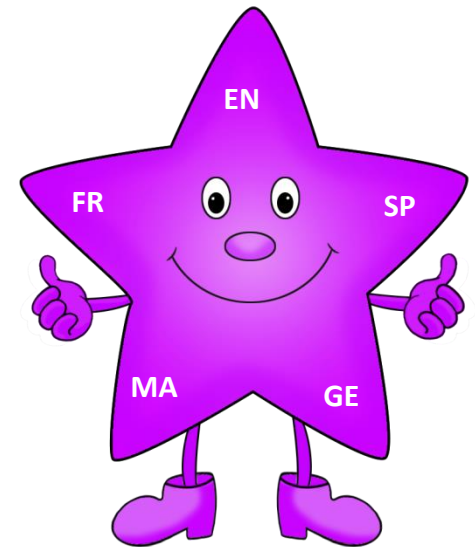# What is Discovering Language (DL)?

## …an alternative approach to KS2 language teaching and learning
## …language awareness: learning how to learn a language

– DL proposes that KS2 language programmes will be enriched and facilitated by following a multilingual model with strong links to English

– Pupils will be prepared for a global world and enter KS3 with a strong linguistic foundation in several languages

– Non-specialist KS2 teachers can use their English expertise to underpin a new language and not teach any language to too high a level

– Lessons can be supported by quality resources with native speaker voices: see DL resources suggestions

– Rigorous progression can be followed in the sequenced acquisition of key language strategies and knowledge

– A 'substantial level' can be reached in the final Y5/6 language

– Mixed age planning issues are addressed and supported

– Optional DL language awareness units support links across languages and with English, generating 'sticky knowledge'

– Transition strengthened and simplified by a TRANSITION PORTFOLIO

– **ALL DL materials freely available online:**
  - **www.ascl/discovering language.co.uk**

**Preparing a future global citizen**



*Schools can choose languages according to staff strengths, available resources and curriculum & community needs*

# DISCOVERING LANGUAGE : example of a broad four language model

**INTENT**: making connections, reducing insularity, developing curiosity, vocabulary, memory, confidence, understanding
**IMPLEMENTATION**: a sequenced development of increasingly complex language skills, strategies and knowledge

