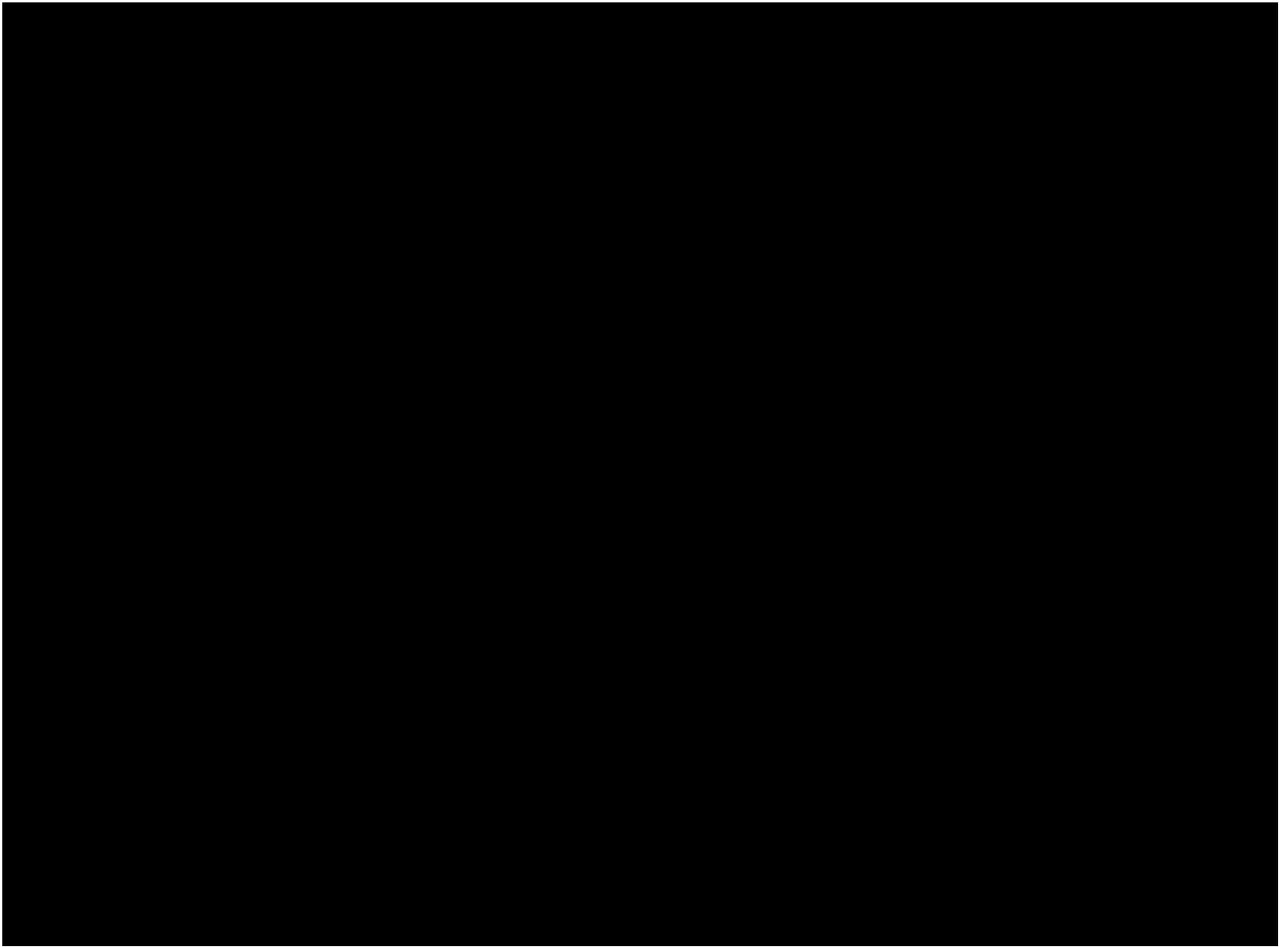
La - al nombre es anterior

Si - asentimiento es



Y otra vez ya viene el Do

(X3)





