

La Léçon 1 - Lé Gruffalo					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are reading this year's Eisteddfod text, <i>Lé Gruffalo</i>.</p> <p>We are learning single vowel sounds.</p>	<p>I know the vowel sounds in Jèrriais.</p>	<p>Simple vowel sounds a e i o u</p> <p>Dropping final consonant</p>	<p>INTRODUCTIONS (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> Welcome. Introduce new responses to <i>Comment qu'tu'es?</i> What we are doing this term. Behaviour and expectations. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce Eisteddfod Class 608 (dramatic performance) and explain the whole group will be performing <i>Lé Gruffalo</i> this year. Read the full text. Read the abridged version with pictures on PowerPoint, emphasising the rhythm of the text. Pause in places to point out rhyming words and ask chn to repeat. E.g. <i>bouaïs'sie / d'èrva-s-y / souothis / tèrri, nou-fait / mé / ch'est / d'ité.</i> Run through the simple vowel sounds in Jèrriais. Give examples of how the vowels sound within words. Read and repeat sentences containing vowels - repeat several times. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Chn have a go at saying sentences with just pictures as cues. Sing the words to the tune of <i>Heads, Shoulders, Knees and Toes</i>. <p>EISTEDDFOD</p> <ul style="list-style-type: none"> Give out colour-coded texts with allocated roles. Chn cut out and stick finger puppets corresponding to their own roles (scissors and sellotape). <p>PLENARY</p> <ul style="list-style-type: none"> Show chn the Eisteddfod page on Learn Jèrriais website where they can access audio to listen and practise. <p>• SEND OUT EISTEDDFOD EMAILS THIS WEEK.</p>	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p> <p>Identify and imitate rhyme.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p> <p>Singing to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>J'ai caud J'ai froid J'sis nèrveux J'sis nèrveuse J'sis gêné(e) J'sis excité(e)</p> <p>Lé Gruffalo Eisteddfod text</p> <p>lé r'nard lé vent mangi l'orange la craituthe</p> <p>la souothis la bouaïs'sie</p>			<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through rhymes and poems and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate stories in Jèrriais.</p> <p>Assessment / Next Steps</p>		

La Léçon 2 - Dans la bouaïs'sie					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are reading this year's Eisteddfod text, <i>Lé Gruffalo</i>.</p> <p>We are learning some key vocabulary from <i>Lé Gruffalo</i>.</p>	<p>I know some key vocabulary from <i>Lé Gruffalo</i>.</p>	<p>Simple vowel sounds i y</p> <p>Diphthongs ie is ou-</p>	<p>STARTER / REVISION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> <i>Écouter, Èrgarder, Èrpéter.</i> <i>Les vouaiyelles.</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the first 6 lines of the text and read through slowly, pointing out key vocabulary. Run through key vocabulary, pointing out simple vowel sounds. Read and repeat. Introduce simple y vowel sound. Pause on <i>souothis</i> to show ou- phonics card and explain <i>ou</i> followed by another vowel makes a w sound in Jèrriais. Introduce diphthongs <i>ie</i> and <i>is</i> (long <i>i</i> vowel sound) from within the text. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Return to first 6 lines again. Get chn to put on finger puppets according to their roles. Read and repeat: <p>(E) <i>Eune souothis s'prom'naúdaít dans la grand' néthe bouaïs'sie,</i> (E) <i>Un r'nard vit la souothis, tchi goût d'èrva-s-y.</i></p> <p>(F) <i>"Où'est qu'tu vais, ma p'tite souothis?</i> (F) <i>Veins-t'en dîner siez mé dans man tèrrii."</i></p> <p>(M) <i>"Ch'est hardi bouôn d'ta part, R'nard, mais nou'fait!</i> (M) <i>J'm'en vais mangi siez un gruffalo, mé."</i></p> Bring out a large dice with symbols for Everyone, Mouse & Fox on it. Divide the chn into teams according to the part they are reading. The Gruffalos come to the front. Gruffalos take turns to roll the dice. Whichever symbol it lands on must repeat their lines after the teacher. Reward everyone with stickers for good pronunciation. <p>PLENARY</p> <ul style="list-style-type: none"> Remind chn where they can access audio to listen and practise on the website. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>eune p'tite souothis la grand' néthe bouaïs'sie un tèrrii un r'nard Tchi goût d'èrva-s-y. mangi</p>			<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through rhymes and poems and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate stories in Jèrriais.</p>		
			<p>Assessment / Next Steps</p>		

