

Facilitating Phonics



Georgina Jackson
Deputy Hub Lead and Specialist
Teacher

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Session aims

- **Consider what prior knowledge is required by the teacher to effectively deliver phonics in MFL**
- **Consider ideas to embed phonics within your lessons and curricula**
- **Plan next steps to enhance your existing phonics provision**

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What prior knowledge is required to teach phonics effectively?

Supports receptive understanding of language

Enhances comprehension

Explicit in new spec GCSE

Supports production of language

Unlocks meaning in unfamiliar words

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What prior knowledge is required to teach phonics effectively?

Draw on knowledge from primary

Terminology that is used
e.g.
phoneme,
grapheme,
diagraph.

Sounds regularly revisited

Segmenting and blending

Phonics programme used in feeder primary schools

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What prior knowledge is required to teach phonics effectively?

Secure knowledge of the phonological system in the target language

French:
How many ways are there of representing the sound made by the letter “é”?

Choose a language and answer in the chat.

Spanish:
When is the letter “c” hard (k) and when is it soft (th/s)?

German:
What is the difference between a vowel with an umlaut and one without an umlaut?

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What prior knowledge is required to teach phonics effectively?

Secure curriculum knowledge

Are sounds regularly revisited? Is this planned or spontaneous?

How have you worked towards achieving this in your school?

How are sounds sequenced in your curriculum? Why?

When did students last have deliberate practice of this sound? What was the context?

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Ideas for embedding phonics in lesson

Download the resource bundle from our website. (Link to the relevant page is in the chat).

In breakout rooms review and discuss the resources.

- **How could you use these in lessons?**
- **Do they give you ideas to adapt your existing resources to focus on phonics?**

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o n c e



J' ai



w ei !



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

Focus on specific phonemes

In der KlasseFreitag, 18. OktoberLO: to describe the weather

A	B	C
Es ist wolkig	es gibt Gewitter	in Köln
Es ist neblig	es hagelt	in München
Es ist warm	es regnet	in Wien
Es ist bewölkt	es donnert und blitzt	in der Schweiz
Es ist windig	es friert	in Worms
Es ist trocken	es schneit	in Wiesbaden

Focus on specific phonemes

Phonics

hören / sprechen

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



Word level practice

e**ck****ch****ie****v****ei****w****ll****t**

Sentence level practice

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THE LEARNING HABITS

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

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Phonics:

Write what you hear

BE PRECISE

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THE LEARNING HABITS

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.

Sentence level practice

In der Klasse

Donnerstag, 19. September

LO: to recognise "es gibt"



Delayed dictation



1. Listen to the sentence that I read out.
2. After a short pause, I will ask you to write it down on your mini-whiteboard.

Text level practice

Der Strandkorb

Ein Strandkorb ist ein Möbel für draußen. Im Strandkorb kann man sitzen, auch zu zweit. Ein Dach und Wände an den Seiten schützen die Leute vor der Sonne, aber auch vor Wind. Man stellt ihn normalerweise an einem Strand oder auch auf einer Promenade auf.



Das Möbel ist aus Holz, Stoff und einem Geflecht gebaut, wie man es sonst von Körben her kennt. Daher hat der Strandkorb seinen Namen.



Schon vor Jahrhunderten hatten reiche Menschen solche Körbe zum Sitzen. Damit schützen sie sich in der Wohnung vor Zugluft. Den heutigen Strandkorb hat Wilhelm Bartelmann erfunden. Er lebte vor über hundert Jahren in Rostock. Gebaut hat er den Strandkorb für eine Dame, die an der Krankheit Rheuma litt, die aber trotzdem gern am Strand sein wollte.

Feedback and next steps

- Which activity will you trial in an upcoming lesson?
- Do you have any existing resources that you could adapt to focus on phonics?
- What further research or planning do you need to undertake?

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Top tips for facilitating phonics

Consider phonics in the same way you consider vocabulary and grammar

Focus on phonemes in isolation or in pairs

Ensure appropriate challenge and pitch

Adapt existing activities to have a phonics focus

Support colleagues to develop their confidence

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Spring CPD offer

5.2.25 - **EEF Implementation in MFL** (Webinar)

15:30 - 16:30

26.2.25 - **AI: Enhancing MFL Provision** (Webinar)

15:30 - 16:30

11.3.25 - **Sequencing for Success** (In-person)

(The Lodge, Tudor Grange Academy Solihull)

Feedback form

Grand Union Language Hub
Feedback Form - Spring Term



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LinkedIn: grand-union-language-hub



@GrandUnionLH

References:

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- Five Pillars of Reading <https://www.edmentum.com/intl/articles/the-five-pillars-of-reading/>
- DfE Reading Framework:
https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf
- NALA: <https://nala.org.uk/>
- Language Driven Pedagogy phonics resources: <https://ldpedagogy.org/phonics-collection/>
- Little Wandle Letters and Sounds <https://www.littlewandlelettersandsounds.org.uk/>