

World of Languages and Languages of the World		KS2 Unit 6: Creating a Language	
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>1. To explore how sounds, words and sentences are created</li><li>2. To understand how writing and alphabets came to exist</li><li>3. To use patterns and rules to create structure in language</li></ul>			
<b>Before. To begin this unit, the children should have already learnt:</b> Languages contain words and grammar Languages have rules - we can work out rules by spotting patterns Languages are written and spoken Words can be built by adding affixes to roots and joining words together		<b>Next. The learning in this unit will prepare the children to learn these things in the future:</b> How language is used creatively in literature.	
<b>Key Enquiry Question:</b> Can I make my own language? How are sounds and written words linked?		<b>The Big Idea:</b> Languages continue to develop/they have a life cycle. Languages are creative and continue to be created.	
To achieve KS2 Unit 6 aims, pupils will need to be secure in the following knowledge:			
<b>Substantive. By the end of this unit, children will know:</b> <ul style="list-style-type: none"><li>• Languages can be made-up (such as Esperanto or Kling-on)</li><li>• We make sounds using our mouths, tongues, lips, cheeks, breath, throats</li><li>• Sound of words and the written words are linked</li><li>• One vowel can make many different sounds</li><li>• Plurals can be made in more than one way</li><li>• Word order influences the meaning of sentences</li></ul>		<b>Vocabulary to be learnt:</b> <ul style="list-style-type: none"><li>• Turbulent</li><li>• Fricative</li><li>• Syllable</li><li>• Consonant</li><li>• Vowel</li><li>• Affixes</li><li>• Morpheme</li></ul>	
<b>Procedural. By the end of this unit, children will be able to do:</b> <ul style="list-style-type: none"><li>• Understand that grammatical rules influence meaning in sentences</li><li>• Spot links between mouth position and the sound of words</li><li>• Show creativity in language</li><li>• Understand the complexity in language</li></ul>		<b>Resources including books:</b> <ul style="list-style-type: none"><li>• 6 x Lessons for Unit 6</li><li>• Powerpoints</li><li>• Teacher crib sheets</li><li>• Student worksheets</li></ul>	
<b>Possible Misconceptions:</b> Languages cannot be made up Languages do not need grammar Languages are too difficult to create		<b>Curriculum. Horizontal, Vertical and Diagonal links:</b> <b>Science</b> - Identify how sounds are made, associating with vibration <b>Music</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <b>DT</b> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <b>Geography</b> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	
<b>Assessment Opportunities:</b> End-of-unit summative assessment. Formative assessments through starter and plenary retrieval exercises.			