

World of Languages and Languages of the World		KS2 Unit 3: Wonderful Words	
Unit Objectives: <ul style="list-style-type: none">1. To know that the same words are used in many languages2. To understand how to spot a cognate and how they help learning in MFL3. To understand that by breaking a word down into different parts, we can work out meanings			
Before. To begin this unit, the children should have already learnt: Languages are related Languages are influenced by other languages English came about with influences from Latin, Norse, German, French, Greek.		Next. The learning in this unit will prepare the children to learn these things in the future: Not only vocabulary, but the structures of languages, are linked. (Unit 4) Grammatical pattern spotting. (Unit 4) The language tree and language families (Unit 5)	
Key Enquiry Question: How do I decipher this word? How do I break down a word? Can I recognise parts of words?		The Big Idea: Decoding/deciphering parts off words to improve literacy and vocabulary understand.	
To achieve KS2 Unit 3 aims, pupils will need to be secure in the following knowledge:			
Substantive. By the end of this unit, children will know: <ul style="list-style-type: none">• Many words are formed of parts of words• Parts of words are called affixes (suffixes, prefixes) and roots• Parts of words have meanings of their own• Words can be de-coded• Words are borrowed from other languages• English words are used in other languages• Spellings in English are hard because of the complex history of the English language		Vocabulary to be learnt: <ul style="list-style-type: none">• Loanwords• Cognates• Portmanteau• Compound• Prefix• Suffix• Affix• Root	
Procedural. By the end of this unit, children will be able to do: <ul style="list-style-type: none">• Break words down to help understand meaning• Recognise common roots and their meaning• Spot common prefixes and suffixes• Play around with parts of words to create new meanings• Think carefully about spelling and spelling options		Resources including books: <ul style="list-style-type: none">• 6 x Lessons for Unit 3• Powerpoints• Teacher crib sheets• Student worksheets	
Possible Misconceptions: Languages are completely separate Languages and words stick to geographical borders Words cannot be broken down Parts of words mean nothing on their own Assessment Opportunities: End-of-unit summative assessment. Formative assessments through starter and plenary retrieval exercises.		Curriculum. Horizontal, Vertical and Diagonal links: English – Decode words. Use further prefixes and suffixes and understand how to add them. Maths - Can solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions English - Increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. English - Know the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. MFL - Broaden their vocabulary and develop their ability to understand new words	

