

Starter:

During the session we will be using the following terminology. Can you confidently match the terms to their definitions?

phoneme	Sound-spelling correspondence
grapheme	Converting sounds into symbols (written text)
SSC	a sound
encode	Converting symbol (written text) into sounds
decode	A written representation of a sound

Welcome

Embedding Phonics into the Curriculum

How to successfully embed these valuable skills into your MFL curriculum for more sustained practice and to work towards mastery.



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Session aims

- Reflect on your progress with introducing the explicit teaching of phonics into your schemes of learning.
- Identify what purposeful phonics practice should / could look like in lessons.
- Consider how you can work towards mastery supporting learners to use their knowledge to decode new words and pronounce them successfully.

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Building on prior sessions

- **Session 1:** Student prior knowledge of phonics at primary school – a spiralled curriculum 2024
- **Session 2:** Facilitating phonics teaching and embedding in the curriculum 2025
- [Grand Union CPD resources](#)

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SSC	Sound-spelling correspondence
encode	Converting sounds into symbols (written text)
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SSC: Sound-spelling correspondence

- The new GCSE has a greater emphasis on the sound-spelling correspondence as it intends to be more accessible for students.
- Teachers can prime students for success by explicitly teaching phonics for: accurate pronunciation in read aloud tasks and more competent transcription skills required in dictation tasks.
- This has implications on what our curricula and resourcing looks like as a result.

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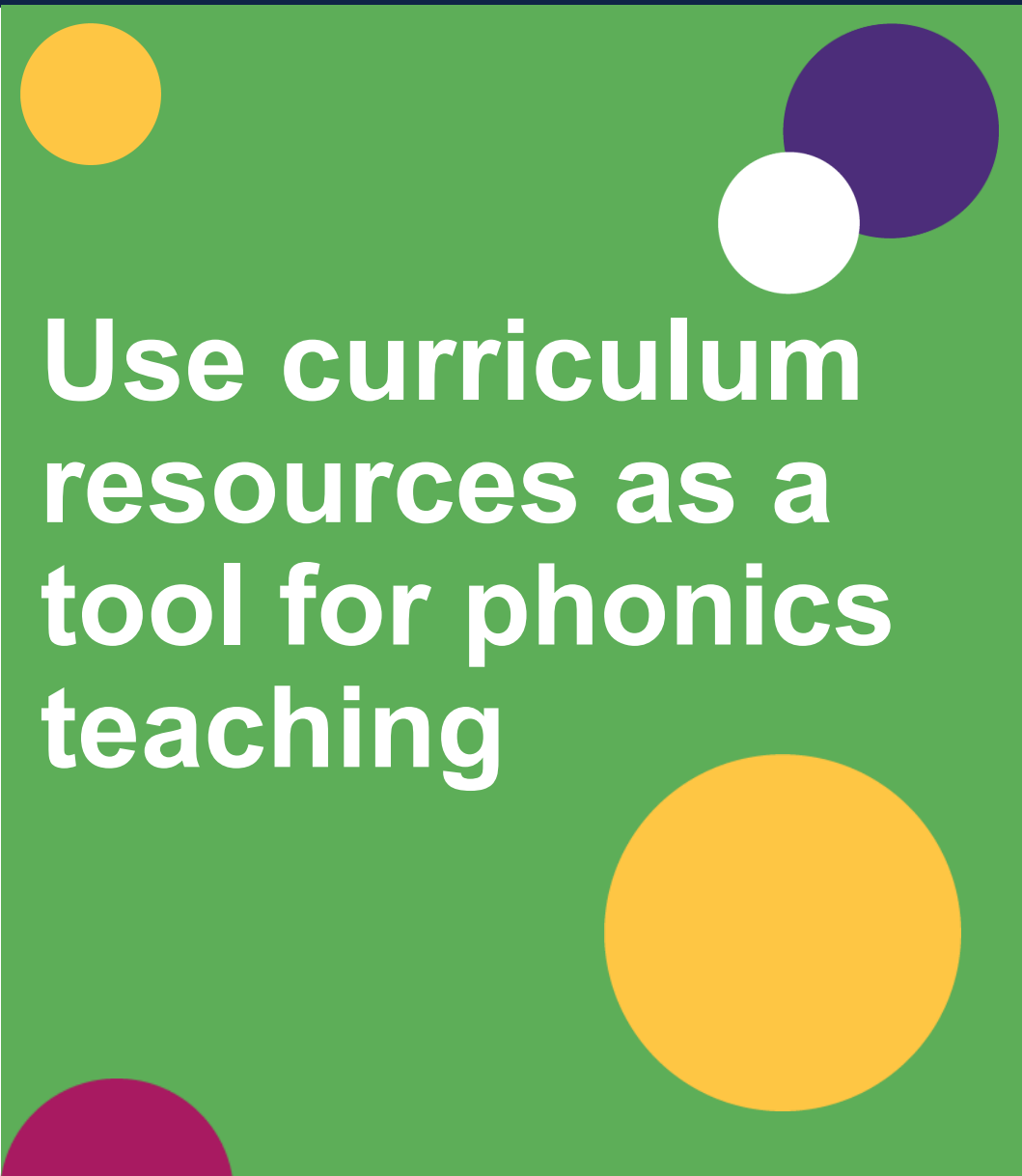


