**5b. Practising French sound-spelling links**

*A Year 9 class practises sound-spelling links at the start of a topic on food.*

*Starts with an activity on the interactive whiteboard with students dragging words into the correct bags, which are labelled: “‘ay’ like in hay”, “uh”, “oo”, “sh”.*

00:55 *Students practise pronunciation of new words*

01:24 (Teacher) Er, Leah? Essaye! [*Er, Leah? Try!*]

(Student) /dɛz/

(Teacher) /dɛz/? [horrified look!]

(Student) /dɛɪ/

(Teacher) /dɛɪ/ très bien [*Very good*]

(Student) /pan/

(Teacher) /pan/ ? Remember the /ə ɛʁ/ à la fin ça c’est /ɛɪ/ sound so it’s

(Student) /panjɛɪ/

(Teacher) paniers, très bien des paniers. Toute la classe "des paniers" [*baskets, very good, some baskets. All the class together "baskets*"]

(All) des paniers ["baskets"]

01:47 (Teacher) et Lee, tu veux essayer? [*and Lee, do you want to try*?]

(Student) des cornichons? [*pickles*?]

(Teacher) des cor-ni-chons, très bien, des cornichons [*pickles, very good*]

01:56 *In another class, Year 8, learners have also been learning about sound-spelling links. They begin the lesson by identifying words with the same sound.*

02:03 (Teacher) On a fait des petits oignons, des champignons, les cornichons. [*We've done little onions, mushrooms, pickles*] There’s another word that goes with it. Rachel another word that ends with the /ɔ̃/ sound?

(Student) Erm, /taɪə buʃɒn/ ?

(Teacher) Oui les tire-bouchons, exacte. [*Yes, cork-screws, exactly*]

02:24 *Learners then looks at differences between English and French sound-spelling for cognates*.

02:30 Réfléchissez, 'réfléchissez' means what? Réfléchissez. Reflect. What does reflect mean? ...To think about. Quelles sont les différences entre la prononciation anglaise et la prononciation française. Par exemple, 'radio' et 'radio' (English/French pronunciation). [*What are the differences between the English and the French pronunciation. For example, 'radio' and 'radio'*]

03:06 *They then go on to highlight the key sounds in written examples, before practising them in pairs.*