



# Take 10 phonics

en français

**A resource for teaching  
French pronunciation  
and spelling**

Created by Jenny Core, Sarah Butcher,  
Fi Davis, Catriona Ferguson

Edited by Chris Wakely

# What is Take 10 Phonics en français?

**Take 10 Phonics en français** has been written to help both children and teachers improve their French pronunciation and spelling.

Children in English primary schools use systematic synthetic phonics to learn how to spell and read English. French, like English, has complicated patterns of pronunciation and spelling. Children often find it difficult to read aloud and to spell with confidence. For them it makes sense to learn to pronounce and spell French in a similar way to English.

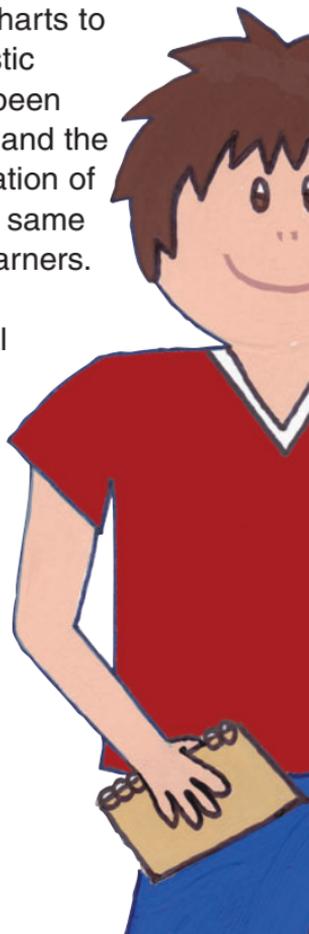
Because French has not traditionally been taught using phonics in UK schools, many teachers have asked for support to use this approach. Some have requested help to improve their own pronunciation and knowledge of spelling. Others have asked for information about French phonics and about the skills needed for phonics teaching.

Teachers in primary and secondary schools recognise that by learning the phoneme/grapheme correspondences of the language, learners will

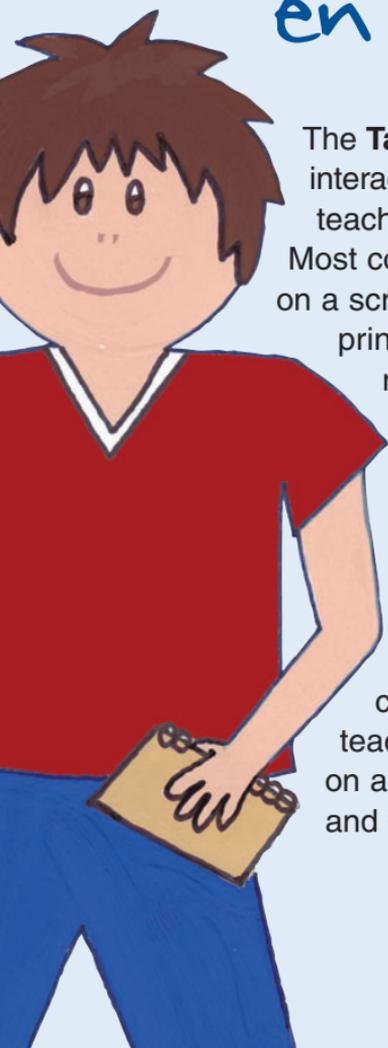
be able to operate with greater independence and confidence as listeners, speakers, readers and writers of French. **Take 10 Phonics en français** seeks to provide that requested support at many levels, whether teachers are unfamiliar with the French language or whether they are confident linguists.

The resource has been written by a team of teachers and consultants with both teachers and learners in primary and secondary schools in mind. We are aware that, in some cases, phonemes could have been represented slightly differently on the charts to demonstrate more sophisticated linguistic accuracy. However, all decisions have been made with the target audience in mind and the need to provide an accurate representation of the sound/spelling system which at the same time is not overly complex for young learners.

We decided not to use the International Phonetic Alphabet (IPA) in **Take 10 Phonics en français**. Although its potential usefulness is recognised, it is not usual for teachers to introduce it to pupils of this age range. Instead we have used a picture mnemonic for each phoneme. This, together with the teaching of the corresponding graphemic choices means that there is no need for the IPA symbol as well.



# How to use Take 10 Phonics en français

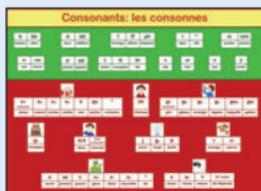


The **Take 10 Phonics en français** disk is an interactive resource designed to be used by teachers and learners in a variety of ways. Most components are designed to be used on a screen with a whole class. There are also printable resources that can be used for reference, for display or to play games.

Although there is an organisational structure, users are free to access any part of the resource as appropriate.

**Take 10 Phonics en français** can be used as a stand-alone resource or in combination with a scheme of work and teachers can choose how long to spend on activities depending on the lesson focus and type of activity.