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to identify and name some features of the Gruffalo.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can identify and name some features of the Gruffalo.</p>	<p>Simple vowel sound a</p> <p>Long vowel sound â</p>	<p>INTRODUCTION (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> <i>Écouter, Ergarder, Erpéter.</i> Phonics revision card 1. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the section describing the Gruffalo and read through slowly, pointing out key vocabulary. Run through key vocabulary. Read and repeat. Pause on <i>dgiâtre</i> to show the dg phonics card and explain <i>dg</i> makes a hard <i>j</i> sound in Jèrriais. Continue to pause on <i>tchi dgiâtre</i> to show the tch phonics card and explain <i>tch</i> makes a hard <i>ch</i> sound in Jèrriais. Continue to pause on <i>tchi dgiâtre</i> to show the â phonics card and explain <i>â</i> with a circumflex makes a long <i>ah</i> vowel sound in Jèrriais. Pause on <i>mâchouaithes îmmenses</i> to show the î phonics card and explain <i>î</i> with a circumflex followed by <i>n</i> makes a pinched nasal vowel sound in Jèrriais. Pause on <i>tèrribl'ye grîns</i> to show the l'ye phonics card and explain the <i>l</i> in <i>l'ye</i> is usually silent and makes a <i>y</i> sound in Jèrriais. <p>• Look at a large picture of the Gruffalo and point to the different features mentioned in the piece. As you point to each ask <i>Où'est qu'est...?</i> and ask chn to tell you what each feature is and point out where it is.</p> <p>• Encourage all chn to say and repeat each of the features.</p> <p>• Return to focus lines again. Get chn to put on finger puppets according to their roles. Read and repeat:</p> <p>(F) "<i>Un gruffalo? Tchi dgiâtre qué ch'est?</i>" (M) "<i>Un gruffalo! As-tu oui d'ité?</i>"</p> <p>(E) <i>Il a des tèrribl'yes grîns, et des tèrribl'yes défenses,</i> (E) <i>Et des tèrribl'yes gros dans des mâchouaithes îmmenses."</i></p> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Quiz Quiz Trade game: Hand out game cards with Gruffalo body parts in Jèrriais on one side English translation on the other. Choose a child 1 to start. Child 1 must turn to the child 2 next to them and say the Jèrriais. Child 2 must say the English. They then do the same again but the other way around. Once they have done it they swap cards. Child 2 then plays against Child 3 and so on around the class. <p>PLENARY</p> <ul style="list-style-type: none"> Everyone get out finger puppets. Run through the piece so far with foxes, mice and narrators. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>un Gruffalo tchi dgiâtre les tèrribl'yes grîns les tèrribl'yes défenses les tèrribl'yes cros (dents) les mâchouaithes îmmenses</p>		<p>Nasal vowel sound î(n)</p> <p>Digraph dg</p> <p>Trigraphs tch l'ye</p> <p>Dropping final consonant</p>	<p>Links to Jersey Curriculum for Languages</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories in Jèrriais.</p> <p>Assessment / Next Steps</p>		

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<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>Long vowel sound ê</p> <p>Diphthongs aie ais aix</p>	<p>INTRODUCTION (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> <i>Êcouter, Êrgarder, Êrpéter.</i> Phonics revision card 2. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>ichîn chutte mouaie châque fais r'nard rôti à bêtôt i' s'êcappit connaît</p>		<p>Digraph ch</p> <p>Dropping final consonant</p> <p>Pronouncing the final consonant when word ends in -e</p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the second part of the conversation between Fox and Mouse and pick out key vocabulary. Pause on <i>ichîn</i> to show the ch phonics card and explain <i>ch</i> makes a soft <i>sh</i> sound in Jèrriais. Look at the words <i>mouaie</i>, <i>fais</i> and <i>s'êcappit</i> and compare the spellings of the same long vowel <i>ay</i> sound in these words using the ay phonics focus card. Introduce <i>nouaix</i> as well. Return to focus lines of lesson. Get chn to put on finger puppets according to their roles. Read and repeat: <p>(F) "Où'est qu'tu t'en vas l'rencontre?" (M) "Ichîn, par chutte mouaie, (M) Et il aime mangi du r'nard rôti chaque fais."</p> <p>(F) "Du r'nard rôti! J'm'en vais!" qu'lé r'nard dit. (F) "À bêtôt, p'tite souothis," et i' s'êcappit.</p> <p>(M) "Chu r'nard i' n'y connaît ni pé ni p'lo, (M) I' n'y'a rein d'ité comme un gruffa... (M) ...oh!"</p> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play Into the Woods game: Divide class into teams with at least one fox, mouse and narrator in each team. Chn wear finger puppets to show which they are. Teams take turns to roll a large dice and move. When a team lands on a fox, mouse or book the corresponding player(s) repeat/recite a line from the Eisteddfod piece on teacher's cue. If a team lands on a Gruffalo, the teacher holds up a phonic card and Gruffalos to say sound. If the <p>PLENARY</p> <ul style="list-style-type: none"> Everyone get out finger puppets. Run through the piece so far with narrators, foxes and mice. 	<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through rhymes and poems and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories in Jèrriais.</p> <p>Assessment / Next Steps</p>	

