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	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 **Language specific knowledge and skills** showing developing proficiency	**SOUND, WORD, SHORT PHRASE** • greetings, names, ages, 0-12, colours • simple nouns, cognates, phonics • cultural knowledge and activities • active approaches e.g. songs, stories	**SOUND, WORD & PHRASE** • 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* • characters, symbols • phonics if relevant • greetings, names • numbers, colours • nouns, gender, 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 including online		
'Sticky' strategies & knowledge (non language specific) See DL support units for teaching links	• 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!		• 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	• 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: • 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)	1. Optional sequenced support units making links across languages and with English. Support headings:: **COMMUNICATION; PATTERNS; LITERACY LINKS; GRAMMAR** 2. Optional AfL opportunities: language knowledge, skills and strategies					