## Vowel and Consonant Charts



These are key teaching tools with sound files embedded for each phoneme and example words also provided. Please note that the order of phonemes presented does not reflect a suggested order of teaching. Teachers should make their own choices based on, for example, particular phonemes/graphemes that their pupils are

finding challenging or key vocabulary they want to introduce. It is not intended that teachers will work through each phoneme in turn using all the materials available but instead that they will choose where they need to focus and use the resources accordingly.

**These are now available as poster-sized wall charts and can be purchased at [www.take10.org.uk](http://www.take10.org.uk)**

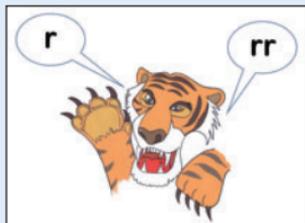
- The consonant chart has a green section and a red section: phonemes on a green background are identical or very similar to those in English; those on a red background are 'tricky' phonemes;
- The vowel chart has a red section only;
- 'Tricky' phonemes are defined as those that are either difficult for English native speakers to pronounce OR those that have several graphemic alternatives and therefore present a challenge for reading and spelling;

- An asterisk denotes an alternative spelling of the phoneme that is unusual;
- Each 'tricky' phoneme has a picture mnemonic to act as a memory tag relating to that individual phoneme;
- Click on the picture mnemonic to go to the individual phoneme pages;
- Click on the graphemes to hear correct articulation;
- Printable versions of the charts are available from the main menu. We suggest these are copied and given to learners for reference.

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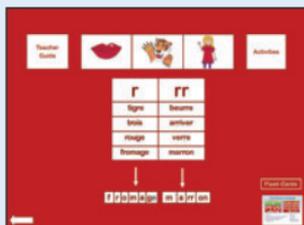
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## Flashcards



Two flashcards are available for each phoneme: The first is a picture mnemonic only and the second provides the picture and the graphemic representations for that phoneme. The flashcards are available as one complete document via the main menu and also as individual phoneme flashcards. These can be found and printed from the individual phoneme pages.

## Individual Phoneme Pages



Each phoneme has its own page providing:

- The picture mnemonic for that phoneme;
- A video showing the mouth movement needed to produce the phoneme;
- A video showing a mnemonic action to remind learners how to pronounce the phoneme;
- All the common graphemic representations of that phoneme with sound files;
- A bank of words exemplifying the phoneme and each graphemic choice, with sound files;
- Two printable flashcards with the picture mnemonic and graphemic choices for the phoneme;
- A link to a phoneme frame page for one example word for each graphemic choice;
- A link to a range of activities to practise the phoneme;
- Any specific notes relating to the phoneme;
- A link back to the Teacher Guide;

**N.B.** There are no individual phoneme pages or activities for: the green section on the consonant chart as these are known GPCs for English native speakers; the Special Features sections on the vowel chart.

## Phoneme Frame Pages



An essential element of phonics teaching is for learners to be able to hear and say each constituent phoneme in a word in isolation and in the correct order that they

occur in the word. This is called **segmenting**. Once learners are able to do this, they can look at which graphemes represent those individual phonemes and these can be represented in blank boxes of a phoneme frame, with one box per phoneme/grapheme NOT per letter. In order to read a word successfully, learners then need to read each grapheme in the word in order, rapidly, so that they **blend** (synthesise) the phonemes to read the word, e.g:

b	on	j	ou	r
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On these pages, an example has been given of a segmented word so that teachers can practise blending the phonemes with learners in order to read the word. Each grapheme in the frame has a sound file and there is also a sound file of the whole word. Teachers and pupils can then use the word banks to create their own phoneme frames, segmenting and blending the words to reinforce the sound/spelling links.

**Letters in grey:** teachers will notice that many final letters are shown in grey. This is to show that these are not pronounced. In a phoneme frame these letters

are included in the final box. Initial silent **h** is also shown in grey. In the activities, only the silent letters affecting the focus phoneme are shown in grey.

In French there are a few unusual cases where a single grapheme/letter is split in order to represent two phonemes in a word. For example in the word **joyeux**, the letter **y** represents part of the phoneme that is usually written **oi** as in **joie** and the phoneme that is written **il/ille/y**. Where this occurs, a dotted line has been used to indicate this double function.

In order to practise blending and segmenting skills we recommend that you do the following two activities as a regular component of your phonics teaching:

**Phoneme Count:** Say a word out loud and then say its constituent phonemes. Pupils repeat with you and then count the phonemes, e.g. **rouge**, **r-ou-ge** (three phonemes).

**Phoneme Frame:** Draw a phoneme frame for a word with the correct number of boxes. Having counted the phonemes, pupils decide which letters/graphemes represent the constituent phonemes. Pupils then practise blending the phonemes to read the word. You might choose to discuss other words that contain the focus phoneme(s) or other ways of spelling a phoneme. For example **rouge** would have three boxes as above and the class might consider words such as **bonjour** with the same phoneme/grapheme for “ou” but the alternative graphemes **j/ge**.