La Léçon 5 - Tch'est qu'est chu monstre?					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to identify and name some features of the Gruffalo.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can identify and name some features of the Gruffalo.</p>	<p>Long vowel sound ô O [in final position]</p> <p>Diphthongs os au</p>	<p>INTRODUCTION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> Écouter, Êrgarder, Êrpéter. Phonics revision card 3. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the in-depth description of the Gruffalo and pick out key vocabulary, pointing out the sounds in each of the words covered so far. Look at the words <i>auve</i> and <i>ros</i> and reflect back to <i>r'nard rôti</i> and <i>ni pé ni p'lo</i> from last week. Compare the spellings of the same long vowel <i>oh</i> sound in these words using the oh phonics focus card and the ô phonics card. Return to focus lines of lesson. Get chn to put on finger puppets according to their roles. Read and repeat: <p>(N) <i>Tch'est qu'est chu monstre auve des tèrribl'yes défenses</i> (N) <i>Et des tèrribl'yes ros dans ses mâchouaithes înmenses?</i></p> <p>(N) <i>Ses ièrs sont oranges et sa langue est néthe;</i> (N) <i>Il a des pourpres épîngnes partout san driéthe.</i></p> <p>(M) <i>"Sécours! Oh las!</i> (M) <i>Ch'est un gruffalo - qué ch'na!"</i></p> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Pin the prickles on Gruffalo game: Stick two big pictures of Gruffalos on a board or wall with blutack. Divide chn into two teams and line the chn up. Give the two first chn in each team a label with a feature of the Gruffalo. Say the feature out loud and the chn must stick the labels on the correct place on the Gruffalo pictures. The first to get their label in the correct place gets the point. <p>PLENARY</p> <ul style="list-style-type: none"> Everyone get out finger puppets. Run through the piece so far with narrators, foxes and mice. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>r'nard rôti un Gruffalo tchi dgiâtre les tèrribl'yes grîns les tèrribl'yes défenses les tèrribl'yes ros (dents) les mâchouaithes înmenses l's ièrs la langue l's épîngnes orange néthe pourpre driéthe sécours</p>			<p>Dropping final consonant</p> <p>Pronouncing the final consonant when word ends in -e</p>	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories in Jèrriais.</p>	<p>Assessment / Next Steps</p>