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Curriculum considerations

- Which sounds do you introduce and when? How do you decide this?
- Is there a shared understanding in your department of the most difficult sounds for students to decode and encode?
- How often do you revisit sounds in a systematic way?
- Do you follow a thematic curriculum or a phonics-based curriculum?



Use curriculum resources as a tool for phonics teaching

Your existing curriculum materials (knowledge organisers, sentence builders) can be used to support this process.

Health improvements – recommendations

Tienes que You have to	comer menos eat less	comida grasa fatty food
	comer más eat more	comida sana healthy food
	entrenar más train more	a menudo often
	cuidar de look after	la mente the mind
		la salud your health
Se debe You must		el peso your weight
		el cerebro your brain
	escuchar listen (to)	al consejo del médico the advice from the doctor
	fumar smoke	
	dormir demasiado tarde sleep too late	
No se debe You must not	cenar demasiado tarde have dinner too late	
	promover la importancia de to promote the importance of	una vida más sana a healthier life
	superar to overcome	una vida malsana an unhealthy life
		sobrepeso obesity
		muerte temprana early death
Lo ideal sería The ideal would be	vivir en un mundo sin to live in a world without	hambre mundial world hunger
		enfermedades raras rare illnesses



AI as an analytics' tool for phonics teaching

Hi there, try asking, 'what can you do?'

 Uploading from device will send a copy to OneDrive (work/school). [Manage uploads](#) 

 Y10 Knowledg... 

Analyse the document that contains sentence builders on the topic of Healthy Lifestyles for Spanish students at KS5. Identify the 5 most common graphemes that appear across the document.