## Activities Pages



For each ‘tricky’ phoneme there is a selection of linked activities. These include songs, poems, finger rhymes and games. Where there are particular features, notes for teachers have been included. Click on the **Activities** button on each phoneme page to access the related activities.

The activities are presented in no particular order and have been designed as examples to offer a range of practice opportunities to suit learners aged from 7 to 13. Most activities are transferable and can be adapted as necessary for other phonemes. Teachers will need to make their own decisions about which activities are appropriate according to:

- the focus of their teaching;
- the age of the pupils;
- the ability of the pupils.

Sound and video files have been provided to support the activities as well as printable resources where necessary.

Use the “Jump to Slide” button at the top of the activity pages to navigate easily between slides.

# Key principles of teaching synthetic phonics

## What is phonics and why should we teach it?

- Phonics is a means to an end rather than an end in itself. The aim is for learners to become confident, independent listeners, speakers, readers and writers. Systematic teaching of the sound/spelling system of a language can play a key role in achieving that end, alongside a rich curriculum of other elements of language.
- Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

**Take 10 Phonics en français** was produced with the aim of aligning French teaching with key methodology around phonics teaching in English employed by schools in the UK.

## What terminology is used?

**Phoneme:** A phoneme is the smallest unit of sound in a word that can change its meaning, e.g. **moi/toi**.

**Grapheme:** A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes.

**Digraph:** This is a two-letter grapheme where two letters represent one phoneme such as “ch” in **chapeau**.

**Trigraph:** This is a three-letter grapheme where three letters represent one phoneme such as “eau” in **chapeau**.

**Grapheme Phoneme Correspondences (GPCs):** This refers to the letter or letters of the alphabet that can represent each phoneme.

**Segment:** To break down words that are heard into individual constituent phonemes and to represent these with graphemes.

**Blend:** To build words from their written constituent graphemes by saying each phoneme that the graphemes represent in order to read, e.g. **ch-a-p-eau**.

## What are the key skills?

- **Hearing and saying:** learners need to be able to hear individual phonemes accurately and attempt to reproduce them correctly.
- **Segmenting and blending:** These are reversible key phonic skills described above.
- **Correct articulation** of phonemes is important to enable learners to blend and segment successfully.

## What is the key teaching methodology?

The National Literacy Strategy's **Letters and Sounds** programme employs the following teaching sequence for phonics sessions: **Revisit and Review; Teach; Practise; Apply.**

### **The main principles are that, over time, pupils:**

- learn to listen for and identify the focus phoneme whether individually in comparison with other phonemes, in individual words, or in longer texts such as songs and rhymes;
- practise saying the phoneme accurately, firstly in isolation and then within whole words;
- are shown the graphemes that can represent that phoneme and see examples of words that contain the phoneme;
- learn to segment and blend words containing that phoneme in order to read and write;

- are given opportunities to apply their new knowledge in wider contexts, e.g. by attempting to read or write unknown words containing the phoneme.

The activities featured in **Take 10 Phonics en français** have all been written to enable teachers to focus on some or all of these principles. Teachers will need to select activities depending on which skill they wish to develop.

## Acknowledgments

**Take 10 Phonics en français** has been a long time and a lot of fun in the making! We are very grateful to all our colleagues, French and English, who have given their time and expertise to help develop this resource and to all the pupils in Devon schools who have tried it out.

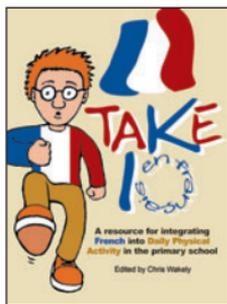
Particular thanks go to the amazingly creative and multi-talented writing team: **Jenny Core**'s experience as a literacy consultant has been invaluable in leading the project and ensuring that links are made between English and French phonics teaching. Many of the original activities were created by **Fiona Davis** and were used initially with her pupils at King Edwards VI Community College, Totnes. **Catriona Ferguson**, AST, Montgomery Primary School, Exeter wrote and trialled activities with her children and **Sarah Butcher**, AST, St Andrew's CofE Primary School, Cullompton brought her fantastic IT skills to the project.

Thanks to **Delphine Thompson**, who modelled the French language and to **Sharron Lapham** (St Andrew's Primary School, Cullompton) who created the lovely illustrations.

Our grateful thanks are due to many colleagues and pupils in our project schools: in particular to **Louise Blondell**, King Edward VI CC, Totnes and **Jo Edwards**, St Peter's CofE Secondary School, Exeter, who each led a Devon phonics project.

All audio files and songs were arranged, programmed, played, recorded, mixed and mastered at Mongrel Monkey Studio, Devon by **Mike Cosgrave** (01626 835682, mongrelmonkey@tiscali.co.uk). The songs were originally written for the publication **Take 10 en français**. This resource includes video exemplification of the songs being performed with physical activities which teachers might wish to use in addition to the audio files in **Take 10 Phonics en français**.

Details at: [www.take10.org.uk](http://www.take10.org.uk)





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