# Los Trabalenguas

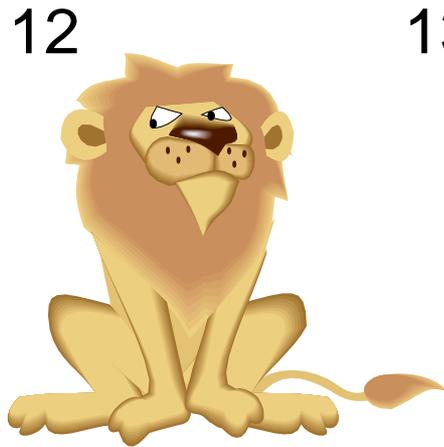
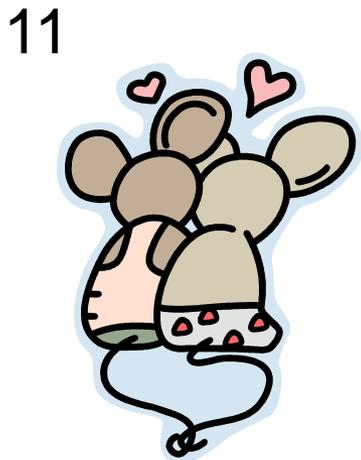
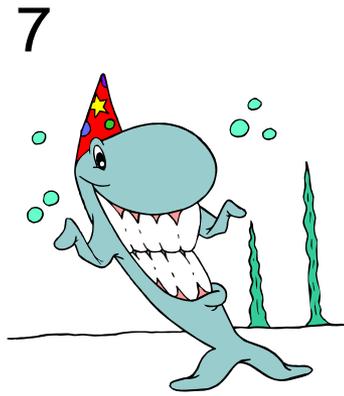
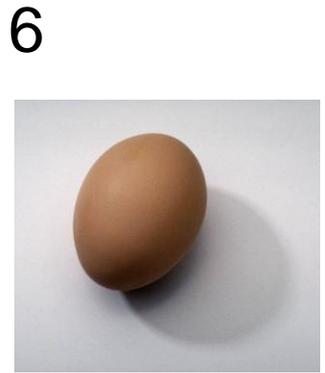
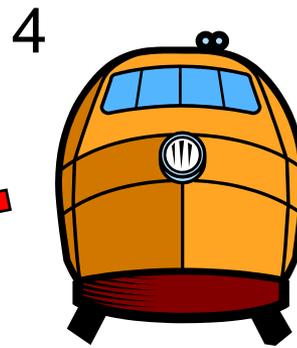
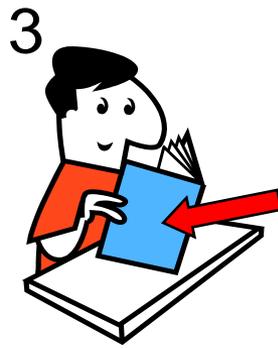
**Una cacatrepa que trepa  
tiene tres cacatrepitos**

*(A caterpillar that climbs has three baby caterpillars)*

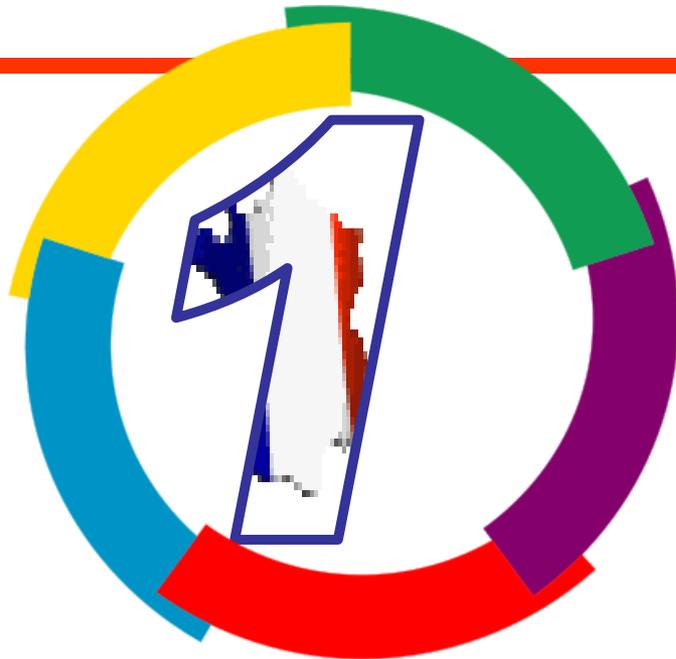
**Los mariscos amarillescicos  
son muy deliciosos**

*(The yellowish seafood is very delicious)*

JOLLYPHONICS



# Les Franco-phoniques



a/â

pâtes



table

i



lion

lit

eu/œu

couleur

sœur



bleu

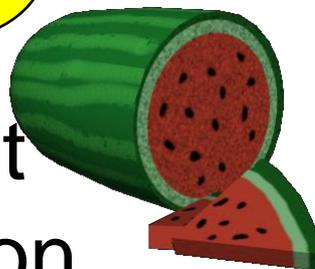
o

bottes



e

petit  
melon



u

voiture

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on



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question

tion

pollution



# **Parliamo italiano**

Author: Noémie Neighbour

**[k]**



**[tch]**



**[g]**



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**[oo]**



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**[-]**



**[gn]**



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**AST**

**Assistant Principal**

**Director of Language College**

**Comberton Village College, Cambridgeshire**

**[rhawkes@comberton.cambs.sch.uk](mailto:rhawkes@comberton.cambs.sch.uk)**

**[www.rachelhawkes.typepad.com/linguacom](http://www.rachelhawkes.typepad.com/linguacom)**