

La Léçon 1 - Mèrcie bein des fais					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to say please and thank you in Jèrriais.</p> <p>We are learning how to pronounce the l(i) sound.</p>	<p>I can say please and thank you in Jèrriais.</p> <p>I can pronounce the l(i) sound.</p>	Semi-consonant l(i)	<p>INTRODUCTION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Introduce the salutation <i>Bouanne Année!</i> Bring out <i>Douard</i> to ask the chn <i>Tch'est qu'est tan nom?</i> Sing <i>Hiccoret, Dicorret</i> Count to 10 and back down to 0 then souffliez! <i>Bîndez la balle</i> - chn come to the front and bounce the ball while the class counts. Sing the <i>leune, deux, trais, quat'</i> song. 	<p>Compare Jèrriais with other languages.</p> <p>Recognise conventions of politeness.</p> <p>Imitate pronunciation of sounds.</p>	<p>Playing repetitious games.</p> <p>Use of songs to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Bouanne Année!</p> <p>mèrcie bein des fais</p> <p>s'i' vos pliaît</p> <p>Frappe des mains</p>			<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce how to say <i>s'i' vos pliaît</i> and <i>mèrcie bein des fais</i> in Jèrriais. Point out the similarity with French. Ask chn who speak different languages how they say please and thank you in their different languages. Pause and refer back to the <i>l(i) phonics card</i> again and point out the semi-consonant <i>l(i)</i> in <i>pliaît</i> makes a <i>yee</i> sound. Sing the 'thank you, please' song. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Throw a <i>ball</i> around the room. Every time a child is to receive the ball they must say '<i>S'i' vos pliaît</i>' first and then '<i>Mèrcie bein des fais</i>' when they catch it. <p>PLENARY</p> <ul style="list-style-type: none"> Sing <i>Chîn gâches à raisîns</i>. Chn come out to the front to buy <i>current buns</i> with <i>pennies</i>. Pause before giving each child their current bun. Child must say <i>S'i' vos pliaît</i> and then <i>Mèrcie bein des fais</i> on receipt. Encourage whole class to join in. Show <i>flashcard</i>, wave to chn and say <i>Â bêtôt</i>. Chn say <i>Â bêtôt</i> as they leave. 	<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>Explore the patterns and sounds of Jèrriais through 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: Presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Social and Emotional: Turn taking, listening actively and responding appropriately</p>					

La Léçon 2 - Oui ou nânnîn					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to say yes and no in Jèrriais.</p> <p>We are learning the prepositions <i>in</i>, <i>behind</i> and <i>under</i> in Jèrriais.</p> <p>We are learning how to pronounce the <i>î(n)</i> sound.</p>	<p>I can say yes and no in Jèrriais.</p> <p>I know the prepositions <i>n</i>, <i>behind</i> and <i>under</i> in Jèrriais.</p> <p>I can pronounce the <i>î(n)</i> sound.</p>	<p>Nasal vowel <i>î(n)</i></p> <p>Question forms: <i>Où'est qu'...?</i> <i>Est-i'..?</i></p>	<p>INTRODUCTION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> Sing the thank you please song. Count to 10 and back down to 0 then souffliez! Sing the <i>leune, deux, trais, quat'</i> song. Show random numbers and say them in Jèrriais, making deliberate mistakes. Chn must respond with <i>Oui-dgia</i> or <i>Nan-dgia</i> depending on if teacher says the correct number and then correct the teacher. Sing <i>Chîn gâches à raisîns</i>. Chn come out to the front to buy current buns with pennies. Pause before giving each child their current bun. Child must say <i>S'i' vos pliaît</i> and then <i>Mèrcie bein des fais</i> on receipt. Encourage whole class to join in. 	<p>Compare Jèrriais with other languages.</p> <p>Imitate pronunciation of sounds.</p> <p>Recognise question forms.</p>	<p>Use of stories to promote interest and provide context.</p> <p>Use of physical actions to help with memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>oui nânnîn</p> <p>oui-dgia nan-dgia</p> <p>driêthe dans souos</p> <p>Où'est qu'est...?</p> <p>Est-i' là? Est-i' dans...? Est-i' souos...? Est-i' driêthe...?