



KS2 Unit 6 Lesson 4 Crib Sheet

Writing Words

This is the fourth 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 today's aims which are to look at the relationship between letters and sounds more deeply by inventing a way of writing the invented language. We will look at how writing systems develop and how they work: using languages that students may know (Arabic/Urdu; Hindi; Greek; Mandarin). Pupils will create their alphabets and we will create verbs and work out how tenses are expressed.

Slide 2: Acknowledgements

Slide 3: Ask pupils which ways of writing things down they know. Which tools: ballpoint pens, fountain pens, sticks, chalk, reeds, quills, knives for scratching and etching, brushes, printing etc. Which surfaces: paper, papyrus, slate, wood, leather, wax tablets, bone, wood etc. Which writing systems: pictograms, ideograms, alphabets etc.

Slide 4: Pupils can see some interesting ways of writing things down. Which do they like and why?

Slide 5: Design Choice 6 asks pupils to decide how they will write their language down and on what?

Slide 6: Design Choice 7. They have decided on their tool and surface, but how will their writing look? This slide shows that not all languages are written left to right horizontally. Can they think of other examples that differ to how English is written down? Ask pupils to choose the direction of their writing.

Slide 7: Design Choice 8: Ask pupils to decide if their alphabet will follow the same rules as the English (Latin) alphabet ABCD or if they would like a different order. How about capital letters? Ask pupils to decide where they will use capitals (the start of sentences like in English; all nouns like in German; no capitals like in Hindi). If they decide to use capitals, they will need to write a lower-case alphabet and an upper-case alphabet.



Slide 8: Pupils can now write nouns using their alphabet and plurals. Ask them to create words for the following verbs using their design choices: run, fly, eat, hit, drink, sit, wait, sleep.

Slide 9: Here we think about tenses. A tense expresses a time category for example, future, past and present. Usually this is shown by a change in the verb.

Slide 10: Pupils could add more tenses as this slide demonstrates again using the example of Inuit. English has 12 basic tenses

Present Simple: I walk, I do walk

Present Continuous: I am walking

Present Perfect: I have walked

Present Perfect Continuous: I have been walking

Past Simple: I walked, I did walk

Past Continuous: I was walking

Past Perfect: I had walked

Past Perfect Continuous: I had been walking

Future Simple: I will walk

Future Continuous: I will be walking

Future Perfect: I will have walked

Future Perfect Continuous: I will have been walking

Pupils can create more tenses if they wish although it may get too complicated.

Slide 11: Design Choice 9 - Pupils have their 8 verbs from slide 8. How will they show past and future? Will they add a word? Will they add a prefix or a suffix? Or will they not use a tense but show category of time by using a time phrase? Ask pupils to write their verbs out using the design choices they have made.