



DISCOVERING LANGUAGE: example of an adaptable, 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 Choose a phonetically regular language eg Spanish or Italian	Y4 Choose a language to contrast with Y3 eg German or Latin	Y5 One or more terms of non-Roman script e.g. Mandarin, Russian, Japanese, Community	Y5	Y6 Up to five terms of French or Spanish reaching a 'substantial level'	Y7 Transition E-portfolio demonstrating: retained body of skills, strategies & knowledge incl.
Long term Sequencing Language specific knowledge and skills showing developing proficiency	SOUND, WORD, SHORT PHRASE <ul style="list-style-type: none"> greetings, names, ages, 0-12, colours simple nouns, cognates, phonics cultural knowledge and activities active approaches e.g. songs, stories 	SOUND, WORD & PHRASE <ul style="list-style-type: none"> greetings, names, ages, 0-31, colours, dates negative, gender, phonics, cognates, noun, adjectives Q & A conversations, 'I like...' opinions cultural knowledge and activities first dictionary 	CONTENT & LEVEL depending on complexity of non-Roman script <ul style="list-style-type: none"> characters, symbols phonics if relevant greetings, names numbers, colours nouns, gender, verbs cultural knowledge and activities 		SOUND, WORD, PHRASE, SENTENCE, TEXT <ul style="list-style-type: none"> greetings, self-description, 0 to 100+ nouns, adjectives, colours, gender Q & A, negatives, plurals opinions, dates etc. simple verb forms, connectives adjectival agreement, word order, familiar & routine topics cultural knowledge and activities more dictionary including online 	<ul style="list-style-type: none"> wide vocabulary parts of speech gender, agreement word order phonics memory strategies dictionary skills
'Sticky' strategies & knowledge (non language specific) See DL support units for teaching links	<ul style="list-style-type: none"> We can communicate with words or gestures We may see familiar words in other languages Grammar terms (from English) can be used again Phonics can be similar or different; word order may change Numbers, dates, months etc often have familiar patterns We can develop ways to remember new words eg songs, rhythm, cognates, rhymes, mnemonics Gender is an interesting concept :lost to English! 		<ul style="list-style-type: none"> Not all languages use Roman script. Non Roman scripts can be phonetic, ideographs or a combination Grammar knowledge can be transferred to non Roman scripts 		<ul style="list-style-type: none"> What we know about other langs helps with a new one : look for the familiar: patterns, gender, word order, parts of speech, language families Gender, agreement, verb tenses are v. important New memory strats = written clues, dictionaries, 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: <ul style="list-style-type: none"> 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 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 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					
DL Support Units (free online* link)	<ol style="list-style-type: none"> Optional sequenced support units making links across languages and with English. Support headings:: COMMUNICATION; PATTERNS; LITERACY LINKS; GRAMMAR Optional AfL opportunities: language knowledge, skills and strategies 					