</p>			<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce how to say <i>oui</i> and <i>nânnîn</i> in Jèrriais. Point out the similarity with French. Ask chn who speak different languages how they say yes and no in their different languages. Pause and refer to the î(n) phonics card and point out the vowel <i>î(n)</i> in <i>nânnîn</i> makes a nasal sound. Introduce the prepositions <i>driêthe</i>, <i>dans</i>, <i>souos</i>. Ask the chn to repeat with actions to help them remember. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Read <i>Où'est qu'est Spot?</i> Ask the chn the repetitive question <i>Est-i'...?</i> and use actions to reinforce the prepositions used in each question. Ask them <i>Oui ou nânnîn?</i> with thumbs up and down and encourage them to respond. <p>PLENARY</p> <ul style="list-style-type: none"> Bring out Douard again. Place Douard under, behind and in different things around the classroom. Ask <i>Où'est qu'est Douard? Est-i' souos/driêthe/dans...?</i> Encourage the chn to respond <i>Oui</i> or <i>Nânnîn</i>. Show flashcard, wave to chn and say <i>À bêtôt</i>. Chn say <i>À bêtôt</i> as they leave. 	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Answer questions.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p>	<p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Cognitive: Maintaining focus on task Social and Emotional: Turn taking, listening actively and responding appropriately</p>
<p>Assessment / Next Steps</p>					

La Léçon 3 - Les neunméthos 1 - 5					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to count from 1 - 5 in Jèrriais.</p> <p>We are learning to recognise numbers 1 - 5 in Jèrriais.</p> <p>We are learning to pronounce the sounds i- and ais.</p>	<p>I can count from 1 - 5 in Jèrriais.</p> <p>I can recognise numbers 1 - 5 in Jèrriais.</p> <p>I can pronounce the the sounds i- and ais.</p>	<p>Vowel sounds a-e-i-o-u</p> <p>Semi-consonant ou-</p> <p>Trigraph tch</p> <p>Digraph qu</p>	<p>STARTER/REVISION (Lesson 3 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>Écouter, Égarder, Érpéter</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"> Refer to diagram of hand with numbered fingers. Count the fingers. Count again with children joining in, holding their fingers up. Refer to hand diagram with written numbers and count again. Return to <i>ieune</i> and show i-phonics card and explain <i>i-</i> followed by a vowel makes a y sound. Return to <i>ais</i> to show ais phonics card and explain <i>ais</i> makes a <i>ay</i> sound in Jèrriais. Count again with children joining in, holding their fingers up. <p>• Binde la balle: Chn take turns to bounce the ball 5 times while everyone counts.</p> <p>• Play <i>Échêrvété</i> (Scatterbrained) - choose 5 chn to stand at the front holding up large number cards 0 to 5 in a random order. Take Douard to one of the cards and get him to say what number it is. If he gets the number correct the children call out <i>Oui dgia!</i> If he gets the number incorrect they call out <i>Nannîn!</i></p> <p>• Play <i>Montrez-me!</i> - Call out numbers from 0 to 5 and chn must show them on their fingers.</p> <p>• Sing <i>Baa Baa Nièr Mouton</i> - focusing on the sounds <i>i-, ais, tch</i> and <i>ou-</i> within the song.</p> <p>• Read <i>Spot Peut Compter</i> and encourage the chn to count the different animals Spot comes across. Stop at five.</p> <p>PLENARY</p> <ul style="list-style-type: none"> Bring out Douard lé r'nard again and get him to count to 5 with the chn - star jumps, hops, squats, claps etc. Sing <i>Baa Baa Nièr Mouton</i> again. 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 how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p>	<p>Playing repetitious games.</p> <p>Use of nursery rhymes and stories to promote interest and provide context.</p> <p>Practise saying new words aloud.</p>
<p>Key vocabulary, questions, phrases</p> <p>écoutez</p> <p>èrgardez</p> <p>èrpetez</p> <p>touos ensembl'ye</p> <p>bouônjour</p> <p>ieune</p> <p>deux</p> <p>trais</p> <p>quat'</p> <p>chîng</p> <p>Bînde la balle</p> <p>Baa Baa Nièr Mouton</p> <p>à bétôt</p>		<p>Semi-consonant i-</p> <p>Trigraph ais</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>Appreciate stories, poems and songs in Jèrriais.</p>	<p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus:</p> <p>Physical: Voice projection, clarity of pronunciation</p> <p>Cognitive: Maintaining focus on task</p> <p>Social and Emotional: Turn taking, listening actively and responding appropriately</p>
<p>Assessment / Next Steps</p>					