| Languages chosen considering: staffing, curriculum, community, resources, transition mixed-age planning | Y3 | Y4 | Y5 | Y5 | Y6 | Y7 |
|---|---|---|---|---|---|---|
| | **Choose a phonetically regular language eg Spanish or Italian** | **Choose a language to contrast with Y3 eg German or Latin** | **One or more terms of non-Roman script** e.g. Mandarin, Russian, Japanese, Community | **Up to five terms of French or Spanish** *reaching a 'substantial level'* | | **Transition E-portfolio** demonstrating: retained body of skills, strategies & knowledge incl. • wide vocabulary • parts of speech • gender, agreement • word order • phonics • memory strategies • dictionary skills |
| **Long term Sequencing** <br><br> **Language specific knowledge and skills** showing developing proficiency | **SOUND, WORD, SHORT PHRASE** <br> • greetings, names, ages, 0-12, colours <br> • simple nouns, cognates, phonics <br> • cultural knowledge and activities <br> • active approaches e.g. songs, stories | **SOUND, WORD & PHRASE** <br> • greetings, names, ages, 0-31, colours, dates <br> • negative, gender, phonics, cognates, noun, adjectives <br> • Q & A conversations, 'I like…' opinions <br> • cultural knowledge and activities <br> • first dictionary | **CONTENT & LEVEL** *depending on complexity of non-Roman script* <br> • characters, symbols <br> • phonics if relevant <br> • greetings, names <br> • numbers, colours <br> • nouns, gender, verbs <br> • cultural knowledge and activities | **SOUND, WORD, PHRASE, SENTENCE, TEXT** <br> • greetings, self-description, 0 to 100+ <br> • nouns, adjectives, colours, gender <br> • Q & A, negatives, plurals <br> • opinions, dates etc. <br> • simple verb forms, connectives <br> • adjectival agreement, word order, <br> • familiar & routine topics <br> • cultural knowledge and activities <br> • more dictionary including online | | |
| **'Sticky' strategies & knowledge** (non language specific) See DL support units for teaching links | • We can communicate with words or gestures <br> • We may see familiar words in other languages <br> • Grammar terms (from English) can be used again <br> • Phonics can be similar or different; word order may change <br> • Numbers, dates, months etc often have familiar patterns <br> • We can develop ways to remember new words eg songs, rhythm, cognates, rhymes, mnemonics <br> • Gender is an interesting concept :lost to English! | | • Not all languages use Roman script. <br> • Non Roman scripts can be phonetic, ideographs or a combination <br> • Grammar knowledge can be transferred to non Roman scripts | • What we know about other langs helps with a new one : look for the familiar: patterns, gender, word order, parts of speech, language families <br> • Gender, agreement, verb tenses are v. important <br> • New memory strats = written clues, dictionaries, <br> • All these strategies and knowledge can be transferred to any language: yes we speak English but language learning is exciting and vital! | | ***IMPACT*** pupils come to Y7 from a range of KS2 models with: • knowledge of several languages • no single language taken too high a level • a strong linguistic foundation • a developing interest in world languages • potential for greater motivation and KS4 uptake |
| **Curriculum** long term links: lang choices and timing | **EXAMPLES: History**: Anglo Saxons, Vikings, Romans, Mayans, Indus; aspects of British History beyond 1066, first civilisations <br> **English:** fairy tales, myths, Beowulf &Old English, Latin, Greek, Germanic, Romance word origins and cognates ;the origins of writing: characters, runes, symbols v. phonics, hieroglyphs, traditional tales, 'great literature' :short extracts <br> **Geography**: Europe & S. America; climate zones , rivers **Music & Drama**: age approp. cultural links **Art**: great artists, calligraphy **RE**: festivals and traditions | | | | | |

| **English** Build on prior learning; revisit and reinforce; liaise with English teaching | **Y1** letter, word, sentence, singular, plural, capital letter punctuation, full stop, question mark, exclamation mark | **Y2** noun, noun phrase, statement, question, exclamation, command compound, adjective, verb, suffix, adverb, past/present tense ,apostrophe, comma | **Y3** preposition, conjunction, word family, prefix, clause, direct speech consonant, vowel, inverted commas | **Y4** determiner pronoun, possessive pronoun, adverbial | **Y5** modal verb, relative pronoun, relative clause, parenthesis, cohesion, ambiguity bracket, dash | **Y6** subject, object, synonym, antonym, active, passive, ellipsis, hyphen, colon, semicolon, bullet points |
|---|---|---|---|---|---|---|

| **Mixed age planning * link** | **See DL website** for rolling programme suggestions ensuring no language repetition and progressive linguistic challenges for older pupils, returning to a class with new, younger pupils |
|---|---|

| **Support Units** (free online* link) | 1. Optional sequenced support units making links across languages and with English. Support headings: **COMMUNICATION; PATTERNS; LITERACY LINKS; GRAMMAR** <br> 2. Optional AfL opportunities: language knowledge, skills and strategies |
|---|---|

# Discovering Language Support Units

## ... a foundation in language awareness

- Supporting multilingual KS2 models or enriching single language models
- Can be taught as part of the MFL or English timetable
- Adaptable to a school's specific language choices
- Y3/4 and Y5/6 units can be adapted and 'rolled' for mixed age cohorts
- Providing revisiting and assessment opportunities for **a transition portfolio**

Enabling KS2 pupils to make discoveries about language

Age appropriate activities linking across languages and with English

### FREE ONLINE *: Teacher's notes and PowerPoint slides

- Four progressive themes: **Communication, Grammar, Vocabulary, Patterns**
- 16 units: 4 per theme, providing 2-4 hours classroom time per unit
- Medium term plans with learning objectives and wider curriculum links
- Activities, games , worksheets and assessment opportunities
- Detailed language awareness teaching points to support generalist teachers
- Extension suggestions for older or higher attaining pupils

