



## KS2 Unit 6 Lesson 2 Crib Sheet

### Choosing Sounds

This is the second lesson in a six-week unit where we ask pupils to work in small groups to create their own language. These lessons are based on the Queen Mary Invented Languages Scheme materials, protected under CC-BY-NC. Our sincere thanks go to Professor David Adger and Dr Coppe van Urksor at <https://creatinglanguages.org/> for the generous sharing of their material with us.

**Slide 1:** Introduce the aim of the lesson, which is to think about the sounds we make and how we make them (stops; fricatives; liquids; nasals; vowels). We will look not just at English, but also at sounds in languages spoken by the students and in other languages. We will investigate how sounds are represented by letters and groups of letters. We will look at vowels and syllables. Pupils will be asked to make their design choices about how their language will sound and how they will combine syllables to make words. They will then give these words a meaning by labelling their map.

**Slide 2:** Acknowledgements

**Slide 3:** Pupils complete the map of their imaginary planet or island from the last lesson.

**Slide 4:** Ask pupils to make the sounds on the board (apa, aba, ata, ada, aka, aga). They will notice that each sound is made differently using a different part of the lips or tongue or throat, but each sound is made by stopping the air. Pupils enjoy explaining this to each other and pointing to where the sound is made. These are stops.

**Slide 5:** Ask pupils to make the following sounds (afa, ava, atha, adha, asa, aza, asha, azha, aha). Can they feel how these sounds are different to stops. We are not stopping the air but blowing it through our mouth in different ways. Pupils can play with these sounds feeling where they are made in the mouth. These are fricatives.

**Slide 6:** Ask pupils to play around with these sounds: ala; ara; awa; aya. These are called liquids, where the mouth makes a partial closure creating a vowel-like sound.

**Slide 7:** Here, we ask pupils to think back to prior learning about digraphs and trigraphs. We represent sounds with letters or groups of letters. Which digraphs and trigraphs can they remember. You could see which group can write the most in one minute.



**Slide 8:** Pupils get to make their first design choice. What sounds will they choose? Do they want their language to sound harsh or soft? Ask them to stick to a few sounds so they do not make it unnecessarily complicated.

**Slide 9:** Pupils think about vowel sounds in English and how they are created by combining the five vowels. We have an opportunity here to discuss accents and dialects and how vowels are pronounced differently depending on where you are from in the UK. How do your pupils pronounce “butter” or “bath”?

**Slide 10** shows that there are more vowel sounds that can be made that we do not have in English. Ask pupils to say the “ee” sound in see, but with their lips rounded or the “oo” in soon, but unround their lips.

**Slide 11:** What vowels will they choose for their language? How different to English will they sound? Will the same vowel sounds be repeated frequently, or will they have a lot of variety? How will they write them down?

**Slide 12:** Read out the information on syllables and how they are constructed.

**Slide 13:** Pupils are asked to choose their syllable structure.

**Slide 14:** Now pupils have the exciting tasks of writing words down using the Latin alphabet or an alphabet they know for now, rather than making up a script. This is broken down into stages and pupils are then able to label six things on their map. Language creation has begun.

**Slide 15:** In their groups, pupils then have a chance to play with the design choices they have made. One pupil says a word in their made-up language and the other writes it down. Roles then change. They could write it and try to say the word. Are their rules working? Are they happy with the start of their language?