La Léçon 4 - Les neunméthos 0 - 10					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to count from 0 - 10 in Jèrriais.</p> <p>We are learning to recognise numbers 0 - 10 in Jèrriais.</p> <p>We are learning to pronounce the sounds dg and ch.</p>	<p>I can count from 0 - 10 in Jèrriais.</p> <p>I can recognise numbers 0 - 10 in Jèrriais.</p> <p>I can pronounce the the sounds dg and ch.</p>	<p>Digraph dg</p> <p>Digraph ch</p> <p>Trigraph ais</p> <p>Dropping final consonant</p>	<p>STARTER/REVISION (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Count to 5 and back down to 0 then souffliez! Sing <i>Hiccoret, Diccoret, Douoge.</i> Stand up and do 5 star jumps. Sing <i>Baa Baa Nièr Mouton.</i> Stand up and hop 5 times. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Refer to diagram of hand with numbered fingers. Count the fingers to 10. Count again with children joining in, holding their fingers up. Remind the chn of the <i>i-</i> and <i>ais</i> sounds introduced last week. Refer to hand diagram with written numbers and count again. Return to <i>chîng</i> and show ch phonics card and explain <i>ch</i> makes a soft <i>sh</i> sound in Jèrriais. Count again with children joining in, holding their fingers up. Return to <i>dgix</i> and show dg phonics card and explain <i>dg</i> makes a hard <i>j</i> sound in Jèrriais. Count again with children joining in, holding their fingers up. Sing numbers to 10 to the tune of <i>Frères Jaques.</i> Play <i>Échèrvété</i> (Scatterbrained) - choose 5 chn to stand at the front holding up a selection of large number cards 0 to 10 in a random order. Take Douard to one of the cards and get him to say what number it is. If he gets the number correct the children call out <i>Oui dgia!</i> If he gets the number incorrect they call out <i>Nannîn!</i> Swap the chn and cards and continue to play. Play <i>Montrez-me!</i> - Call out numbers from 0 to 10 and chn must show them on their fingers. Return to <i>Spot Peut Compter</i> and read from the beginning all the way through, encouraging the chn to count the animals as you come across them. Continue to 10 at the end. <p>PLENARY</p> <ul style="list-style-type: none"> Bring out Douard lé r'nard again and get him to count to 10 with the chn. 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 how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p>	<p>Playing repetitious games.</p> <p>Use of nursery rhymes, counting songs and stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>écoutez èrgardez èrpetez tous ensemble</p> <p>ieune six deux sept trais huit quat' neuf chîng dgix</p> <p>Sautez comme eune étaile Sautez sus un pid</p> <p>Chîn gâches à raisins</p> <p>Combein qu'i' y'a d'...?</p>		<p>Question form: <i>Tch'est qu'</i></p> <p><i>Combein 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>Appreciate stories, poems and songs in Jèrriais.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Cognitive: Maintaining focus on task Social and Emotional: Turn taking, listening actively and responding appropriately</p>		
<p>Assessment / Next Steps</p>					

La Léçon 5 - Des gammes à Linguascope - les neunméthos					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning our numbers to 10 in Jèrriais.	I know my numbers to 10 in Jèrriais.		<p>INTRODUCTION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour.</i> • Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> • Sing the thank you please song. • Count to 10 and back down to 0 then souffliez! • Sing the <i>leune, deux, trais, quat'</i> song. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • This week we are going to play games on Linguascope to practise and consolidate our numbers to 10. <p>READING, ORAL UNDERSTANDING AND RESPONDING</p> <ul style="list-style-type: none"> • Hand out iPads for chn to log onto the Linguascope App. • Direct the chn to the Numbers section. • Demonstrate a couple of games and invite the chn to choose which games they would like to play. <p>PLENARY</p> <ul style="list-style-type: none"> • Play a Linguascope game as a whole class on the IWB. • Show flashcard, wave to chn and say <i>À bêtôt</i> and <i>À bi</i>. Chn say <i>À bêtôt</i> and <i>À bi</i> as they leave. 	Apply phonic and whole word knowledge to read simple words.	Use of interactive technology to increase interest and participation and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>les neunméthos</p> <p>ieune deux trais quat' chîng six sept huit neuf dgix</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>Read carefully and show understanding of words.</p>	
