

La Léçon 1 - Tch'est qu'est l'Jèrriais?					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning about languages.</p> <p>We are learning how to say hello and goodbye.</p> <p>We are learning single vowel sounds.</p> <p>We are learning to pronounce the ou-sound.</p>	<p>I understand what a language is.</p> <p>I can say hello and goodbye in Jèrriais.</p> <p>I know the vowel sounds in Jèrriais.</p> <p>I can pronounce the ou- sound.</p>	<p>Vowel sounds a-e-i-o-u</p> <p>Semi-consonant ou-</p> <p>Trigraph tch</p>	<p>INTRODUCTION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> Show flashcard with the greeting <i>Bouônjour</i> and say it aloud. Introduce the talking point 'What is language?' to open up a quick whole class discussion. Ask if anyone speaks any other language other than English. We are a class full of multilingual speakers! We are proud of our languages. What language am I speaking? <i>Tch'est qu'est l'Jèrriais?</i> Return to <i>Bouônjour</i>. Point to the <i>ou</i> in <i>bouônjour</i> and explain it makes a <i>w</i> sound here because it comes before another vowel sound. Use ou-phonics card and explain <i>ou-</i> makes a <i>w</i> sound in Jèrriais. Read through the examples and ask chn to repeat. Repeat the word emphasising the pronunciation. Ask the children to repeat. Introduce yourself! Say <i>Man nom est Misses Sargent</i>. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Run through the simple vowel sounds in Jèrriais. Ask the chn if they can hear any similarities or differences with English vowel sounds. Give examples of how the vowels sound within words. Chn listen and repeat. Sing the words to the tune of <i>Heads, Shoulders, Knees and Toes</i>. <p>• Show cue cards and repeat <i>Man nom est Misses Sargent</i>. Model asking <i>Tch'est qu'est tan nom?</i></p> <p>• Point to the <i>om</i> in <i>nom</i> and explain that in Jèrriais we do not pronounce the final consonant so <i>nom</i> sounds like <i>no</i>.</p> <p>• Use tch phonics card and explain <i>tch</i> makes a <i>ch</i> sound in Jèrriais.</p> <p>• Get chn to repeat the question with you.</p> <p>• Move around the class asking each child and elicit response <i>Man nom est...</i></p> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Circle ball game: Child holds ball and says <i>Man nom est...</i> then throws the ball to another child asking <i>Tch'est qu'est tan nom?</i> Bring out puppets Tanmîn lé taupîn and Douard lé r'nard. Take puppets around the class saying <i>bouônjour</i>, introducing themselves and asking for names. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Sing <i>Hiccoret, Diccoret, Douage</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Point to the <i>t</i> and explain that in Jèrriais we do not pronounce the final consonant so <i>bétôt</i> sounds like <i>o</i>. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Understand what a language is.</p> <p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p> <p>Compare Jèrriais with other languages.</p>	<p>Playing repetitious games.</p> <p>Use of nursery rhymes to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases, talking points, talk tactics</p> <p>écoutez èrgardez èrpetez tous ensemble bouônjour man, tan nom Tch'est qu'est tan nom? Man nom est... mèrcie bein des fais s'i' t'pliaît s'i' vouos pliaît Hiccoret, Diccoret Douoge à bétôt</p> <p>What is language? I would like to start by saying... I think... Could you provide an example? I agree and would like to add... Building on X's idea... I disagree because...</p>	<p>Dropping final consonant</p> <p>Question form: <i>Tch'est qu'</i></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>Develop accurate pronunciation and intonation so that others understand.</p> <p>Explore the patterns and sounds of Jèrriais through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / presentational</p> <p>Skills focus: Physical: Voice projection, facial expression and eye contact Social and Emotional: Turn taking, listening actively and responding appropriately</p>			
Assessment / Next Steps					