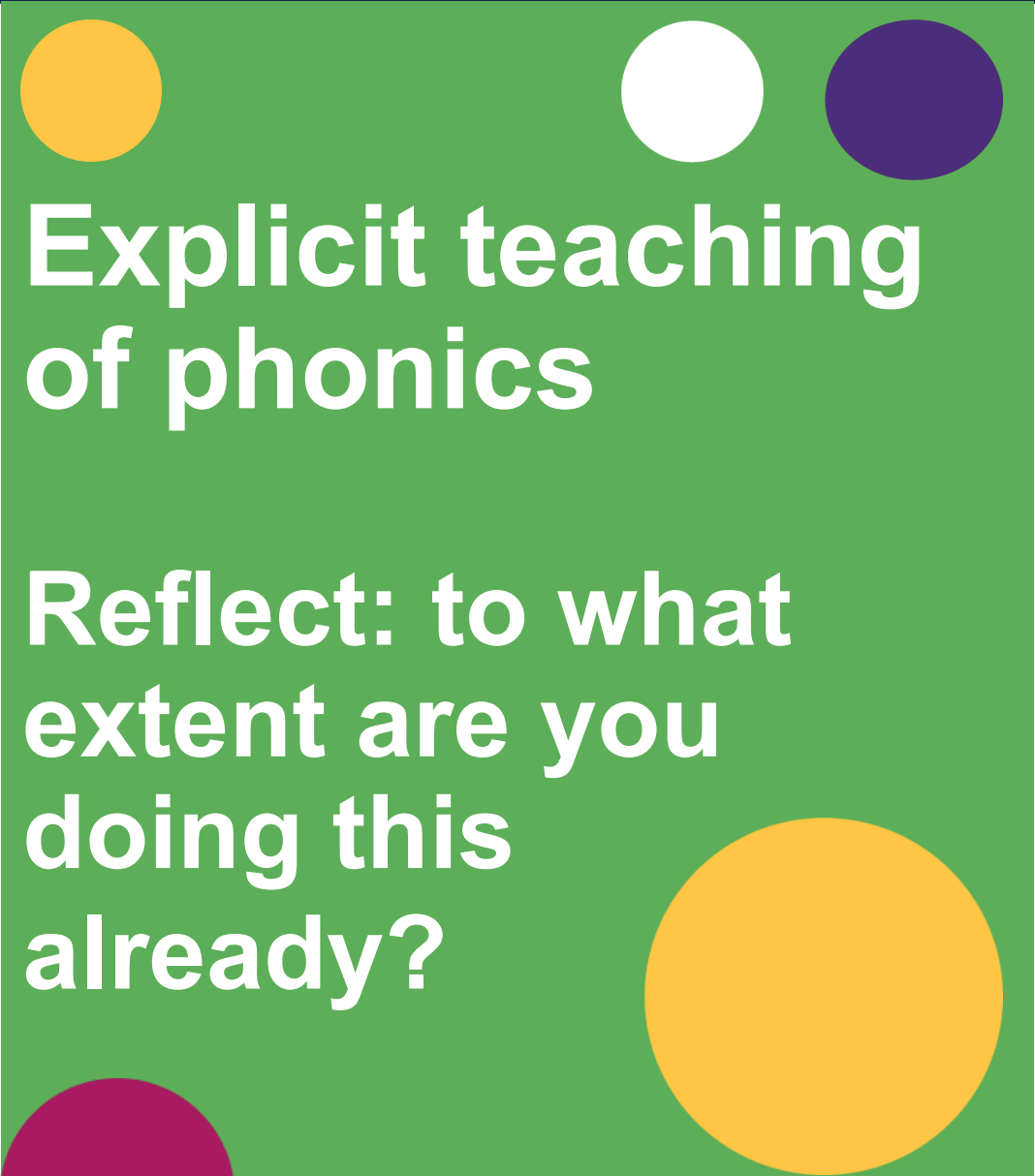
Identify the 10 most frequent words (nouns/adjectives/verbs) that appear on the topic.

Identify the 10 most difficult words that you believe students would find the most difficult encode or transcribe.

+







Explicit teaching of phonics

Reflect: to what extent are you doing this already?

- Make phonics' teaching a routine
 - Move from grapheme-level to word-level and then sentence level
 - Visual cues or actions as a prompt for recall and sound production
 - Address commonly-confused sounds: contrasting pairs
 - Select the most salient sounds based on the prescribed word list
- 

Practical illustration

o n c e

J' ai

w ei l

Segmenting and blending

**Practical
illustration:**

**Focus on
specific
phonemes**

In der Klasse

Freitag, den 29. November

LO: to discuss food and drink in present and past tenses

Phonics:

Write what you hear

BE PRECISE

Being precise means paying attention to details and ensuring that tasks are completed without error. It requires a keen eye for detail, as well as the ability to maintain concentration. It also involves being able to communicate effectively.



ei vs ie

heiß

wie

Ich vermeide

Vegetarierin



Moving to sentence-level practice

In der Klasse

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Write what you hear

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Being precise means paying attention to details and ensuring that tasks are completed without error. It requires a keen eye for detail, as well as the ability to maintain concentration. It also involves being able to communicate effectively.



Partner A reads. Partner B face away from the board.

1. Ich esse Hähnchen mit Reis.
2. Ich habe zum Frühstück ein Ei gegessen.
3. Ich habe kein Wein getrunken.
4. Ich trinke nie Limonade.

In der Klasse

Freitag, den 29. November

LO: to discuss food and drink in present and past tenses

Phonics:

Write what you hear

BE PRECISE

Being precise means paying attention to details and ensuring that tasks are completed without error. It requires a keen eye for detail, as well as the ability to maintain concentration. It also involves being able to communicate effectively.



Partner B reads. Partner A face away from the board.

1. Ich habe oft Bier getrunken.
2. Ich esse ab und zu Eier.
3. Zum Abendessen habe ich Fleisch mit Gemüse gegessen.
4. Ich trinke kein Wasser.

Focus on specific phonemes

Phonics

hören / sprechen

Eine kleine Meise geigt allein eine leise
Weise, eine zweite schweigt leider.