				<p>Links to Oracy Framework</p> <p>N/A</p>	
<p>Assessment / Next Steps</p>					

La Léçon 6 - Les formes à Roald Dahl					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name shapes in Jèrriais.</p> <p>We are learning how to pronounce the -l'ye sound.</p>	<p>I can identify and name shapes in Jèrriais.</p> <p>I can pronounce the -l'ye sound.</p>	<p>Long vowel ê</p> <p>Long vowel â</p> <p>Semi-consonant -l'ye</p>	<p>INTRODUCTION (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> Count with Douard to 10 and back down to 0 then souffliez! Introduce and sing <i>Pétille, Pétille, P'tite Étaile.</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Display large shape flashcards, point to each in turn and read them out. Repeat, asking chn to say them with you. Repeat and draw out the shape in the air, encouraging chn to do the same. Point out the long vowel sounds in <i>cârré</i> and <i>étaile</i>. Refer to l'ye phonics card and explain the -l'ye in <i>cêrc'l'ye</i> and <i>rectang'l'ye</i> makes a y sound. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Read Les Formes à Roald Dahl. Each time you encounter a shape, pause and get the chn to repeat. Ask <i>Tch'est qu'ch'est?</i> and elicit the response <i>Ch'est un/eune...</i> Ask the chn if anyone can tell you what the shapes are in other languages and listen for similarities and differences. Re-read the book and repeat the shapes. Go back to the middle page. Say <i>Trouvez lé/la...</i> and choose chn to come to the front and point to the shape you have said. <p>READING AND UNDERSTANDING</p> <ul style="list-style-type: none"> Roald Dahl shapes cut and stick activity. Chn cut out different shaped sweets with scissors and match them to the labels in the picture using glue sticks. <p>PLENARY</p> <ul style="list-style-type: none"> Show random shape flashcards and ask chn to identify them. Show flashcard, wave to chn and say <i>Â bétôt</i>. Chn say <i>Â bétôt</i> as they leave. 	<p>Compare Jèrriais with other languages.</p> <p>Imitate pronunciation of sounds.</p> <p>Recognise that languages describe familiar things differently.</p>	<p>Use of picture books to promote interest and provide context.</p> <p>Use of physical actions to help with memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>Les Formes à Roald Dahl</p> <p>les formes un cârré un rectang'l'ye un cêrc'l'ye un trais-carres un diamant eune étaile</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Trouvez lé/la...</p> <p>Tchi forme qui manque?</p>		<p>Question forms: <i>Tch'est qu...?</i></p> <p>Verb: <i>êt'</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>Answer questions.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Exploratory / Presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Linguistic: Appropriate vocabulary choice Cognitive: Maintaining focus on task Social and Emotional: Turn taking, listening actively and responding appropriately, self assurance</p>		
<p>Assessment / Next Steps</p>					

La Léçon 7 - Les formes					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to identify and name shapes in Jèrriais.	I can identify and name shapes in Jèrriais.	Long vowel ê Long vowel â Semi-consonant -l'ye	<p>INTRODUCTION (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> <i>Tch'est qu'est tan nom?</i> Bring out Douard lé r'nard and ask around the class. Guessing game: One child sits at the front with back to everyone and asks <i>Tch'est qu'est tan nom?</i> Teacher silently points to someone who replies <i>Man nom est...</i> with a real/fake name in a silly voice. Child at the front then replies with <i>Oui</i> or <i>Nânnîn, tan nom est...</i> (referring to cue cards for help) guessing the correct name. Sing the thank you please song. Count to 10 and back down to 0 then souffliez! Sing <i>Pétille, Pétille, P'tite Étaile.</i> 	Compare Jèrriais with other languages. Imitate pronunciation of sounds. Recognise question forms.	Use of picture books to promote interest and provide context. Use of physical actions to help with memorisation. Use of repetitive games to help with memorisation.