La Léçon 2 - Les difféthents langues					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are exploring the sounds of different words in different languages.</p> <p>We are learning to pronounce the qu sound.</p>	<p>I can hear the difference in sounds of words in different languages.</p> <p>I can pronounce the qu sound.</p>	<p>Vowel sounds a-e-i-o-u</p> <p>Digraph qu</p>	<p>STARTER/REVISION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouôñjour.</i> Ask chn if they know how to say 'hello' in any other languages. <i>Tch'est qu'est tan nom?</i> Use qu phonics card and explain qu makes a hard k sound in Jèrriais. Read through the examples and ask chn to repeat. Repeat the word emphasising the pronunciation. Ask the children to repeat. Bring out Douard lé r'nard and ask around the class - get the chn to ask each other. <i>J'allons Écouter, Êrgarder, Êrpéter</i> - Revise vowel sounds. Sing the vowels to the tune of <i>Heads, Shoulders, Knees and Toes</i>. Sing <i>Hiccoret, Diccoret, Douoge</i>. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Fill a feely bag full of random objects that sound very similar in Jèrriais and English. Invite random chn to pick out one object at a time. Then show the chn the word for the object picked out in both English and Jèrriais. Start by comparing how each word looks in English and Jèrriais - how are they the same/different. Say each word in English and Jèrriais and ask the chn to repeat and listen to how the words sound the same/different. Ask the chn to tell you what the different words are in any other languages they may speak. Invite chn to give examples of letters in their home languages that are not in the English script. They can write them on the board. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Ask chn if they know how to say 'goodbye' in any other languages. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Recognise how different sounds are represented in written form.</p> <p>Recognise that some words occur in both English and Jèrriais, although they may sound different.</p>	<p>Use English and other languages to help with remembering Jèrriais.</p>
<p>Key vocabulary, questions, phrases</p> <p>écoutez èrgardez èrpetez tous ensembl'ye</p> <p>Can you see any differences? How do the words look different/the same? How do the words sound different/the same? chocolat orange la France límonade télévision cat zéro bike ball m'lon six</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Aim: Appreciate the cultural influence of France on Jersey's heritage.</p> <p>Aim: Experience communication with those of another country.</p> <p>Explore the patterns and sounds of language though songs and rhymes and link the spelling, sound and meaning of words.</p>	
<p>Assessment / Next Steps</p>				<p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / presentational</p> <p>Skills focus: Physical: Clarity of pronunciation Cognitive: Choice of content to convey meaning and intention Social and Emotional: Listening actively and responding appropriately</p>	

La Léçon 3 - Nos difféthents langues					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning that different people from around the world speak and sound differently.</p> <p>We are comparing how different languages sound.</p> <p>We are comparing how different languages look.</p>	<p>I understand that different people from around the world speak and sound differently.</p> <p>I can hear the difference between different languages.</p> <p>I can see the difference between different languages.</p>	Vowel sounds a-e-i-o-u	<p>STARTER/REVISION (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Encourage chn to say 'hello' in their home languages. <i>Tch'est qu'est tan nom?</i> Bring out Douard lé r'nard and ask around the class - get the chn to ask each other. <i>J'allons Écouter, Êrgarder, Êrpéter</i> - Revise vowel sounds. Sing the vowels to the tune of <i>Heads, Shoulders, Knees and Toes</i>. Sing <i>Hiccoret, Diccoret, Douoge</i>. Introduce Jèrriais version of Heads, Shoulders, Knees and Toes. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Look at a map of the world and point to where the different languages represented in this class come from. Look at the geographic distribution of the languages. Western European languages such as English, French, Jèrriais and Portuguese have Latin roots. Polish is close to these countries and is heavily influenced by Latin as well. That is why they have so many similarities. If you have any children who speak languages from other parts of the world, point to those places on the map and show examples of the script in those languages. Look at how completely different they are. Involve the children in providing examples. Show the chn some words written in completely different writing systems that do not use <i>abc</i> like English and Jèrriais. Show the chn the Chinese alphabet and invite them to have a go at writing the first letter of their name using pencil and paper in the different script. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Ask chn to say 'goodbye' in their home languages. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Recognise how different sounds are represented in written form.</p> <p>Appreciate that writing systems are different from one another.</p> <p>Appreciate that languages are related to each other and have similarities.</p>	<p>Use English and other languages to help with learning Jèrriais.</p>
<p>Key vocabulary, questions, phrases</p> <p>êcoutez êrgardez êrpetez</p> <p>touos ensembl'ye</p> <p>What does that sound like? Does... sound similar in any other languages? How do they sound different / the same? How do they look different / the same? Can you tell me what... is in your language?</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Aim: Appreciate the cultural influence of France on Jersey's heritage.</p> <p>Aim: Experience communication with those of another country.</p> <p>Explore the patterns and sounds of language though songs and rhymes and link the spelling, sound and meaning of words.</p>	
				<p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / presentational</p> <p>Skills focus: Physical: Voice projection, gesture and posture Linguistic: Appropriate vocabulary choice Social and Emotional: Turn taking, self assurance</p>	
<p>Assessment / Next Steps</p>					