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<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>Nasal vowel sound î(n)</p> <p>Diphthongs ei(n) ai(n)</p>	<p>INTRODUCTION (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> Écouter, Êgarder, Êrpéter. Phonics revision card 4. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p> <p>Identify and imitate rhyme.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>mangi j'aime bouôn goût un torté d'pain bein</p> <p>r'nard rôti gruffalo fricachi</p>		<p>Dropping final consonant</p> <p>Pronouncing the final consonant when word ends in -e</p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the first meeting of the Gruffalo and pick out key vocabulary, pointing out the sounds in each of the words covered so far. Focus in on the rhyming line endings <i>bein</i> and <i>pain</i> and compare these nasal <i>ei(n)</i> and <i>ai(n)</i> vowel sounds with <i>i(n)</i>, using the focus phonics cards. Tongue-twisters! Return to focus lines of lesson. Get chn to put on finger puppets according to their roles. Read and repeat: <p>(N,G) <i>Lé Gruffalo dit, "Ch'est l'mangi qu'j'aime bein!</i> (N) <i>Tu'éthas bouôn goût sus un torté d'pain."</i></p> <p>(M,N) <i>"Un bouôn goût?" dit la souothis. "Jé n'sis pon bouonne à mangi!</i> (M) <i>J'sis la pus éffritante criatuthe dans chute bouaïs'sie.</i></p> <p>(M) <i>Tu vèrras si tu marches driéthe mé,</i> (M) <i>Qué j'fais tout l'monde éffrités."</i></p> <p>(G,N) <i>"Bein!" dit lé Gruffalo, comme i' bouffait.</i> (G) <i>Tu peux y'aller et j'té siéthai."</i></p> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Run through the three different meals that are mentioned in the text: <i>du r'nard rôti, un torté d'pain</i> and <i>gruffalo fricachi</i>. Play Gruffalo menu game: Divide class into teams. Chn wear character finger puppets. Teams take turns to roll large dice and move. When a team lands on a type of meal ask <i>Tch'est qu'ch'est?</i> Team must say what the meal is. Then grufflaos, foxes or mice within the team must say the corresponding line from the text on teacher's cue. Award points according to answers/performance. <p>PLENARY</p> <ul style="list-style-type: none"> Everyone get out finger puppets. Run through the piece so far with narrators, foxes and mice. 	<p>Links to Jersey Curriculum for Languages</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories in Jërriais.</p> <p>Assessment / Next Steps</p>	

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<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>Short vowel sound é</p> <p>Diphthongs ai ait et</p>	<p>INTRODUCTION (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> <i>Écouter, Égarder, Épéter.</i> Phonics revision cards 5 & 6. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read the abridged version of Lé Gruffalo with pictures on PowerPoint, emphasising the rhythm of the text and rhyming line endings. Return to the last part of the text and pick out key vocabulary, pointing out the sounds in each of the words covered so far. Refer to the é phonics card and open e focus phonics card and point out examples in the text, e.g. <i>J'ouai-t-i', vrai, s'promnaüdait, piétinn'nie, néthe</i> and <i>et</i>. Return to focus lines of lesson. Get chn to put on finger puppets according to their roles. Read and repeat: <p>(N) <i>I' marchitent un but et dit, lé Gruffalo,</i> (G) <i>"J'ouai-t-i' d'la piétinn'nie sus lé c'min d'un co?"</i></p> <p>(M,N) <i>"Ch'est r'nard" dit la southis. "Ah bein, salut!"</i> (N) <i>Viyant lé Gruffalo, lé r'nard fut ému.</i></p> <p>(F,N) <i>"Sécours!" i' dit, "À bi, ma p'tite southis,"</i> (N) <i>Et i' s'écappit ava san terryi.</i></p> <p>(M,N) <i>"Assa, Gruffalo," dit la southis, "Ch'est vrai!</i> (M) <i>Tout l'monde ont peux d'mé!"</i></p> <p>(M) <i>Et pour achteu j'ai l'failli</i> (M) <i>Et j'aime bein lé gruffalo fricachi!"</i></p> <p>(N,G) <i>Lé Gruffalo dit, "Gruffalo fricachi!"</i> (N) <i>Et vite comme lé vent i' s'écappit.</i></p> <p>(N) <i>Tout 'tait tranchil'ye dans la grand' néthe bouaïs'sie.</i> (N) <i>La southis vit eune nouaix, tchi goût d'èrva-s-y!</i></p> 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>néthe mé lé j'ouai-t-i' piétinn'nie vrai et</p>		<p>Dropping final consonant</p> <p>Pronouncing the final consonant when word ends in -e</p>	<p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play forfeit game: Divide chn into teams of narrators, gruffalos, foxes and mice. Teams take turns to roll a dice labelled with smiley face, grumpy face, song note, star and question mark. If it lands on smiley face they have to repeat a line on teacher's cue while smiling; on the grumpy face they have to be grumpy; on the musical note they have to sing the line; on the star they have to do star jumps; and on the question mark they have to do a forfeit - they dip into a bag of forfeits and choose one at random. <p>PLENARY</p> <ul style="list-style-type: none"> Everyone get out finger puppets. Run through the entire piece. 	<p>Links to Jersey Curriculum for Languages</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories in Jèrriais.</p>	<p>Assessment / Next Steps</p>