<p>Key vocabulary, questions, phrases</p> <p>Les Formes à Roald Dahl</p> <p>les formes un cârré un rectangl'ye un cèrcl'ye un trais-carres un diamant eune étaile</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Trouvez lé/la...</p> <p>Ch'est tchi forme?</p> <p>Tchi forme qui manque?</p>		<p>Question forms: <i>Tch'est qu...?</i></p> <p>Verb: <i>êt'</i></p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Re-read <i>Les Formes à Roald Dahl</i> and revise large shape flashcards from last week. Draw out the shapes in the air, encouraging chn to do the same. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Show shape flash cards and get Douard to say what they are. Chn respond with <i>Oui</i> or <i>Nânnîn</i> with thumbs up or down, depending on whether Douard is correct or not. Give out whiteboards, pens and erasers. Say the names of different shapes and chn must draw them. <p>PLENARY</p> <ul style="list-style-type: none"> Divide the class into two teams. Hold the shape flashcards close to you and ask <i>Ch'est tchi forme?</i> to one team at a time. The chn must guess which shape is at the top of your pile. If they guess correctly they keep the card. If not play passes to the other team. The team with the most cards when you have run out of flashcards wins. Show flashcard, wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Answer questions.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p>	
<p>Assessment / Next Steps</p>					

La Léçon 8 - Spot Va à la Fèrme					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name animals in Jèrriais.</p> <p>We are learning the prepositions <i>in and behind</i> in Jèrriais.</p> <p>How to pronounce the ou sound.</p>	<p>I know some farm animals in Jèrriais.</p> <p>I know the prepositions <i>in and behind</i> in Jèrriais.</p> <p>I can pronounce the ou sound.</p>	<p>Diphthong ou</p> <p>Question form: <i>Où'est qu...?</i></p>	<p>INTRODUCTION (Lesson 8 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> Count with Douard to 10 and back down to 0 then souffliez! Sing <i>Pétille, Pétille, P'tite Étaile.</i> Introduce the counting rhyme <i>Chîn P'tits Cannots.</i> Revise the prepositions dans and driéthe. Put Douard in different positions and ask <i>Où'est qu'est Douard? Est-i' driéthe / dans lé/la...?</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce the book for today <i>Spot Va à la Fèrme</i> and look at the animal flashcards. Point out familiar phonemes to the chn; vaque, tchian, ouaïsé, ouaïsé, couochon, lapîn. Refer to ou phonics card and explain the <i>ou</i> in <i>poule</i> makes an oo sound in Jèrriais. Make a rounded shape with your mouth to demonstrate and encourage the chn to join in. Ask the chn if anyone can tell you what the animals are in other languages and listen for similarities and differences. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Read <i>Spot Va à la Fèrme</i>. As you read repeat the questions <i>Où'est qu'i' sont les p'tits animaux? Sont-i' dans / driéthe...?</i> Point to the animals revealed behind the flaps name them. <i>Ah, ch'est...</i> Highlight the names of the baby animals mentioned throughout. Emphasise the prepositions throughout with physical actions. Bring out Douard and get him to model the different positions as you read the story. Count the baby animals that you find at the end of the book. <p>PLENARY</p> <ul style="list-style-type: none"> Sing <i>Chîn P'tits Canards</i> again. This time bring chn to the front to hold stick puppet ducks and swim off with them. Stop to count the number of ducks left each time. Show flashcard, wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Compare Jèrriais with other languages.</p> <p>Recognise question forms.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of stories to promote interest and provide context.