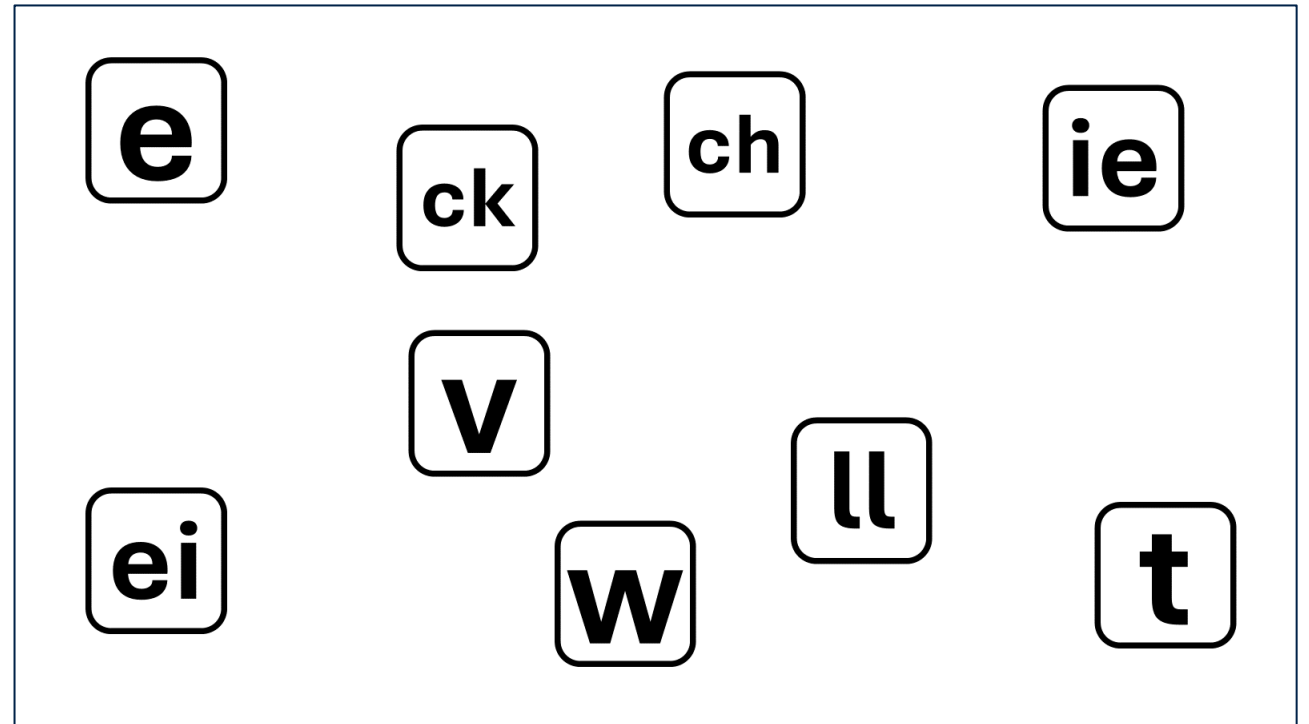


Explicit testing of phonics

- Test with new words, not known words: why?
- Dictation practice in lessons – low stakes routine
- Replicate the task-type on the exam: dictation at word level moving to full sentence form



Word-level testing: scaffolded testing





Word-level testing: scaffolded testing

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**Practical
illustration:**

**Low-stakes
testing**

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**Practical
illustration:**

**Low-stakes
testing**

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Practical illustration:

Testing meaning vs.
Testing phonemes



Contrasting pairs: listen and identify the word that is read aloud

A	B
Nieva	Nueva
Fue	Fui
Si pudiera	Se puede
Otro	Ocho
Bajo	Vago

Practical illustration:

Testing meaning vs. Testing phonemes



Contrasting pairs: listen and identify the word that is read aloud

A	B
Gracious	Funny
Sympathetic	Kind
Relatives	Family
Justice	Fair
Educated	Well behaved

Key takeaways

- Prioritise explicit teaching of phonics and make this a routine.
- Ensure curriculum resources and schemes of work mirror and prioritise the most relevant sounds (considering frequency and difficulty.)
- Ensure testing allows for practising encoding and decoding of sounds.

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Mastery

Define the parameters of mastery:

- What are the success criteria for phonetical knowledge for a particular unit of work?
- Which sounds should students be able to produce to be able to communicate effectively?
- What type of summative tasks would allow students to demonstrate this?
- How much practice and exposure do students need to achieve this? Is this the same for all sounds?

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**We would
love to hear
your
feedback.**

**Grand Union - Embedding Phonics
into the Curriculum - Webinar 13th
November 2025**



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