Jèrriais Primary Scheme of Work - Lé Deuxième Nivé - Lé Preunmié Tèrme - Lé Gruffalo

*Resources are highlighted in blue

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to read and recite <i>Lé Gruffalo</i>.</p> <p>We are learning to pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>I can read and recite parts of <i>Lé Gruffalo</i>.</p> <p>I can pronounce the different phonemes and sounds in our Eisteddfod piece.</p>	<p>All phonics covered so far this term</p>	<p>INTRODUCTION (Eisteddfod text PowerPoint)</p> <ul style="list-style-type: none"> • <i>Écouter, Érgarder, Érpéter.</i> • Make head bands using craft materials - brown, grey, pink, black and orange sugar paper, white paper, glue, scissors, marker pens, sellotape. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Whole group read and repeat entire Gruffalo piece. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p>		<p>Dropping final consonant</p>		<p>Links to Jersey Curriculum for Languages</p>	
<p>Entire Eisteddfod piece</p>				<p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate stories in Jèrriais.</p>	
		<p>Pronouncing the final consonant when word ends in -e</p>		<p>Assessment / Next Steps</p>	

La Léçon 10 - Les cantiques					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning some Christmas songs in Jèrriais.</p> <p>We are learning to pronounce the long vowel sounds ê and â and digraph l(i).</p>	<p>I can sing some Christmas songs in Jèrriais.</p> <p>We are learning to pronounce the long vowel sounds ê and â and digraph l(i).</p>	<p>Short vowel sound é</p> <p>Long vowel sound ê</p>	<p>STARTER / REVISION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce 3 Christmas Carols this lesson. Read through <i>Sonne les clioches</i> and pick out the key vocabulary. Remind chn of the short vowel sound é in words <i>noué, trainé</i> and <i>né</i>. Refer to l(i) phonics card to explain l followed by i or y and then another vowel makes a y sound. <i>Écouter, Êrgarder, Êrpéter.</i> Run through relevant Christmas vocab flashcards and ask chn to repeat. Sing <i>Sonne les clioches</i> as a whole class. <p>• Read through <i>l'tchait d'la né</i> and pick out the key vocabulary.</p> <p>• <i>Écouter, Êrgarder, Êrpéter.</i></p> <p>• Refer to ê phonics card to explain ê with a circumflex makes a long ay sound.</p> <p>• Run through relevant Christmas vocab flashcards and ask chn to repeat.</p> <p>• Sing <i>l'tchait d'la né</i> as a whole class.</p> <p>• Read through <i>Prans du housse</i> and pick out the key vocabulary.</p> <p>• <i>Écouter, Êrgarder, Êrpéter.</i></p> <p>• Refer to â phonics card to explain â with a circumflex makes a long ah sound.</p> <p>• Run through relevant Christmas vocab flashcards and ask chn to repeat.</p> <p>• Sing <i>Prans du housse</i> as a whole class.</p> <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt, Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>un chanson eune cantique Noué Sonne les clioches hivé les clioches la né un trainé des mouossons un j'va l'tchait d'la né l'êfant la nîet les gardeurs d'brébis eune ange les rouais un présent Prans du housse du housse les décorâtions célébrâtion eune gâche du vîn un podîn</p>			<p>Long vowel sound â</p> <p>Digraph l(i)</p>	<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate songs in Jèrriais.</p> <p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name different Christmas objects.</p> <p>We are learning to pronounce the long vowel sound aî.</p>	<p>I can identify and name different Christmas objects.</p> <p>I can pronounce the long vowel sound aî.</p>	<p>Long vowel sound aî</p>	<p>STARTER / REVISION (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> Bring out a large Christmas sack containing Christmas objects from last year. Pass the sack around an invite the chn to take the objects out one at a time and show them. Can anyone remember what each object is? 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of props and pictures to aid memorisation.</p> <p>Playing repetitious games.</p> <p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Papa Noué</p> <p>Tchi qu'il est?</p> <p>Ch'est tchi?</p> <p>Tch'est qu' ch'est?</p> <p>la pouque à Papa Noué</p> <p>eune gâche dé Noué</p> <p>des clioches (f)</p> <p>un traîné</p> <p>un picot</p> <p>un arbre d'Noué</p> <p>un bouonhomme dé né</p> <p>eune étaile</p> <p>un podîn d'Noué</p> <p>un cracot d'Noué</p> <p>eune faitelle</p> <p>un goub'lin</p> <p>un présent d'Noué</p> <p>un chèr du Nord</p> <p>des mèrlifiches (f)</p> <p>un chanson</p> <p>Noué</p> <p>calendri d'Avent</p> <p>Numbers to 31.