*\* DL support units will be sequentially published online from July 2019: www.discoveringlanguage.co.uk*

# Discovering Language  Support Units for KS2: *online Oct 2019 onwards*

**discovering, developing and frequently revisiting key language knowledge and skills**
**Reinforcing  the 'sticky knowledge' of language learning ; extending ' interesting facts' about language**
**supporting and enriching multilingual _or_ monolingual models**

| Themes | Y3 | Y4 | Y5 | Y6 | DL E-Portfolio |
|---|---|---|---|---|---|
| **Communication** | **1. SHH!** Gestures Deaf Signing Active listening | **4.MAMA!** Baby talk 1st language learning Greetings | **7. HOOK IT!** Short term memory Mnemonics Learning 'hooks' | **10. GOING GLOBAL!** English as a global language Long term memory Language study techniques | ★ **Collate Y3-Y6 Key Discoveries** |
| ★ **KEY DISCOVERIES** | Signs and gestures support language learning | We all, already ,have language learning skills | Adaptable memory strategies help  many learning  contexts | Language skills are very important for a future global world | ★ *online soon* **DISCOVERY E-UNITS** |
| **Vocabulary** | **2. WORD COUSINS!** First Cognates Alphabet dictionary First phonics | **5. YUM!** Saxons/Normans More cognates | **8. ALPHA-BETA** Alternative scripts | **11. GOOGLE …** New words … More  cognates &  phonics Online dictionary | • **Ideal for Y6 summer term** • **Whole class and pair based** • **Decode information on environmental topics** |
| ★ **KEY DISCOVERIES** | Cognates are fun and can help to unlock new  langs. Look for phonic friends! | English is rich in cognates. Use English dictionary skills for other languages | Languages can be written in different ways: pictograms or different alphabets | New languages and new words widen our vocabulary  and improve our English too! | • **Text in mixed-Romance  and Germanic languages** |
| **Patterns** | **3. 1-2-3** Numbers 1st look at gender Easy spelling rhymes | **6. PRINCE/PRINCESS** Gender Higher numbers Adjectival agreement Word order 1 | **9. IS a SHIP a SHE?** Gender L1/2/3/L4 New number patterns More Adj agreement Word order 2 | **12. HAPPY BIRTHDAY!** Language 'Families' *(Romance/ Germanic etc )* Numbers, days, Months (and myths) | • **Addressing:** o**motivation** o**curiosity** o**globality** • **Revisiting key concepts eg.** o**cognates** |
| ★ **KEY DISCOVERIES** | Looking for patterns helps learning(langs and other) | Agreement and word order are very important patterns | New scripts : can we still look for patterns? | Many languages come in 'families ' with similar patterns | o**gender,** o**plurals** o**agreement** o**patterns** |
| **Grammar** | E-BOOK UNITS | | | | o**number,** o**scripts** |

*E-BOOK UNITS: using text and visuals in new languages*
*to 'discover' parts of speech, punctuation and grammar points.*

| | | | |
|---|---|---|---|
| Noun, article, adjective, punctuation, connective • *Unit can be adapted to other texts* • *Use the same text in both years in different languages; link to developing English grammar knowledge* • *DL text (free) in Fr, Sp, Ge, It* | | Noun, article, adjective, verb, plural, punctuation Preposition, connective, conjunction,  subject, object, • *Unit can be adapted to other texts* • *DL text is expanded version of early KS2 text* • *DL text (free) in Fr, Sp, Ge, It* | o**dictionary** o**strategies** o**skills transfer** |
| ★ **KEY DISCOVERIES** New languages help to revisit parts of  speech learnt in KS1. | | Upper KS2 will have developing grammar and literacy skills  that can be used to decode  texts in other languages. … | |