**4. Reading at a Higher Level: Le Dragon Toxique**

*A Year 8 French class are introduced to the use of strategies to approach a new and challenging text. The teacher shows them a picture and title to get them to predict what will be in the text.*

00:09 (Teacher) Le Dragon Toxique. OK. Regarde le titre. Regarde l’image. OK. De quoi s’agit-il? [*The toxic dragon. OK. Look at the title, look at the picture. What is it all about*?]

00:20 (Teacher) Pensez à vos connaissances générales. [*Think about what you already know about this thing*]. If you were going to be reading an article about it what words what words English words what English words would you expect OK how how many could you kind of like guess before you even read this, you’d expect to see, if you were going to talk about or read an article about a Komodo dragon. OK. Vous avez cinq minutes, OK? Cinq minutes. Et on va faire une liste. [*You have five minutes. And we're going to make a list*]

00:46 *Students discuss their predictions in groups*

01:54 *The class feed back to the teacher*

01:59 (Teacher) Levez la main. OK? Quelqu’un? [3 seconds] Oui, Sam ? [*Hands up. Anyone? ... Yes, Sam?*]

02:06 (Sam) Well, if it was about a particular dragon, it could erm say what’s what scale colour it is and how old it is.

(Teacher) OK so maybe colour, age. [Writes these up on the board] OK. Lizzie?

(Lizzie) Where it lives and what it does

(Teacher) So where it lives. [Writes on board] Habitat I heard somebody say back there. Er Josie?

02:33 (Josie) What it eats [Teacher writes up]

02:37 *Students discuss in groups and then feed back to the class their ideas about strategies that they could use to engage with the text*.

02:43 (Teacher) Think now I want you to think with a partner just for a minute or two I want you to think about before you go anywhere near a dictionary OK think about what you predicted before you looked at it and then amongst yourselves think about what other strategies you either know or you can think of to use to translate this text without a dictionary, OK?

03:05 (Teacher) Erm Ellen?

(Ellen) Well what we’re were doing we’re half way through it is like finding the words that we do know and definitely know

03:15 (Teacher) OK so you’re looking at French words you definitely are sure of

And then when we’ve looked at all the words we do know work around them see if you know a couple of words around them and probably guess or take a guess

[*Students continue to feed back*]

04:08 *Before working with the text they also look at the pronunciation of the words, identifying difficult sounds*

04:13 (Teacher) Avant de traduire la texte, OK, on va prononcer le texte, d’accord ? D’abord practiquez avec une partenaire la prononciation correcte des mots dans l’article. Quels mots sont difficiles à prononcer, OK ? Pensez et practiquez avec un partenaire. [*Before we translate the text, we're going to pronounce some of the words in the text, OK? First practise with a partner the correct pronunciation of the words in the article. Which of the words are difficult to pronounce? Think and then practise with a partner.]*

04:41 (Teacher) Aiden?

(Aiden) Il attend trois meters de long [*It 'waits' three metres in length*]

Très bien. Il attend ? [*Very good. It 'waits'?*]

Il /atɛɪn/ ? /atɛɪn/

Oui c’est beaucoup mieux. Trois mètres de long. Très bien. [*Yes, that's much better. Three metres long*]

04:55 *Pronunciation is also used in a later lesson as a starter to think about sound-spelling links before the class continue with the reading exercise*.

05:00 (Teacher) Trouvez le mot avec le même son. OK ? Par exemple, incapable, infection. /æ̃/, /æ̃/. OK ? [*Find the word with the same sound. OK? For example, incapable, infection*]

05:39 (Teacher) Practiquez la prononciation... deuxieme paragraphe avec un partenaire [*Practise the pronunciation (in the) second paragraph with a partner*]

*Cuts to interview with students about their learning.*

04 :36 (Student) If you pronounce it correctly, it’s easier to work out, cos then you can sort of make a more accurate guess if you know what it sounds like.

06:00 *Teacher models use of a strategy before students access the text independently*.

06:05 Jenny explains danger of false cognate ‘singes’. Introduces the next part of the text for students to read and understand.

06:41 (Teacher) Il faut utilisez les stratégies qu'on a discuté pour traduire les deux paragraphes ici. OK? Vous avez six / sept minutes. [*You have to use the strategies that we have discussed to translate the two paragraphes here. OK? You have six / seven minutes*]

06:58 *They engage with the text, applying strategies to work out the meaning of unknown words.*

07:03 Students discuss dragon text strategically in groups – all in L1. Clearly very effective discussion for working out meaning.

07:49 *They then feed back on the strategies they used including: using co-text (looking at surrounding words), knowledge of grammar, and as a last resort, using the dictionary*.

07:52 (Teacher) Erm, Ellen?

(Student) What we're doing is finding the words you do know and then...

(Teacher) OK so you're looking at words you're definitely sure of...

(Student) ...and then when we've looked for all the words we do know, work around them... to guess what it might be.

08:15 (Teacher) Lizzie?

(Lizzie) You can look at where erm words are in a sentence and see if they are verbs or adjectives and stuff.

(Teacher) That’s very good so using a little bit of grammar yeah using your grammar knowledge to help you work it out

08:31 (Student) [you could] say it out loud so you could sort of it might not look like a word but […inaudible…] sounds like a similar word

(Teacher) OK so that’s a very good point. If you say it out loud and see if it sounds similar to something that you know. Yep, great idea.

08:50 (Student) It’s it’s what we’ve learned over the past few lessons is instead of just making a random guess putting the logic with what’s going to what’s down there so if you’re talking about clothes it’s not going to start talking about chocolate and sort of like just being more logical so you get a more accurate guess.... You have to sort of try to do stuff that's harder than you can actually do so that you're pushing yourself and you'll learn more from that.