</p>		<p>Question form:</p> <p>Tch'est qu'</p> <p>Tchi qu'</p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> <i>Écouter, Érgarder, Érpéter.</i> Run through Christmas object flashcards and ask chn to repeat again. Pause to remind chn of sounds they have encountered already. Refer to aî phonics card to explain this makes a long ay vowel sound. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Show the chn the Christmas tree calendri d'Avent. Count the 31 baubles together. Play L'Arbre dé Noué game with dice and counters. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né, Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt, Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate songs in Jèrriais.</p> <p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name different Christmas objects.</p> <p>We are learning to pronounce the sounds é, et, -ez and -er.</p>	<p>I can identify and name different Christmas objects.</p> <p>I can pronounce the sounds é, et, -ez and -er.</p>	<p>Short vowel sound é</p> <p>Digraphs -er et -ez</p>	<p>STARTER / REVISION (Lesson 12 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> Écouter, Êrgarder, Êrpéter Phonics focus card - open e(1). Today we are learning more open e sounds. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Écouter, Êrgarder, Êrpéter - pause to look at the -er ending on these verbs today. Compare with infinitives with -ez endings in the imperatives and explain these endings sound the same. Compare with the é sound throughout Christmas vocabulary and explain this also sounds the same. Introduce the connective <i>et</i> and explain this also sounds the same. Phonics focus card - open e(2). Run through Christmas vocabulary - read and repeat. Look at the picture of the Christmas tree and point to different objects asking <i>Tch'est qu'ch'est?</i> Elicit the response <i>Ch'est...</i> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play pass lé patchet. Each time a child unwraps a layer they get a chocolate treat and must say what is on the picture card. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né</i>, <i>Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt</i>, <i>Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p> <p>Retain and recall vocabulary.</p>	<p>Playing repetitious games.</p> <p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Tch'est qu' ch'est?</p> <p>Papa Noué la pouque à Papa Noué eune gâche dé Noué des clioches (f) un traîné un picot un arbre d'Noué un bouonhomme dé né eune étaile un podîn d'Noué un cracot d'Noué eune faitelle un goub'lin un présent d'Noué un chère du Nord des mèrlifiches (f) un chanson Noué</p>		<p>Question form: Tch'est qu'</p>	<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning Christmas greetings in Jèrriais.</p> <p>We are learning to pronounce the vowel sound è.</p>	<p>I can offer Christmas greetings in Jèrriais.</p> <p>I can pronounce the vowel sound è.</p>	<p>Short vowel sound è</p>	<p>STARTER / REVISION (Lesson 13 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to ask chn how they are, their names, where they live, their ages and birthdays. Bring out the large calendar, run through numbers, days and months and ask <i>Tch'est qu'est la date aniet?</i> and <i>Tchi saison qué ch'est achteu?</i> Écouter, Èrgarder, Èrpéter Phonics focus cards - open e(1) and (2). 	<p>Greeting conventions that are shared across languages.</p>	<p>Use of songs and music to promote interest and provide context.</p> <p>Writing to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>Bouôn Noué Bouonne Année</p> <p>Chièr / chiéthe / chièrs</p> <p>M'mèe P'pèe Manman Papa</p> <p>dé</p>		<p>Masculine / feminine forms</p>	<p>LISTENING, SPEAKING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Ask the chn to repeat the greetings <i>Bouon Noué</i> et <i>Bouonne Année</i>. Read through the different words for mum, dad, grandpa and grandma and get the chn to repeat. Focus in on the è sound that comes from the back of the throat using the è phonics card. <p>UNDERSTANDING AND WRITING</p> <ul style="list-style-type: none"> Show the chn the salutation 'Dear' in masculine, feminine and plural forms and explain how it has to agree with who the card is addressed to. Chn choose from a variety of Christmas card templates. They write greetings inside in Jèrriais with the help of a vocabulary sheet and colour them. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né</i>, <i>Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt</i>, <i>Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>