La Léçon 4 - Oracy Talking Point - My home language is important to me					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are discussing the talking point 'My home language is important to me'.</p>	<p>I can explain why my home language is/is not important to me.</p> <p>I can understand the different reasons why my friends' home languages are /are not important to them.</p>	N/A	<p>INTRODUCTION (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Encourage chn to say 'hello' in their home languages. Explain that this is an oracy lesson and run through the discussion guidelines. <p>INSTIGATE</p> <ul style="list-style-type: none"> Present the statement 'My home language is important to me' as a way of instigating a class discussion. Use the talk tactic 'I would like to start by saying...' and give the children a reason why Jèrriais is important to you. Point to different children in the class, asking which languages they speak and if they have anything to add to your instigating comment. Chn talk in pairs. They should tell each other what their home language is and add their own points of view. Pause and choose random chn to feed back to the whole class. Scaffold using sentence stems. <p>PROBE, BUILD, CHALLENGE, CLARIFY</p> <ul style="list-style-type: none"> Ask the chn, would they like to probe, build or challenge? Use symbols and actions to aid understanding. Probe: 'Why do you think your home languages are / are not important?' Build: 'I agree and would like to add...' and 'Bulding on X's idea...' Challenge: 'I disagree because...' Chn extend their discussion in pairs, then feed back to the whole class. Encourage individual chn to join in the wider discussion. <p>Throughout the class conversation pause to model clarification by repeating what chn are saying, 'So you are saying...' and asking questions, 'Does that mean...?'</p> <ul style="list-style-type: none"> Keep the chn focussed by reminding them of the talking point and summarising the conversation so far. 'So far we have talked about...' <p>SUMMARISE</p> <ul style="list-style-type: none"> Summarise the discussion by revisiting the original talking point once more and asking the chn to help list the main points that were raised. 'The main points raised today were...' <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Ask chn to say 'goodbye' in their home languages. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Recognise that people from all over the world speak different langauges and our languages are part of our cultural identity.</p>	<p>Use English and other languages to help with learning Jèrriais.</p>
<p>Talk tactics and sentence stems</p> <p>I would like to start by saying... I think... We haven't yet talked about... Why do you think...? Can you provide an example...? So you are saying... Does that mean...? Building on X's idea... I agree and would like to add... I disagree because... So far we have talked about... The main points raised today are...</p> <p>No because... Yes because... I like... because... and... I agree / disagree because... I think... because... and also because... However... Also...</p>			<p>Links to Jersey Curriculum for English (Speaking)</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Pace of speech, tonal variation. Linguistic: Register Cognitive: Structure and organisation of talk, giving reasons to support views Social and Emotional: Turn taking, liveliness and flair</p>		
<p>Assessment / Next Steps</p>					

