

CONTENTS

Preface.....	4
Sounds and Silent Letters.....	5
Key Words, Liaison and Division of Words into Sounds.....	6–7
How to Use the Resources.....	8–12
Overview of How to Embed Phonics in Foreign Language Teaching.....	12
Classroom Activities for Practising Phonics and Liaison in French	
Language Lessons.....	13–21
Resource Sheets.....	22–70
R 1 – Sounds, Actions and Spellings	22
R 2 – Silent Letters	23
R 3 – International Phonetic Symbols with Images and Actions.....	24
R 4 – Description of Physical Actions.....	25–26
R 5 – International Phonetic Symbols with Mouth Positions.....	27
R 6 – Display Cards for Sounds, Actions and Spellings.....	28–45
R 7 – Flashcards for Eight Colours	46
R 8 – Flashcards for Numbers 0–10	47–48
R 9 – Flashcards for Months of the Year.....	49–50
R 10 – Flashcards for Days of Week.....	51
R 11 – Counting Dogs (Masculine noun) Display Card.....	52
R 12 – Counting Panthers (Feminine noun) Display Card.....	53
R 13 – Counting Men (Beginning with silent 'h') Display Card.....	54
R 14 – Counting Spiders (Nouns beginning with a vowel) Display Card	55
R 15 – Activity Cards – Image and Grapheme.....	56–58
R 16 – Activity Cards – Grapheme only.....	59–61
R 17 – Activity Cards – Image only	62–64
R 18 – Activity Cards – Colours	65
R 19 – Activity Cards – Numbers 0–5	66
R 20 – Activity Cards – Months of the Year.....	67–68
R 21 – Activity Cards – Days of week	69
R 22 – Lotto Grid – Counting	70

Files on DVD

Interactive files with embedded sounds and videos of actions for:

- F 1 – Colours – 6 slides
- F 2 – Numbers – 6 slides
- F 3 – Months – 6 slides
- F 4 – Days of the Week – 6 slides
- F 5 – Counting Nouns (ien, gn, th) – 6 slides
- F 6 – Sounds, Actions and Spellings – 4 slides
- F 7 – Counting Nouns – 4 slides

Smart Board gallery files: SAS images with sounds; SAS images and graphemes with sounds; graphemes with sounds

Resources 1–22 are available (in full colour) and can be printed out from the DVD

PREFACE

Physical French Phonics is a sound, action and spelling system (SAS) which we have developed and trialled over the last few years, both in the primary classroom with young learners of French and in training sessions with primary class teachers.

The concept of using kinaesthetic and visual prompts to learn the sounds of the written form of a language is not new. What is unique in *Physical French Phonics* is that most of the actions allotted to each sound have been suggested by the learners themselves. Through consultation and practice, these memorable images and actions are the agreed perceptions of the sounds, from learners new to the French language. This is the strength of *Physical French Phonics*.

Physical French Phonics is not a pronunciation guide for purists but it is a tried and tested method for getting to grips with French pronunciation. It is suitable as a teaching aid for specialist and non-specialist language teachers, as well as for students of all ages. It is equally suitable as a self-teaching resource for independent language learners.

The representation of sounds through letters in any language should be seen as a code. It is hoped that *Physical French Phonics* will provide the key needed to unlock this code for all learners of the French language.

SOUNDS AND SILENT LETTERS

A phoneme
is the smallest unit of sound in a language.

A grapheme
is the letter (or letters) that represent
these units of sound in writing.

Physical French Phonics identifies 26 sounds of the French language which either do not exist, or whose written form is different in English. The most common representations of letter strings for each of these sounds have been given, but they are not exhaustive. The sound allocated to each grapheme, broadly speaking, corresponds to how they are written phonetically in a bilingual dictionary. However, these can be at odds with dialects of native speakers. The consonants, which have the same, or very similar sounds to those in English, are not included, as they require little practise for a reader of English.

The French language has within it several letters which are at times not pronounced, particularly at the end of a word. These letters have been put into two groups; the letters that are often silent, and those that can be sounded depending on which letter follows.

It is intended that the rules regarding silent letters, together with the identified sounds, will enable learners to pronounce unfamiliar words in sentences, with a degree of accuracy. On the Resources and DVD slides, the silent letters are shown in outline only.

Finally, as with most languages, there are sometimes letters within words which do not follow the patterns or rules.

NOTES

In order not to make the sound, action and spelling system in *Physical French Phonics* too complex by adhering strictly to the phonic representations found in a French dictionary, the following explanations should be noted:

a The two sounds for the letter 'a', /a/ and /ɑ/, have been amalgamated into one sound /a/.

eu/oe/oeu The two sounds for the letter strings 'eu/oe/oeu' /ø/ and /œ/ have been amalgamated into one sound /ø/.

i before a vowel The letter 'i' before a vowel can often be sounded as the phoneme /j/, and on occasions the sound /j/ is added between the letter and the following vowel. An explanation is given on Resource R1 (page 22). However, this has not been indicated in Resources R9–R14 so as to avoid confusion in the spelling.

ai/ei The graphemes 'ai' and 'ei' can be sounded as /ɛ/ or /e/ depending on the word. They have only been attributed to the sound /ɛ/. It should be noted that the letters 'ai' at the end of a verb are sounded /e/.

oi/ien/oïn These combinations of letter strings produce new sounds which are at odds with the individual sounds of the letters. An action and image have been attributed to the letter strings 'oi' and 'ien', and an explanation can be found in Resource R1 (page 22) for 'oïn'.

u before a vowel and ou before a vowel The sound of 'u' /y/ and 'ou' /u/ before a vowel can often produce a different sound namely /ɥ/ and /w/. No image or action has been attributed to these sounds, but an explanation can be found for /w/ in Resource R1 (page 22). The phonic symbol /ɥ/ has been attributed to the one for /y/ in Resource R3 (page 24). When u is followed by a vowel, it produces a unique sound produced by gliding from one vowel to the next and can sound like a 'w'. With exposure to modelling by a native speaker, it can be mastered.

International Phonetic Symbols (IPS) have been given for each image on Resource R3 (page 24) and learners can verify with a dictionary the pronunciation of any word, once they are familiar with the sounds. The correct pronunciation of the different parts of verbs should be checked with a fluent speaker as only the infinitive appears with the accompanying IPS in a bilingual dictionary. The main feature to highlight is the third person plural of verbs, as the final 'ent' is not sounded. Hence 'il parle' (he is speaking) sounds the same as 'ils parlent' (they are speaking).