</p> <p>Use of puppets to encourage interaction and help with memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>Chîn P'tits Canards</p> <p>Spot Va à la Fèrme</p> <p>les p'tits animaux lé tchian / lé p'tit tchian (ouasse) la vaque / les vieaux (beûle) lé j'va / les poulains (houinne) l'ouaïsé (tuite) lé lapîn la poule / les poulottes (cliouque) la brébis / l's angnieaux (baa) lé canard / les cannots (couah) lé pithot lé couochon / les p'tits couochons (grongne) lé cat / les catons (miaûne)</p> <p>Où'est qu'est Douard? Est-i' driéthe / dans lé/la...?</p> <p>Où'est qu'i' sont les p'tits animaux? Sont-i' dans / driéthe...?</p> <p>p'tit dans driéthe</p>		<p>Verb: <i>ét'</i></p> <p>Simple prepositions: <i>dans</i> <i>driéthe</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 stories, poems and songs in Jèrriais.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Voice projection, clarity of pronunciation Linguistic: Appropriate vocabulary choice Cognitive: Maintaining focus on task Social and Emotional: Turn taking, listening actively and responding appropriately</p>		
<p>Assessment / Next Steps</p>					

La Léçon 9 - La Prom'nade à Rosie					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are listening to and understanding a story in Jèrriais.</p> <p>We are learning the prepositions <i>in</i>, <i>behind</i> and <i>under</i> in Jèrriais.</p>	<p>I can listen to and understand a story in Jèrriais.</p> <p>I know the prepositions <i>in</i>, <i>behind</i> and <i>under</i> in Jèrriais.</p>	<p>Diphthong ou</p> <p>Short vowel u</p> <p>Question form: <i>Où'est qu...?</i></p> <p>Verb: <i>ét'</i></p> <p>Simple prepositions: <i>dans</i>, <i>driéthe</i>, <i>souos</i>, <i>sus</i></p>	<p>INTRODUCTION (Lesson 9 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> Sing the thank you please song. Sing <i>Chîn P'tits Cannots</i> with puppets. Revise shapes. Show random shapes and get Douard to say them in Jèrriais, making deliberate mistakes. Chn must respond with <i>Oui-dgia</i> or <i>Nan-dgia</i> depending on if Douard says the correct number and then correct the teacher. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Revise prepositions <i>souos</i>, <i>dans</i> and <i>driéthe</i> with Douard and introduce <i>sus</i>. Spend a moment highlighting the pronunciation of <i>sus</i> and exaggerate the shaping of your mouth. Compare the <i>ou</i> in <i>poule</i> with the <i>u</i> in <i>sus</i> and show the chn how your mouth changes shape. Introduce the story for today <i>La Prom'nade à Rosie</i> and look at the character flashcards. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Hand out laminated foxes so the chn have one each. Pause throughout to ask the chn <i>Où'est qu'est lé r'nard?</i> Look for the fox and point out where he is, emphasising the prepositions <i>souos</i>, <i>sus</i>, <i>dans</i> and <i>driéthe</i>. Get the chn to put their own foxes in the same position, i.e. under their hand, on their hand, behind their back or under them, while repeating the words out loud to reinforce. Point to the other animals in the pictures and name them, encouraging the chn to repeat. Take opportunities to count different animals. <p>PLENARY</p> <ul style="list-style-type: none"> Place Douard in different positions and ask the chn to say where he is. Show flashcard, wave to chn and say <i>Á bétôt</i>. Chn say <i>Á bétôt</i> as they leave. 	<p>Imitate pronunciation of sounds.</p> <p>Recognise that languages describe familiar things differently.</p> <p>Listen with care.</p>	<p>Use of picture books to promote interest and provide context.</p> <p>Use of physical actions and repetition to help with memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>La Prom'nade à Rosie</p> <p>la poule lé r'nard eune biche eune raînotte un ouaîsé eune papillote eune souothis eune bièvre eune mouque à myi un critchet</p> <p>sus souos dans driéthe</p> <p>Où'est qu'est lé r'nard?</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 stories, poems and songs in Jèrriais.</p> <p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Gesture and posture Linguistic: Appropriate vocabulary choice Cognitive: Maintaining focus on task Social and Emotional: Listening actively and responding appropriately, self assurance</p>		