La Léçon 5 - Écoutez et faites comme mé					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are exploring the sounds of different words in different languages.</p> <p>We are learning to pronounce the -ez and -iz sounds.</p>	<p>I can hear the difference in sounds of words in different languages.</p> <p>I can pronounce the -ez and -iz sounds.</p>	<p>Vowel sounds a-e-i-o-u</p> <p>Front vowels -ez -iz</p>	<p>STARTER/REVISION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> <i>Tch'est qu'est tan nom?</i> Bring out Douard lé r'nard and ask around the class - get the chn to ask each other. <i>J'allons Écouter, Êrgarder, Êrpéter</i> - Revise vowel sounds. Sing the vowels to the tune of Heads, Shoulders, Knees and Toes. Sing <i>Hiccoret, Diccoret, Douoge.</i> Jèrriais version of Heads, Shoulders, Knees and Toes. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Run through a series of instructions and ask the chn to repeat. Talk through what each instruction means. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Move to an open space either indoors or outside. Ask the chn to stand in a space. Call out different instructions for the chn to carry out. If there is time play Duck, Duck, Goose: Chn sit in a circle. One child walks around the outside edge tapping each child on the head as they pass and saying <i>bouônjour, bouônjour, bouônjour...</i> The child must choose someone to tap and say <i>à bétôt</i>. The first child sits down. The chosen child then stands up and must run around the circle back to the place where they started. The game then starts again. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Recognise and respond to imperatives.</p>	<p>Play active games to engender interest and encourage participation.</p> <p>Listen with care.</p>
<p>Key vocabulary, questions, phrases</p> <p>écoutez èrgardez èrpetez</p> <p>touos ensembl'ye</p> <p>sautez comme eune étaile touônnez comme eune touothâle sautez sus un pid frappez chîn fais sautez sus deux pids touchiz san nez touchiz lé ciel touchiz lé solé marchiz sus pliaiche</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>Explore the patterns and sounds of Jèrriais through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Linguistic: Register Social and Emotional: Listening actively and responding appropriately, self assurance</p>	
<p>Assessment / Next Steps</p>					

La Léçon 6 - 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 long vowel sounds â and ê, short vowel é and digraph l(i).</p>	<p>I can sing some Christmas songs in Jèrriais.</p> <p>I can pronounce long vowel sounds â and ê, short vowel é and digraph l(i).</p>	<p>Long vowel sounds ê â</p> <p>Short vowel sound é</p> <p>Semi-consonant l(i)</p>	<p>STARTER/REVISION (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouôñjour.</i> <i>Tch'est qu'est tan nom?</i> Bring out Douard lé r'nard and ask around the class. Count to 5 and back down to 0 then souffliez! Sing <i>Chîn gâches à raisîns</i> with current buns and pennies. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce 3 Christmas Carols this lesson. Sing <i>Sonne les clioches</i> with Badlabeques. Refer to é phonics card and explain the accent creates a short open e sound that comes from the back of the throat - words <i>noué, trainé, né</i>. Refer to l(i) phonics card to explain l followed by i or y and then another vowel makes a y sound - word <i>clioches</i>. Run through relevant Christmas vocab flashcards and ask chn to repeat. Sing <i>Sonne les clioches</i> as a whole class with bells. Sing <i>l'tchait d'la né</i> with Badlabeques. Refer to ê phonics card to explain ê with a circumflex makes a long ay sound - word <i>éfant</i>. Run through relevant Christmas vocab flashcards and ask chn to repeat. Sing <i>l'tchait d'la né</i> as a whole class - swap the bells around. Sing <i>Prans du housse</i> with Badlabeques. Refer to â phonics card to explain â with a circumflex makes a long ah sound - words <i>gâche, décorâtions, célébrâtion</i>. Run through relevant Christmas vocab flashcards and ask chn to repeat. Sing <i>Prans du housse</i> as a whole class - swap the bells around again. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bêtôt</i> and <i>Bouan Noué</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</p>			<p>Not pronouncing final consonants</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>Explore the patterns and sounds of Jèrriais through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in Jèrriais.</p>	<p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / presentational</p> <p>Skills focus: Physical: Voice projection, tonal variation Social and Emotional: Self assurance, livliness and flair</p>
<p>Assessment / Next Steps</p>					

Jèrriais Primary Scheme of Work - L'Année 2 - Lé Preunmié Tèrme - leune, deux, trais, lé Jèrriais!

*Resources are highlighted in blue

LA LÉÇON 7 - PÂSSE LÉ PATCHET