

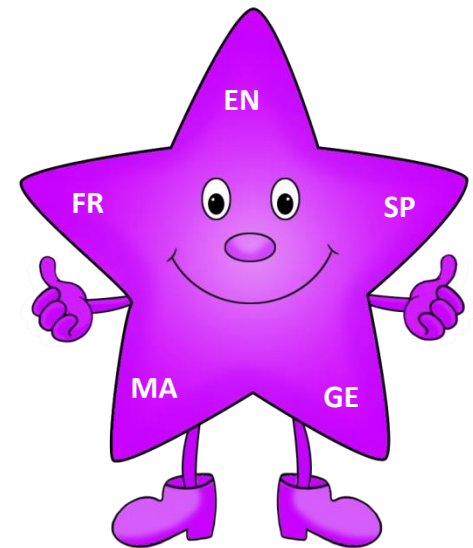
What is Discovering Language (DL)?

...an alternative approach to

KS2 language teaching and learning :

- 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 will not have to 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 will be strengthened and simplified by a TRANSITION PORTFOLIO
- **ALL DL materials freely available online: www.discoveringlanguage.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 ...



Progression through 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 showing: Key language skills & knowledge of grammatical features and patterns eg. • parts of speech • gender • agreement • word order • phonics • memory strategies • dictionary skills	
Suggested language content with linguistic progression Y3-Y6	SOUND, WORD, SHORT PHRASE • greetings, names, ages, 0-12, colours • simple nouns, cognates, phonemes • cultural knowledge and activities • active approaches e.g. songs, stories	SOUND, WORD & PHRASE • greetings, names, ages, 0-31, colours, dates • negative, gender, phonemes, cognates • noun and adjectives • Q & A conversations, 'I like...' opinions • cultural knowledge and activities • first dictionary	CONTENT & LEVEL <i>depending on complexity of non-Roman script</i> • characters, symbols • phonics if relevant • greetings, names • numbers, colours • nouns, gender • simple verbs • cultural knowledge and activities	SOUND, WORD, PHRASE, SENTENCE, TEXT • 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 incl. online			
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.						
Curriculum links	English: fairy tales, myths, Beowulf, Old English, Latin, Germanic, Romance word origins and cognates History: Anglo Saxons, Vikings, Romans, Mayans, Indus Geography: Europe & S. America; climate zones & rivers e.g. Amazon Art: great artists RE: festivals and traditions Music & Drama: age-appropriate cultural links			English: , the origins of writing: characters, runes, symbols v. phonics, hieroglyphs, Romance word origins, cognates, traditional tales, 'great literature' :short extracts History: aspects of British History beyond 1066, first civilisations Geography regions in Europe or S. America, rivers, climate zones Art: great artists, calligraphy RE: festivals and traditions Music & Drama: age-appropriate cultural links			Pupils come to Y7 from a range of KS2 models with:
English • Building on prior learning • Revisiting and reinforcing • Liaising 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, tense (past / present) 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	• 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
Discovering Language Support Units (free online* link)	COMMUNICATION LITERACY LINKS PATTERNS GRAMMAR Optional sequenced support units making links across languages and with English						
DL Progression = making connections ... reducing insularity developing curiosity, vocabulary, memory, confidence, understanding; acquiring linguistic knowledge, skills and strategies							

WEBSITE : www.ascl.org.uk/discoveringlanguage



DISCOVERING LANGUAGE : example of a broad four language model ...



Progression through a sequenced development of increasingly complex language skills, strategies and knowledge

<p>Languages chosen considering: staffing, curriculum, community, resources, transition mixed-age planning</p>	<p>Y3 Choose a phonetically regular language eg Spanish or Italian</p>	<p>Y4 Choose a language to contrast with Y3 eg German or Latin</p>	<p>Y5 One or more terms of non-Roman script e.g. Mandarin, Russian, Japanese, Community</p>	<p>Y5 Y6 Up to five terms of French or Spanish reaching a 'substantial level'</p>	<p>Y7 Transition E-portfolio showing:</p>	
<p>Suggested language content with linguistic progression Y3-Y6</p>	<p>SOUND, WORD, SHORT PHRASE</p> <ul style="list-style-type: none"> greetings, names, ages, 0-12, colours simple nouns, cognates, phonemes cultural knowledge and activities active approaches e.g. songs, stories 	<p>SOUND, WORD & PHRASE</p> <ul style="list-style-type: none"> greetings, names, ages, 0-31, colours, dates negative, gender, phonemes, cognates noun and adjectives Q & A conversations, 'I like...' opinions cultural knowledge and activities first dictionary 	<p>CONTENT & LEVEL <i>depending on complexity of non-Roman script</i></p> <ul style="list-style-type: none"> characters, symbols phonics if relevant greetings, names numbers, colours nouns, gender simple verbs cultural knowledge and activities 	<p>SOUND, WORD, PHRASE, SENTENCE, TEXT</p> <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 incl. online 	<p>Key language skills & knowledge of grammatical features and patterns eg.</p> <ul style="list-style-type: none"> parts of speech gender agreement word order phonics memory strategies dictionary skills 	
<p>Mixed age planning * link</p>	<p>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.</p>					<p>Pupils come to Y7 from a range of KS2 models with:</p> <ul style="list-style-type: none"> 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
<p>Sticky knowledge (non language specific) See DL support units for teaching links</p>	<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! 	
<p>English</p> <ul style="list-style-type: none"> Building on prior learning Revisiting and reinforcing Liaising with English teaching 	<p>Y1 letter, word, sentence, singular, plural, capital letter punctuation, full stop, question mark, exclamation mark</p>	<p>Y2 noun, noun phrase, statement, question, exclamation, command compound, adjective, verb, suffix, adverb, tense (past / present) apostrophe, comma</p>	<p>Y3 preposition, conjunction, word family, prefix, clause, direct speech consonant, vowel, inverted commas</p>	<p>Y4 determiner pronoun, possessive pronoun, adverbial</p>	<p>Y5 modal verb, relative pronoun, relative clause, parenthesis, cohesion, ambiguity bracket, dash</p>	<p>Y6 subject, object, synonym, antonym, active, passive, ellipsis, hyphen, colon, semicolon, bullet points</p>
<p>Discovering Language Support Units (free online* link)</p>	<p>COMMUNICATION LITERACY LINKS PATTERNS GRAMMAR</p> <p>Optional sequenced support units making links across languages and with English</p>					

DL Progression = making connections ... reducing insularity
developing curiosity, vocabulary, memory, confidence, understanding; acquiring linguistic knowledge, skills and strategies

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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 ★ online soon DISCOVERY E-UNITS <ul style="list-style-type: none"> • Ideal for Y6 summer term • Whole class and pair based • Decode information on environmental topics • Text in mixed-Romance and Germanic languages • Addressing: <ul style="list-style-type: none"> ○motivation ○curiosity ○globality • Revisiting key concepts eg. <ul style="list-style-type: none"> ○cognates ○gender, ○plurals ○agreement ○patterns ○number, ○scripts ○dictionary ○strategies ○skills transfer
★ 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	
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	
★ 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!	
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)	
★ 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	
Grammar	E-BOOK UNITS: using text and visuals in new languages to 'discover' parts of speech, punctuation and grammar points.				
	Noun, article, adjective, punctuation, connective <ul style="list-style-type: none"> • 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, <ul style="list-style-type: none"> • Unit can be adapted to other texts • DL text is expanded version of early KS2 text • DL text (free) in Fr, Sp, Ge, It 		
★ 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. ...		