

KS2 Phonic Focus

The Spanish alphabet is taught throughout KS2 and is re-enforced at the start of every lesson.

Phonemes are embedded in kinaesthetic and visual prompts. They are drilled which helps fix them in long-term memory. Whilst doing this, the children learn the graphemes to each phoneme.

It is believed that teaching phonemes and graphemes in this way, gives the learner the opportunity to understand more text containing unfamiliar language, is more confident in speaking and reading out loud in the foreign language, and ultimately creates a more autonomous learner who is able to make links between words and apply patterns.

Learning phonemes and graphemes in KS2 is essential for a smooth transition into KS3. When our children are faced with more complex written texts in KS3, they should be able to pronounce the words without the teacher having to present and pronounce the new language first. They will not 'manglicise' (that is to say, mangle the pronunciation of a foreign language word by applying English patterns of pronunciation to it!)

To help the children on their phonics journey, school has acquired "Physical Spanish Phonics." It is a sound, action, and spelling system (SAS) which has been developed and trialled over many years, both in primary and secondary classrooms with young learners of Spanish and in training sessions with class teachers. The SAS includes 20 of the most popular phonemes alongside their appropriate graphemes. (Please see attached)

The concept of using kinaesthetic and visual prompts to learn the sounds of the written form of a language is not new. However, what is unique in Physical Spanish 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 agreed perceptions of the sounds, from learners new to the Spanish language.

Below are the phonemes and graphemes taught in KS2:

Units 1 & 2

- Pronounce sounds j, v [b], z, d (like th in 'that'), soft c, ñ.
- *Begin to recognise and read vowel sounds and ñ.*

Unit 3

- *Continue to pronounce vowel sounds and q (k)*
- *Consolidation of soft c, j and v [b].*
- *Continue to recognise and read new vowel sounds qu [k]/*

Unit 4

- Pronounce new sounds: y [ee], j [h], I [ee], and consolidate sounds j [h], z [th]

Unit 5

- phonetical imitation of Spanish animal sounds

Unit 6

- To begin to familiarise with the new phonics:
g like h (before e or i) gigante and u silent u (guisantes)
- Use phoneme segmentation to help identify vocabulary when the word/words need further clarification of understanding. **ver/du/ras**

Unit 7

- Phonics focus: ay/ai; **leer (layer) and colorear**

Unit 8

- Phonic focus: **eu; (euros - [ay]uros)** and consolidation of ñ, j, v [ʝ] and soft g.

Unit 9

- Phonic focus: ei; consolidation of z, soft c, d (like th in 'that') and rr La barrita (wand) The double 'r' sound in Spanish is one of the most difficult things for many learners, as they are not used to using it in their native language. This sound is usually the last one a Spanish-speaking child learns to produce. The 'tr' or 'dr' sounds in English are a good starting place to positioning your tongue for the Spanish 'rr'; The rr is a trilled sound formed by a flapping of the tongue against the front roof of the mouth.
- To understand that the mispronunciation of some words can change the meaning of certain words. E.g pero (but) and perro (dog)
- To start to recognise the placing of accents on verbs can change from the singular imperative e.g Levántate (stand up) and the plural imperative Levantáos (stand up) This is due to the adding of more syllables to the verb in the plural form, and therefore the stress is on a different vowel.

Unit 10

- *Phonic focus: ju (hweh-goh); juego/jueves*
- *Phonic focus: silent h at the beginning of words; hago*
- *Phonic focus: gi ((hi-mnah-syah); gymnasia*

Unit 11

- *Phonic focus: revision of ñ, ll, rr, z, soft c, j, i, e, qu,, v [b], silent h, d (like th in 'that')*
- *To start to synthesise known phonemes to form simple words. E.g gall [guy], as in gallina (hen) and gallo (cockerel); ll [y], as in pollito (chick) and adrilla (squirrel)*
- *The difference between the sounds: I (ee) and e (eh). (There can be confusion with these sounds, as "E" in English is pronounced as the "I" sound in Spanish)*
- *To elicit the correct intonation on words with accents. E.g tímido/a. (Raising of the voice on the í Also, the correct pronunciation of pequeño/a and recognition that the accent on the ñ is called a tilde.*

Unit 12

- *Phonic focus: silent h (at the beginning of words) revising common phonemes e.g. d (th as in 'that'); consolidation of phoneme -grapheme correspondences; breaking words into individual phonemes; synthesising phonemes to build simple words (as in unit 11) (hac = ath)*

Unit 13

- *Phonic focus: Revision of phonemes previously learnt.*
- *The sound J when followed by different vowels; jueves (hw eves) and jamón ju (ha mon); í (ee) used as the first- person singular ending for er and ir verbs in the preterite tense; Comí (comee)*