<p>Assessment / Next Steps</p>					

La Léçon 10 - Les prépositions					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning some simple prepositions in Jèrriais.</p> <p>We are learning basic shapes in Jèrriais.</p> <p>We are listening to and following simple instructions in Jèrriais.</p>	<p>I know some simple prepositions in Jèrriais.</p> <p>I know some basic shapes in Jèrriais.</p> <p>I can listen to and follow simple instructions in Jèrriais.</p>	<p>Verb: <i>êt'</i></p> <p>Simple prepositions: <i>dans</i> <i>driéthe</i> <i>souos</i> <i>sus</i></p>	<p>INTRODUCTION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Bring out <i>Douard</i> to ask the chn <i>Tch'est qu'est tan nom?</i> Count with <i>Douard</i> to 10 and back down to 0 then souffliez! Sing <i>Chîn P'tits Cannots</i> with <i>puppets</i>. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Revise shapes. Revise prepositions. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Give out <i>preposition activity packs</i> to chn in pairs. Give chn verbal instructions to place the different shape cards from their packs in different positions in relation to the box card; <i>Mettez lé/la... sus/souos/driéthe/dans la boête/la tabl'ye.</i> Ask the chn <i>Où'est qu'est lé/la...?</i> and elicit the response <i>Sus/souos/driéthe/dans la boête/la tabl'ye.</i> <p>PLENARY</p> <ul style="list-style-type: none"> If there is time re-read <i>La Prom'nade à Rosie.</i> Pause throughout to ask the chn <i>Où'est qu'est lé r'hard?</i> Look for the fox and point out where he is. Ask the chn to give the correct prepositions to describe his position - <i>souos, sus, dans</i> and <i>driéthe.</i> Show <i>flashcard</i>, wave to chn and say <i>À bétôt.</i> Chn say <i>À bétôt</i> as they leave. 	<p>Imitate pronunciation of sounds.</p> <p>Recognise question forms.</p> <p>Listen with care.</p>	<p>Use of physical actions to help with memorisation.</p> <p>Use of repetitive practical activities to aid understanding and memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>sus souos dans driéthe</p> <p>un cârré un rectangl'ye un cêrc'l'ye un trais-carres un diamant eune étaile</p> <p>Où'est qu'est lé/la...?</p> <p>Mettez les...!</p>			<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Answer questions.</p>		
<p>Assessment / Next Steps</p>			<p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Gesture and posture Linguistic: Appropriate vocabulary choice Cognitive: Maintaining focus on task Social and Emotional: Listening actively and responding appropriately, self assurance</p>		

La Léçon 11 - J'allons à la chasse à l'ourse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are listening to and enjoying a Jèrriais translation of We're Going on a Bear Hunt.</p> <p>We are learning some descriptive Jèrriais vocabulary to describe sounds made by movement.</p>	<p>I can listen to and enjoy a Jèrriais translation of We're Going on a Bear Hunt.</p> <p>I understand some descriptive Jèrriais vocabulary to describe sounds made by movement.</p>	<p>digraph ch</p> <p>trigraph tch</p> <p>semi-consonant l(i)</p> <p>diphthong ou</p>	<p>INTRODUCTION (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour.</i> • Bring out Douard to ask the chn <i>Tch'est qu'est tan nom?</i> • Sing the <i>leune, deux, trais, quat'</i> song. • Sing the <i>Mèrcie bein des fais</i> song. • Sing <i>Pétille, Pétille, P'tite Étaile.</i> • Sing <i>Hiccoret, Diccoret, Douoge.</i> • Sing <i>Chin P'tits Cannots</i> with puppets. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Read <i>J'allons à la chasse à l'ourse.</i> • Before starting the book refer to the our phonics card and explain the trigraph <i>our</i> in <i>ourse</i> sounds like 'or'. • As you read encourage the chn to repeat the onomatopoeic vocabulary and give them a chance to act out the movements while they recite the words. • Remind the chn of the difference between <i>û</i> and <i>ou</i> and exaggerate the shape of your mouth when reading <i>soûffliez sùffliez</i> to illustrate. • Highlight the <i>l(i)</i> sound in <i>pitouoilliz patouoilliz</i> and remind the chn how it sounds while reading. <p>PLENARY</p> <ul style="list-style-type: none"> • Chn choose a couple of their favourite rhymes to sing again. • Show flashcard, wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Imitate pronunciation of sounds.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of physical actions to encourage participation and vocalisation.</p> <p>Use of stories and rhymes to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>J'allons à la chasse à l'ourse. J'allons en attraper eune hardi grande. Tchi bieau temps! J'n'avons pon peux.</p> <p>eune ourse</p> <p>frou-frou piotinnez piétinnez pitouoilliz patouoilliz trébutchiz drotchiz soûffliez sùffliez trique-marchiz sus l'but des pids</p> <p>Touos ensembl'ye!</p>		<p>long vowel û</p> <p>trigraph our</p> <p>Verb: <i>aller</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 so that others understand when they are using familiar words and phrases.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p>	
				<p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Clarity of pronunciation, voice projection, tonal variation, pace of speech Linguistic: Register Social and Emotional: Listening actively and responding appropriately, liveliness and flair</p>	
Assessment / Next Steps					

La Léçon 12 - Pâques					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning some Easter vocabulary.</p> <p>We are learning to pronounce the oeu sound.</p> <p>We are learning to recognise and read numbers 1 to 8 in Jèrriais.</p>	<p>I know some Easter vocabulary.</p> <p>I can pronounce the oeu sound.</p> <p>I can recognise and read numbers 1 to 8 in Jèrriais.</p>	<p>Triphthong oeu</p> <p>Nasal vowel î(n)</p> <p>Diphthong -ou</p> <p>Long vowel â</p>	<p>STARTER / REVISION (Lesson 12 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouôñjour, Salut.</i> Use Douard to count to 10 and back. <i>SouÛffliez!</i> Sing <i>Chîn gâches à raisîns</i>. Chn come out to the front to buy current buns with pennies. Pause before giving each child their current bun and ask <i>Té pliaît-i' eune gâche à raisîns?</i> Child must say <i>Oui, s'i' vos pliaît</i> and then <i>Mèrcie bein des fais</i> on receipt. Encourage whole class to join in. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Revise Easter flashcards and say each word with chn repeating. Read them again with chn a couple of times. Highlight the <i>ou-</i> sound in <i>crouaîsie</i>, long <i>â</i> sound in <i>Pâques</i>, nasal <i>î(n)</i> sound in <i>lapîn</i> and <i>oeu</i> sound in <i>oeu</i>. Look for the similarities with English and any other languages the children might speak. <p>READING AND UNDERSTANDING</p> <ul style="list-style-type: none"> Chn use pencil crayons to complete Easter colour by numbers. Chn must read the numbers written as words. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>Bouan Pâques!</i> and encourage chn to respond with the same. Say <i>Bouan Pâques</i> to each other on the way out. 	<p>Identify specific phonemes.</p> <p>Compare Jèrriais to English and other languages.</p>	<p>Use of repetitive visual activities to encourage reading and aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>Pâques du chocolat un lapîn un oeu d's oeux d'Pâques eune ban'se crouaîsi</p> <p>Tch'est qu'ch'est?</p> <p>Bouan Pâques!</p> <p>Numbers to 8</p>		<p>Question forms: <i>Tch'est qu'</i></p>	<p>Links to Jersey Curriculum for Languages</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Read carefully and show understanding of words.</p>	<p>Links to Oracy Framework</p> <p>Types of talk: Presentational</p> <p>Skills focus: Physical: Gesture and posture, facial expression and eye contact Linguistic: Appropriate vocabulary choice Cognitive: Choice of content to convey meaning Social and Emotional: Listening actively and responding appropriately, self assurance</p>	
<p>Assessment / Next Steps</p>					

